



Chapter 3: UTeach Staffing

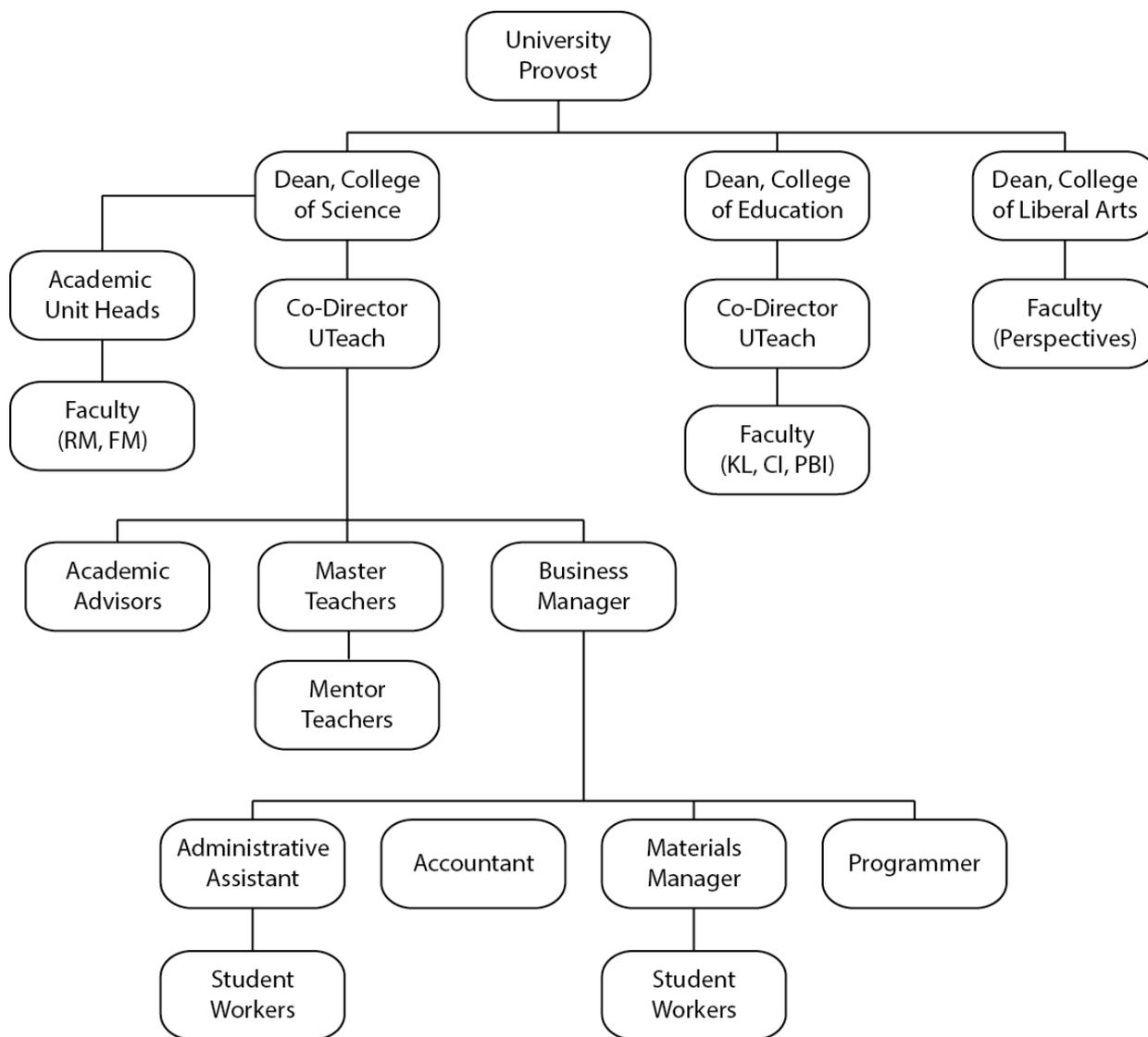
In this chapter:

- Co-Directors
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- Mentor Teachers
- Advisors
- Support and Administrative Staff
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The success of a UTeach program is based on the collaborative effort of academic and non-academic staff with diverse talents and perspectives. This chapter describes the roles of the various staff involved in a UTeach program—from the co-directors who guide the process, to the master teachers and faculty who work directly with students, to the support and administrative staff who keep the program running. It also describes the role of key committees that are essential in keeping the program on track.

The organizational chart in Figure 3.1 illustrates the current staffing structure of the UTeach program at The University of Texas at Austin, which has evolved as the program has developed. Though each university is different, UTeach partner programs have all structured their programs around this basic model.

