Teach North Texas (TNT) is a replication of the UTeach program at UT-Austin. UNT was one of 13 institutions selected nationally for replication of UTeach in 2008. TNT represents a successful collaboration between the College of Arts and Sciences and College of Education in the preparation of highly-qualified secondary teachers of science, mathematics, and computer science.

TNT invites students as early as their freshman year, to explore teaching through two classes: the Step 1 and Step 2 courses. These courses, as well as two other field-experience based courses, provide a unique opportunity to not only learn about teaching, but also to teach in a classroom well before the standard student teaching semester. Our program focuses on inquiry-based learning through use of the 5E lesson model and through project-based learning. Since starting in 2008, we have had 175 graduates. Of the 175 graduates, 86% have stayed in teaching, which is well above the national average of 51%. Most of our graduates are in schools in the North Texas area.

All of our students have benefited from working with mentor teachers in the North Texas area. As our enrollment continues to grow, the program is in need of more mentor teachers to work with our eager pre-service teachers at all levels – elementary, middle school, and high school.

The role of the mentor teacher in the TNT program is to offer guidance and support to our pre-service teachers as they begin to learn about classroom teaching. Mentor teachers are required to complete short reviews of the pre-service teacher’s performance at the end of each lesson and a more thorough summary evaluation at the end of the semester.

The TNT program recognizes that the mentor teacher’s time is valuable. The program compensates mentor teachers for their time. Mentor teachers are paid $100 for each student they agree to work with plus $21 an hour and mileage allowance for attending one seminar per semester where TNT students are also present. In several of these classes, students teach in pairs, and some teachers accept more than one pair of students in some semesters.

The TNT program consists of four courses with a field experience component before students enter into their Student Teaching Apprenticeship. For undergraduate students that are at the junior level or higher, an intense three course option is available. The chart on the next page outlines the field-based courses the students will take.

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| **Field-Based Exploratory Courses** |
| ***Course*** | *Setting* | *Frequency* | *Instructional Materials* | *Skills Acquired* |
| **Step 1** | Elementary(3rd-5th grade) | 5 visits:2 observations3 lessons | Grade appropriate inquiry science or math lessons. | * Getting the attention of the class
* Giving directions
* Involving all students in group lab activities
* Questioning strategies
* Bringing closure to a lesson
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| **Step 2** | Middle School(6th-8th grade) math and science  | 5 visits:2 observations3 lessons | calculators, probeware, manipulatives | * Applying the 5E model of instruction
* Formative evaluation
* Questioning strategies
* Implementing a technology-based lesson
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| **OR** |
| **TNTX 1300** | Middle School(6th-8th grade) math and science  | 6 visits:3 observations3 lessons | calculators, probeware, manipulatives | All the skills learned in the Step 1 and Step 2 courses.  |
| **Field-Based College Of Education Courses** |
| ***Course*** | *Setting* | *Frequency* | *Instructional Materials* | *Skills Acquired* |
| **Classroom Interactions** | High School(9th-12th grade) math or science | 5-8 visits some on consecutive days:Observations & Lessons | Varied | * Observing
* Direct teaching
* 2-day inquiry-based lesson
* Self-evaluation of teaching
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| **Project-Based Instruction** | High School(9th-12th grade)math and science | 4 hours observation;Teaching related to field trip experience | Varied | * Observing and analyzing aspects of project-based instruction
* Designing and team-teaching a project-based unit
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| **Student Teaching Apprentice-ship** | High School(9th-12th grade) | A full semester of teaching at least one class with other responsibilities added through the semester. | Varied | * Assuming full responsibility for planning, implementing, and evaluating curriculum and instruction based on assessment of student learning
* Assuming the role of a teacher within the structure of the school, department, and classroom
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