

TxCETP Goals

1. Course reform to systemically improve SMT teacher preparation system-wide
 - a. Expand course components to chemistry, physics, earth sciences, and courses taken by elementary & math/science preservice teachers
 - b. Integrate Texas Essential Knowledge and Skills (TEKS) into science and math courses
 - c. Introduce course reform to faculty through the use of the “Inquiry Road Show”
 - d. Increase involvement of engineering faculty
 - e. Involve community college faculty in course reform

2. Recruitment of more undergraduate students (especially African American and Hispanic) to SMT teaching
 - a. Develop a 1-credit seminar targeting freshman and sophomore SMET undergraduates for preservice teacher, recruitment, and retention
 - b. Recruit high school students from TRSI and USI districts to teaching careers
 - c. Introduce SMT teaching careers to secondary classrooms through the “Inquiry Road Show”
 - d. Involve undergraduate SMET majors to assist in preparing the Road Show materials

3. Support for Preservice and Novice Teachers to increase retention and quality
 - a. Design capstone courses for preservice mathematics and science students
 - b. Involve teacher track students in educational research and development
 - c. Provide opportunities for freshman and SMET students to learn about teacher preparation and options
 - d. Coordinate a forum to build consensus and increase commitment to improve student teaching and career placement
 - e. Develop a CC to address issues of student teacher supervision, assessment, mentoring, classroom support, and other obstacles of student teachers

- f. Collaborate with certification officers to identify/increase opportunities for teaching experiences
- g. Place preservice teachers in K-12 schools involved in reform efforts
- h. Collaborate with TEA, TSSI, and others to revise ExCET to reflect standards-based instruction
- i. Implement a mathematics and science internship program in summer 2001
- j. Develop field-based & PD opportunities for preservice/in-service teachers in collaboration with Informal Science partners

4. Strengthening NSF Systemic Connections to maximize alignment and impact

- a. Collaborate with TRSI by involving mathematics/science specialists, and teacher partners in mentoring, lesson modeling, observations, workshops, etc. with TxCETP preservice teachers
- b. Involve TSSI in planning and implementation of CC's to introduce faculty to the issues that guide K-12 accountability/student achievement