Figure 3.1: Organizational Structure of UTeach at The University of Texas at Austin



Co-Directors

Because UTeach is a joint effort of the College of Education and a College of Science, a representative from each college serves as a co-director. Co-directors serve at the discretion of their respective deans and fulfill a broad range of responsibilities. It is strongly suggested that department chairs or tenured professors be chosen for these positions for the following reasons:

- Co-directors need a thorough understanding of the university’s operational hierarchy, including knowledge of the specific functions of various offices, the differences between a dean and a chairman, and the duties of a departmental curriculum committee.
- Co-directors need to have authority to manage human resources, including the hiring, assignment, and supervision of tenure-track faculty.

- Co-directors need a degree of academic stature to successfully negotiate with faculty in other colleges and to work with administration of the university and local school districts.

General Roles and Responsibilities of Co-Directors

With jobs similar to those of a college department chair, UTeach program co-directors have the following roles and responsibilities.

- **Planning:** The essential function of the co-directors is to visualize the evolution of the UTeach program and to set in motion all the actions that will lead to the creation and improvement of a unit responsible for teacher preparation. As the program evolves, planning includes continually considering the future, identifying upcoming unassigned tasks, and determining how to accomplish them.
- **Stakeholder Coordination:** The successful preparation of teachers depends on cooperation between many groups, including university administration, the Colleges of Science and Education, and local school districts. Co-directors generally need to be present in meetings involving any of these groups, particularly when addressing issues involving resource allocation or potential conflict.
- **Day-to-Day Management:** How the management tasks are divided between the two co-directors will vary somewhat at different institutions. At UTeach Austin, the co-director from the College of Natural Sciences oversees the hiring and performance of master teachers and UTeach support staff within Natural Sciences. This co-director reports to a dean or an associate dean in Natural Sciences, communicating budget requests and job performance evaluations. The co-director from the College of Education oversees hiring of faculty, scheduling of courses, assignment of teaching assistants, and acquisition and management of resources. This co-director reports to a dean or an associate dean in Education, communicating issues related to budget, staffing, and facilities. The co-directors decide jointly on teaching assignments.
- **Instruction:** Co-directors often teach at least one course in the UTeach sequence. This arrangement is desirable because it provides closer and more realistic contact with UTeach students, master teachers, and faculty and allows the co-directors to have firsthand experience with the program's curriculum.
- **Ceremonies and Conferences:** The co-directors represent UTeach at functions both within and outside the university, including events such as graduation dinners, fundraisers, and conferences.
- **Student Relations:** The co-directors serve on committees to grant scholarships, decide on student appeals for waivers of UTeach rules, and arbitrate disputes between students and faculty when necessary.
- **Fundraising:** The co-directors write and administer federal and state grants and assist university and college Development officers in raising funds for UTeach.

- **Committees:** The co-directors assign UTeach instructors to committees and oversee their operation. Co-directors chair the Steering Committee, and one or the other is a member of most other committees. (See the section “UTeach Committees” at the end of this chapter for more information.)
- **Other Duties:** Co-directors tend to be viewed as spokespersons for the improvement of education—within the university and outside—and can therefore have many duties, such as speaking at events, publishing articles in education journals, consultation with state and national education leaders, directing science fairs, and many other duties that promote STEM education and the UTeach program.

Co-directors essentially function as department chairs and as such must be adept at dealing with diverse perspectives and expectations. Co-directors for a UTeach program must forge a solid working relationship to successfully manage the first five years of rapid program growth and development. The program will require ongoing refinement and maintenance beyond the initial exciting and fast-paced period. At UTeach Austin and other successful partner programs, the co-directors have regularly scheduled meetings every week (in the presence of the Steering Committee on alternating weeks or other prescribed intervals), frequent phone calls, and daily email exchanges.

Master Teachers

The decision to hire a team of former secondary teachers to teach classes and supervise student field experiences has proven to be one of the most important elements in the success of the UTeach program. While tenure-track faculty typically have numerous responsibilities in addition to their involvement in UTeach courses, master teachers are singularly focused on providing support for students as they progress through the program.

Roles and Responsibilities

The work of master teachers centers primarily on managing UTeach field experiences, modeling effective classroom instruction, and providing feedback and mentoring to students. Having taught in the public school environment, master teachers are knowledgeable about the needs of new educators and the realities of the challenges they face. They serve as instructors, role models, and informal on-demand advisors, and provide continuity for students throughout the program.

Responsibilities of master teachers include the following:

- **Support Structure for Students:** Master teachers help students with lesson design and give personal advice that builds trust and strong connections to the program.
- **Teaching:** Master teachers lead Step 1, Step 2, and Apprentice Teaching courses. They co-teach and assist with the field component of Classroom Interactions and Project-Based Instruction, and may provide support for other courses. (See Chapter 5 for more information on UTeach courses.)

