Shaping National STEM Success

Quality Teaching + Student Outcomes

UTeach Institute

NATIONAL MATH + SCIENCE INITIATIVE
UTeach uses proven, inquiry-based teaching methods, preparing STEM majors to become inspiring and effective teachers.

You engaged us and made us actually look at how things worked and why they worked — not only in problems, but also in practical applications. You really changed my love of science into an understanding of what I want to do for a living.

— Student of a UTeach teacher from The University of Texas at Austin
Building the STEM Teacher Pipeline

A strong, STEM-capable workforce is critical to U.S. innovation and economic prosperity, but a lack of highly qualified STEM teachers is causing our country to fall behind in producing STEM professionals. UTeach is helping fill this gap by graduating more STEM teachers.

Experts estimate that the United States will need 100,000 more math and science teachers to ensure that today's students are prepared to thrive and solve our world's toughest challenges.

By 2024, UTeach graduates are expected to teach 6 million secondary students nationwide.

Preparing More STEM Teachers at a Lower Cost

Funded by public funds and private gifts, UTeach produces teachers active in the classroom at two to four times less cost than other leading programs. UTeach graduates also stay in teaching for an average of seven years — up to three times longer than teachers from other leading teacher preparation programs.

In a period when national teacher production declined by 20%, STEM teacher production at UTeach universities climbed by 40%.

Nearly 70% of UTeach graduates are teaching in K-12 schools with a majority low-income population.

1Marder, M., & Hamrock, C. (2016, working paper). Math and science outcomes for students of teachers from standard and alternative pathways in Texas. uteach.utexas.edu/uteach-blog/students-uteach-graduates-learn-more


Muhammad Jan  Biology Teacher, AL  |  UTeach Alumnus

“I would never have become a teacher and impacted my students if it wasn’t for my program and the support they gave me.

Imagine entire schools, districts, and states filled with educators who understand how education should be for students with effective, research-based teaching.”