- **Supervising Field Experiences:** Master teachers organize and coordinate field experiences for UTeach students in Step 1, Step 2, Classroom Interactions, Project-Based Instruction, and Apprentice Teaching.
- **Student Observations:** Master teachers devote a significant amount of time preparing students to teach and then observing them in the field, providing written and verbal feedback.
- **University and Community Connection:** Master teachers serve as a bridge between the UTeach program and the local public schools. With extensive experience in schools and school districts, they understand how these systems work, know who to contact about issues, and know how to talk to district personnel. They also know how to access information about the district's curriculum, school schedules, and other logistics.
- **Programmatic Support:** Master teachers write and administer grants. They may present at local, state, and national conferences.
- **Committees:** Master teachers serve on the UTeach Steering, Scholarship, Appeals, and Admissions committees. (See the section "UTeach Committees" at the end of this chapter for more information.)

Hiring Considerations

A master teacher must have a minimum of a content-heavy master's degree and at least three years of secondary public school teaching experience with a demonstrated ability to use best practices as evidenced by local, state, or national awards. In addition to having deep content knowledge in mathematics or science and practical experience, a master teacher should be a recognized leader in the local school districts, ensuring extensive knowledge of key district mathematics and science personnel, curriculum, and district policies and procedures. A prospective master teacher should also be comfortable and adept at writing and presenting.

Master teachers should exemplify the very qualities and instructional skills you plan to cultivate in students and graduates. They must have experience with inquiry and project-based learning in the classroom. They should be familiar with current educational best practices in science and math teaching and learning.

Interpersonal skills are particularly important for master teachers, as they will be called upon to represent the university in a wide variety of educational settings. They need to be able to relate to and work effectively with students; each other; teachers and principals at campuses; superintendents and other district administrators; potential donors and business leaders; state and national legislators and their representatives; heads of state agencies and their representatives; and professors in various colleges, including Science, Education, and Liberal Arts.

Master teachers should be clear upon hiring that they are expected to fill a unique role that may be unfamiliar to many in the University setting. They will likely be unfamiliar with the university environment, organizational hierarchy, and related degree plans and requirements, and will require orientation and advice regarding protocols and procedures.

In view of their wide range of responsibilities and their essential role in the program's success, master teachers should receive attractive salaries that are commensurate with their skill and experience levels.

Depending on their degrees and previous experience, master teachers at UT Austin are designated as clinical assistant professors, clinical associate professors, or clinical professors. In addition to recognizing significant differences in the backgrounds of master teachers, this provides a framework for promotion. UTeach programs may choose other designations.

Notes from the Field **Master Teachers**

Master teachers provide important adjunct services to a university. At UT Austin, for example, two master teachers chaired the e-outreach committee that developed the university's technology plan. At many sites, master teachers have worked with university departments and faculty on their course and curriculum development and revisions, in some cases organizing brief teaching conferences for all new tenure-track faculty in the College of Natural Sciences.

Master teachers are also involved in the national community of teacher educators. For example, a master teacher gave a keynote address at a regional meeting of National Science Teachers Association (NSTA) and at a national NSTA convention. Several master teachers chair and work on committees that plan and implement the Texas Conference for the Advancement of Science Teaching (CAST), a statewide science teacher conference. One served on a National Research Council (NRC) committee that investigated and recommended establishing a program to help recent Ph.D. recipients become science and mathematics teachers. Master teachers also conduct professional development workshops from local to international levels.

Figure 3.2: Master Teacher Job Postings**Clinical Assistant Professor
UTeach Natural Sciences Program****Required Qualifications:**

- Master's degree, with a doctorate preferred
- Minimum 5 years as a secondary classroom teacher, with a preference for public school experience
- Interest in participating in professional preparation program
- Expertise in appropriate use of instructional technology

Responsibilities:

Persons appointed as clinical faculty members are non-tenured faculty in the UTeach Natural Sciences program. As such, in accordance with University policy, they are non-voting members of the faculty and not members of the Graduate Studies Committee. However, they may be requested by the department chair to participate in activities such as committees related to teacher education. An appointment to this position will primarily involve participation in teaching and/or supervising undergraduate and graduate students in courses and experiences related to field-based teacher development. Primary responsibilities include teaching field-based courses students take in their pursuit of certification, working with local area public school teachers who act as mentors for the students, and conducting field observations of the students. Additional duties will include student mentoring and other programmatically related tasks.

Salary:

Salaries and benefits are consistent with The University of Texas at Austin guidelines and commensurate with an applicant's professional credentials.

Funding:

Funding for clinical faculty appointments shall be from regular instructional sources and is subject to the availability of funding.

Period of Appointment:

This non-tenure-track faculty appointment consists of a 9-month instructional and a 1-month summer administrative appointment, for a total of 10 months. Appointment is for no more than 3 years. However, reappointment can occur for as long as the appropriate need and resources exist. Reappointment is also dependent upon continual satisfactory job performance.

Teaching Load:

Standard full-time teaching load is 9 teaching load credits per semester, for a total of 18 for an academic year. Additional instructional-related duties will be assigned in order to provide persons appointed in this title with the appropriate workload.

Clinical Associate Professor UTeach Natural Sciences Program

Required Qualifications:

- Doctorate degree or master's with the equivalent of 5 or more years experience at the clinical assistant professor level
- Minimum 5 years as a secondary classroom teacher, with a preference for public school experience
- Interest in participating in professional preparation program
- Expertise in appropriate use of instructional technology
- Regular participation in state, regional, or national professional organizations and activities.

Responsibilities:

Persons appointed as clinical faculty members are non-tenured faculty in the UTeach Natural Sciences program. As such, in accordance with University policy, they are non-voting members of the faculty and not members of the Graduate Studies Committee. However, they may be requested by the department chair to participate in activities such as committees related to teacher education. An appointment to this position will primarily involve participation in teaching and/or supervising undergraduate and graduate students in courses and experiences related to field-based teacher development. Primary responsibilities include teaching field-based courses students take in their pursuit of certification, working with local area public school teachers who act as mentors for the students, and conducting field observations of the students. Additional duties will include student mentoring and other programmatically related tasks.

Salary:

Salaries and benefits are consistent with The University of Texas at Austin guidelines and commensurate with an applicant's professional credentials.

Funding:

Funding for clinical faculty appointments shall be from regular instructional sources and is subject to the availability of funding.

Period of Appointment:

This non-tenure-track faculty appointment consists of a 9-month instructional and a 1-month summer administrative appointment, for a total of 10 months. Appointment is for no more than 3 years. However, reappointment can occur for as long as the appropriate need and resources exist. Reappointment is also dependant upon continual satisfactory job performance.

Teaching Load:

Standard full-time teaching load is 9 teaching load credits per semester, for a total of 18 for an academic year. Additional instructional-related duties will be assigned in order to provide persons appointed in this title with the appropriate workload.

Clinical Professor UTeach Natural Sciences Program

Required Qualifications:

- Doctorate degree or master's with the equivalent of 10 or more years experience at the clinical associate professor level
- Minimum 5 years as a secondary classroom teacher, with a preference for public school experience
- Interest in participating in professional preparation program
- Expertise in appropriate use of instructional technology
- Regular participation in state, regional, or national professional organizations and activities
- Professional scholarship in the form of publications and presentations

Responsibilities:

Persons appointed as clinical faculty members are non-tenured faculty in the UTeach Natural Sciences program. As such, in accordance with University policy, they are non-voting members of the faculty and not members of the Graduate Studies Committee. However, they may be requested by the department chair to participate in activities such as committees related to teacher education. An appointment to this position will primarily involve participation in teaching and/or supervising undergraduate and graduate students in courses and experiences related to field-based teacher development. Primary responsibilities include teaching field-based courses students take in their pursuit of certification, working with local area public school teachers who act as mentors for the students, and conducting field observations of the students. Additional duties will include student mentoring and other programmatically related tasks.

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Teaching Load:

Standard full-time teaching load is 9 teaching load credits per semester, for a total of 18 for an academic year. Additional instructional-related duties will be assigned in order to provide persons appointed in this title with the appropriate workload.

UTeach Faculty

It is imperative that UTeach faculty positions are filled with individuals who support the program's unique instructional approach and challenging goals. Here we discuss the role and responsibilities of tenured faculty.

General Roles and Responsibilities of Faculty

Faculty share some similar roles and responsibilities, regardless of their home college:

- Teaching UTeach courses.
- Advising and encouraging students to become teachers.
- Working with master teachers.
- Serving on UTeach committees. (See the section "UTeach Committees" at the end of this chapter for more information.)
- Making presentations on the UTeach program at state and national meetings.
- Doing research on teacher preparation and the UTeach program.
- Obtaining relevant grants.

Considerations for Faculty in Each College

A UTeach program utilizes specialists from at least three university colleges: Education, Sciences, and Liberal Arts. Based on their backgrounds and expectations, faculty from the different colleges face different issues when they become involved in a program such as UTeach.

College of Education Faculty

The most appropriate Education faculty members in a UTeach program are those whose research areas concern teaching and learning secondary mathematics and science. This research expertise is essential if the UTeach classes are to be taught at a high intellectual level. In many cases, Education faculty can make use of the opportunities afforded by close connections to UTeach to strengthen their research, which provides a strong motivation for Education faculty to become associated with UTeach.

That said, unless new faculty members are recruited specifically for a UTeach program, Education faculty will likely have to revise and rethink the courses they have traditionally taught in light of the UTeach curriculum. Co-directors and deans must be sure to acknowledge the extensive time and effort put into that process in job evaluations and should compensate Education faculty for their willingness to try a new approach.

Notes from the Field Education Faculty

The creation of UTeach Austin happened to coincide with the arrival in the College of Education of a very strong research group in secondary mathematics and science education. The group's research was instrumental in developing the courses for which the College of Education is primarily responsible: Knowing and Learning in Mathematics and Science, Classroom Interactions, and Project-Based Instruction.

College of Science Faculty

One of the most common questions from prospective UTeach programs is how to get science and mathematics faculty to buy in to the idea of teacher preparation. Program co-directors must recruit genuinely enthusiastic and committed faculty to be allies in every related department, professors who have thought about the significance of teacher preparation and who are willing to devote their time and energy.

Notes from the Field Science Faculty

Science faculty developed a number of content courses designed to meet the needs of pre-service teachers. For example, the Mathematics Department at UT Austin offers several courses that incorporate inquiry-based learning and are recommended to UTeach students. A faculty member in Geology offers a field course that UTeach recommends. Students can take several discovery labs in biology, and a special discussion section associated with evolution has been developed for future teachers.

UTeach Austin was not able to find regular faculty willing to take on teaching Research Methods. Most were simply not comfortable teaching an open-ended class cross-listed among three departments. So new faculty were brought to UT with the understanding that they would teach sections of this course. The faculty who came in this way to the Departments of Astronomy and Integrative Biology also had extremely strong research credentials. Research Methods has since captured widespread attention from Natural Sciences faculty and has been developed and expanded as a freshmen research initiative in the college.

Such faculty allies can play many roles. They can help shepherd degree plans through their department, provide mentoring and support for pre-service teachers majoring in their discipline, and help locate materials and supplies for projects. The Research Methods course offers faculty in a number of disciplines the opportunity to teach a UTeach course designed to develop the research skills of future teachers through a series of individual inquiries. In some cases, faculty may develop a strong enough commitment that they decide to develop special content area courses for pre-service teachers or special sections sensitive to their needs.

College of Liberal Arts Faculty

UTeach operates on the principle that subjects should be taught by specialists who know them best. Thus Liberal Arts faculty from the departments of history or philosophy teach the Perspectives in Science and Mathematics course. The College of Liberal Arts faculty selected should be a specialist in philosophy or history of science and mathematics, which is a relatively small discipline.

Faculty for Perspectives incorporate topics relevant to both mathematics and science majors who are preparing to become teachers. This includes making frequent connections to instruction and offering specific ideas about how to incorporate the course content into their teaching. It is not unusual for a master teacher to provide assistance with this course, especially during design and early implementation.

Mentor Teachers

UTeach programs hire successful practicing teachers at local K–12 public schools to coach and encourage students as they practice their lessons in the field. Working with these dedicated mentor teachers gives UTeach students the ideal opportunity to integrate pedagogic theory with practice as they experience the realities of teaching in a classroom.

Over the years, the close working relationship between UTeach programs and local school districts has led to positive changes and reciprocal benefits. In addition to the valuable experience for UTeach students, mentor teachers frequently report insights into their own teaching practices in addition to getting new lesson plan ideas. It is also common for school administrators to actively recruit UTeach graduates to fill job openings at the campuses where they have worked. UTeach Austin is now successfully using its own graduates as mentors for current participants in the program. These UTeach alumni understand the goals of field experiences and continue to grow professionally through mentoring.

Mentor teachers receive compensation for their vital contributions in preparing a new generation of science and math teachers. (See the section “Managing Payments to Mentor Teachers and Students” in Chapter 4, “Logistical and Procedural Guidelines,” for more information.)

Roles and Responsibilities

Mentoring Lesson Plan Assignments

In five UTeach courses, student field assignments are focused primarily on the implementation of a limited number of lesson plans, and those are the courses where mentor teachers are needed. The roles and responsibilities of these mentor teachers vary according to the particular course:

- **Step 1 and Step 2:** Elementary and middle school mentor teachers permit Step 1 and Step 2 students to observe the classrooms and teach three lessons to their students. Mentor teachers suggest topics for these lessons, review lesson plans prior to their presentation, and provide verbal and written feedback to the UTeach students upon the completion of each lesson. They also complete individual final evaluations for each student.
- **Classroom Interactions:** Mentor teachers in local high schools allow Classroom Interaction students to observe their classes and teach a series of lessons. They assist students with the development of multi-day connected lessons that are aligned to classroom instruction. They provide verbal and written feedback to UTeach students.
- **Project-Based Instruction:** Students in PBI visit high school classes that incorporate project-based learning. They meet with the instructors to gain insight into the advantages and challenges of this particular type of instruction. UTeach students prepare and teach a series of problem-based lessons that culminate in an out-of-classroom field-based investigation.
- **Apprentice Teaching:** When UTeach students take Apprentice Teaching, they are assigned to local secondary school campuses for a minimum of four hours per day, during which they will teach two classes for at least 12 weeks of the semester. Apprentice Teaching mentors are responsible for reviewing proposed lesson plans each week to see that they are coordinated with the curriculum and otherwise appropriate, as well as providing guidance in other aspects of classroom management. In addition, apprentice teacher mentors complete four formal observations and work as needed with the university supervisor assigned to the student.

Considerations for Selecting Mentor Teachers

Identifying excellent mentor teachers requires meetings with people at various levels in the district, including directors of science and math programs, curriculum specialists in science and math, principals, and department chairs. Master teachers who are familiar with the school district are likely to know by personal contact and/or reputation who some of the best teachers are.

Each semester, UTeach Austin holds a two-hour seminar for mentor teachers, during which they are updated about events in the UTeach program and learn the importance of their contributions to the success of the UTeach program. During this meeting, UTeach master teachers also provide professional development on the science and art of mentoring. Open discussions provide the mentors with the opportunity to share with each other and with UTeach.

Not all good teachers make good mentors. Some are reluctant to give up class control. However, those selected tend to improve in their role over time, particularly when given examples of effective mentoring and feedback. Sometimes particular students and teachers simply are not a good fit. On rare

occasions, a newly selected mentor teacher proves highly unsuitable; if necessary, their UTeach students should be reassigned as soon as possible.

To ensure that UTeach students get the most out of their relationships with mentor teachers, they are asked to evaluate their mentor teachers at the end of the semester. UTeach students' comments and evaluations are taken seriously, and if needed the master teacher can work with the mentor teacher on improvement.

Advisors

Program advisors work with UTeach students to help them understand degree plans and state certification requirements. Though a full-time advisor may not be necessary in the first year of a program, the Model Budget (see Chapter 2) recommends hiring a dedicated person in Year 2. Until then, advising can be conducted by other academic departments with assistance from the master teachers. As student enrollment grows, a replication site may need to hire additional advisors. The Institute recommends having one advisor per 250 students.

Informed and supportive advisors and faculty in each department should be enthusiastic cheerleaders for teaching as a viable career choice for talented STEM students. It is important that advisors let UTeach students know they are a special and honored group that will receive unusual personal attention and support.

During the years in which a UTeach program is being established, there will be ongoing development of the degree plans and curriculum. Advisors must therefore be flexible and especially supportive, particularly of those students transitioning into the program from a different degree plan. At the same time, it is necessary to be firm and clear concerning UTeach requirements for graduation and certification. Good advisors think carefully about their responsibility to each student from both of these points of view.

Roles and Responsibilities of UTeach Advisors

In addition to the traditional advising tasks—such as ensuring that students take the correct courses in the correct sequence in order to fulfill degree plan requirements, UTeach Austin advisors are also responsible for the following:

- Working with departments to create or modify existing degree plans for students.
- Recruiting potential students into the UTeach program through mailings, presentations about the program, individual conversations, and other means.
- Coordinating UTeach portfolio requirements.
- Sponsoring the UTeach student organization, such as UTeach Austin's Math and Science Teachers of Tomorrow (MASTT).

- Serving on the UTeach Austin Steering Committee, the Admissions and Scholarship Committee, and the Appeals Committee. (See the section “UTeach Committees” at the end of this chapter for more information.)
- Meeting regularly with departmental advisors.
- Serving as advocates for students in policy decisions.
- Representing UTeach interests at university advisors’ meetings.

Advising Different UTeach Student Populations

UT Austin offers a number of degree programs within UTeach, and slightly different advising is needed for students in each of the programs. Details of degree plans will vary at different universities and in different states, but the information given here can serve as a guide for the possible types of advising needed in a UTeach program.

- **Undergraduates pursuing College of Science degree with teacher certification:** As the largest group of students advised through UTeach, these students earn a bachelor’s degree in their major field and need only to see their UTeach advisor. They are issued transcripts stating “Teaching Option” to indicate that their degree plan includes the UTeach professional development courses. Pending successful completion of state testing requirements, these students are recommended for certification by the College of Education.
- **Undergraduates pursuing College of Science degree, not identified as Teaching Option:** Some undergraduate students pursue certification with a major degree plan in the College of Science but are not identified as Teaching Option students. These students generally major in science, computer science, or math. The degree plan for these students fulfills all of the content courses required for teacher certification, but these students must take professional development courses in addition to their degree requirements. Elective space in the major may be used to accommodate some of the professional development sequence and any additional content courses. Such a student must work with both his or her department advisor and the UTeach advisor.
- **Undergraduates pursuing degrees in other colleges:** Some undergraduate students pursue certification with a major degree plan in a college other than the College of Science. For example, a UT Austin student is pursuing a degree in Radio/Television/Film (RTF) and wants to gain teaching certification in mathematics. This student would take the professional development courses in UTeach along with the required mathematics content courses for certification in Texas while pursuing the RTF bachelor’s degree in the College of Communication. Such a student must work with both his or her department advisor and the UTeach advisor.
- **Post-baccalaureates:** The UTeach course sequence is designed to allow flexible entry into the program for upperclassmen and post-baccalaureates, who can complete the course sequence in as few as three long semesters. Postbacs require a unique set of advising tools. Having completed an undergraduate degree, a postbac now wishes to earn certification in STEM field. Such a student requires a thorough review of his or her college transcript and careful advising

on how to proceed to meet both the content and professional development requirements for certification. Transcript evaluations need to be performed by faculty in the appropriate departments to confirm transfer of comparable course work and to offer recommendations to the advisors for remediation or compliance. To work effectively with the postbacs, the UTeach advisors must be knowledgeable in the state content requirements for teacher certification.

Support and Administrative Staff

A UTeach program cannot run smoothly without good administrative, logistical, and technical support. A newly established program may not be large enough to justify the cost of many individual positions; thus, one or several staff members may initially need to fill multiple roles. At some point, however, a program will likely find that it needs a dedicated program coordinator as well as various specialized support staff, such as administrative assistants, programmers, an accountant, and a materials manager/lab tech supervisor.

Business Manager

A business manager should be brought on board as soon as possible to relieve the co-directors of day-to-day administrative activities that would otherwise begin to consume too much of their time. Such a person is indispensable for handling operational aspects of the program.

Roles and Responsibilities of the Business Manager

The business/office manager's major activities include the following:

- Administrative staff management.
- Oversight of organizational efficiency and compliance with local rules and state and federal laws.
- Responsible for the annual budget and budget process compliance.
- Management of the hiring process, including posting new jobs, scheduling interviews, and ensuring that everyone is officially appointed and paid.
- Space management, including scheduling and maintenance of rooms.
- Advising on the grant proposal process regarding budgets, the application process, university requirements, submission procedures, and documentation.
- Processing of contracts.
- Responsible for purchasing and processing of payments.

The business manager needs to deal with administrative procedures in several colleges. Thus, he or she must be creative in finding ways to navigate university administration effectively and judiciously.

The business manager meets regularly with the administrative and teaching staff. He or she attends meetings with development staff, as well as with the business affairs staff from the dean's office and at the university level. The business manager also frequently attends meetings with major financial contributors to UTeach.

Program Coordinator/Associate Director

Some partner programs have created a "program coordinator" or "associate director" position to relieve co-directors of some of the day-to-day management of the program. The precise responsibilities assigned to this person vary according to the size and structure of the universities and the pre-existing roles and commitments of the individuals chosen to serve as program co-directors. In some cases, a qualified master teacher has been promoted to take on additional responsibilities. In other cases, a dedicated associate director was hired immediately to oversee program development and management from the beginning of the Planning Period.

Though some programs have found such a position to be indispensable to smooth operations, co-directors are nonetheless closely involved with the program and assume ultimate responsibility for program planning and operations, including developing the overall vision and goals, communicating directly with university officials, and directing the activities of the Steering Committee.

Other Support and Administrative Staff

In addition to the business manager, a UTeach program may eventually need one or more of the following positions.

- **Administrative Assistants.** Administrative assistants work with the business manager to provide administrative/office support as needed. They are generally assigned receptionist duties, and may handle tasks such as data entry, word processing, scheduling, and meeting planning. Administrative help is most likely to be needed full time by Year 2 of a UTeach program.
- **Programmer.** A programmer will eventually be necessary to create and manage a local UTeach website, an equipment inventory database and to handle various technical duties as needed. The IT needs and available personnel of UTeach programs will vary, though by Year 3 it is likely a program will need to allocate funds for these purposes.
- **Accountant.** It is estimated that an accountant will be needed in Year 4 to begin assisting the business manager with establishing systems for the large number of payments being made, including those to mentor teachers and university supervisors in the field, tuition rebates paid to students, and other necessary support costs. Individual program needs for a dedicated accountant may vary.
- **Materials Manager.** At least a part time materials manager (sometimes called a lab tech supervisor) may be needed immediately to be responsible for management of classroom and lab facilities, including purchase and maintenance of equipment, computers, supplies, and materials required for all the different users. He or she will also supply technical support and possibly manage a group of student workers to assist with various tasks. This person should have a background in chemical safety, some knowledge of equipment used in science and

math investigations, mechanical ability, and the capacity to troubleshoot common technology problems and manage multiple demands. By Year 4 of a UTeach program, this will likely require a full time person. (For more information materials and lab needs, see Chapter 4.)

- **Student Workers.** Student workers assist with both front office duties and student workroom duties. Office duties may include answering phones, making copies, and filing. In the workroom, students may be assigned to organize and check out materials and kits, re-stock lab supplies, and oversee the computer lab. Individual program needs for student workers will vary.
- **Teaching Assistants.** Individual program needs will vary in terms of the use of teaching assistants. At UTeach Austin, teaching assistants are graduate students in either the College of Natural Sciences or in the department of science or math education in the College of Education. Depending on the needs of individual instructors and courses, teaching assistants provide assistance in developing instructional materials (including software and videos), setting up and managing student grade and attendance records, working with students on their class projects, leading discussion sections, helping students design lesson plans and obtain necessary equipment and materials for lessons they teach in their field experiences, and observing and providing feedback to students when they teach lessons in public school classrooms.
- **Data Liaison.** A data liaison is the person responsible for compiling program progress data and working with the UTeach Institute staff. As this is a narrowly defined role, the responsibility is frequently assigned to an existing staff member such as the advisor, the business manager, or an administrative assistant. (See Chapter 7, “Working with the UTeach Institute,” for more information.)

UTeach Committees

Replication sites are required to implement a steering committee and are strongly advised to implement other committees to serve necessary functions. These committees have been essential in the success of UTeach Austin program:

- Program Steering Committee
- Admissions and Scholarship Committee
- Appeals Committee

Program Steering Committee

A formal Steering Committee generally provides the main point of regular contact between the colleges involved in a UTeach program and serves to identify priorities, establish policy, share information, and authorize subcommittees and taskforces as needed. It may include co-directors, department chairs, key faculty and advisors, master teachers, and support staff, as well as administrative supervisors from the partnering school districts.

The character of each program's Steering Committee will reflect the organizational structure of the university, as well as the unique personalities of its members. To foster internal and external relationships that encourage advocacy for the program, it is necessary to be flexible as well as persistent in pursuing goals.

UTeach Austin limits the number of members on this committee but has rotating appointed faculty, master teacher, and staff representatives from the two colleges; however, all staff and faculty are welcome to attend. Regularly scheduled meetings are necessary to keep all stakeholders informed and engaged.

Admissions and Scholarship Committee

The UTeach Austin program has instituted an admissions process for post-baccalaureate candidates. The four-member Admissions and Scholarship Committee—with two members each from the Colleges of Natural Sciences and Education—evaluates student applications. The co-directors appoint the members of this committee.

The admissions process requires letters of reference testifying to a candidate's experience in working with youth and essays explaining the reasons for interest in becoming a teacher. It also requires transcripts and conducts an audit to determine the number of content courses needed to acquire material equivalent to a UTeach degree. The program seeks individuals who are both enthusiastic about teaching and have the right temperament for a successful career in secondary education.

UTeach Austin has been fortunate to acquire a number of scholarships, some of which are competitive. The Admissions and Scholarship Committee evaluates applications and makes recommendations on who should receive these scholarships. Decisions of the committee are often unanimous and have never been contentious. Students can receive Noyce scholarships as well as scholarships from the local school district and from private financial sponsors. (See Chapter 6 for more information.)

Appeals Committee

As with any degree plan, many rules govern graduation and certification through the UTeach program, such as GPA and the sequence of courses, and students are welcome to appeal one or more of those rules. The Appeals Committee, a small committee consisting of the two UTeach co-directors and an additional faculty member, was formed to handle such appeals.

In view of the great demand for teachers, UTeach Austin tries to keep a flexible stance regarding its own rules. It is common to receive appeals from students who have marginal GPAs (students must have a 2.5 GPA to be recommended for certification). These cases are decided in part based on assessment of potential as a teacher; all instructors who have observed the student are consulted.

The most common appeal this committee handles is from students asking to take Classroom Interactions and Project-Based Instruction simultaneously; this appeal comes mainly from post-bacs and students who started the UTeach program in their senior years. The request is not granted automatically. Appeals Committee members look for evidence from performance in introductory UTeach courses that the student works well with youth in the classroom and has good organizational skills.

Decisions of the Appeals Committee are often split, although majority rules. Arguments go back and forth, with calls for more evidence and information. The UTeach advisors are essential in providing information but are not voting members of the Appeals Committee.