Recruitment
To recruit Teaching Fellows, we posted the opportunity as a Graduate Assistantship on Husker HireLink, which went to thousands of alumni; we registered for booths at the Fall UNL Career Fairs, for Engineering, Actuarial Science and general, and met with dozens of potential students; we teamed with both the post-baccalaureate teaching certification coordinator at UNL and the chief undergraduate adviser in mathematics to spot potential fellows; and mailed letters and flyers to all mathematics departments in the Big 12, Big Ten and colleges in Iowa, Colorado, Kansas City, Denver, Minneapolis and Nebraska. Online advertisements were run in the Omaha World Herald (for one month), Kansas City Star and Chicago Tribune (both for two weeks) on the employment site’s front page.

TF Master’s Program
The Teaching Fellows participate in a newly-developed master’s degree program at UNL: the Master of Arts with an emphasis in Mathematics Teaching (MAMt). The MAMt degree features the following: four courses in the first summer, four courses in the fall, two courses in the spring, two courses in the second summer, and a year-long internship with a Master Teaching Fellow throughout the entire academic year. The MAMt courses include 4 mathematics courses; 2 semesters of mathematics methods courses; 1 diversity course; 1 special education course; 1 curriculum inquiry course, and a capstone master’s seminar.

MTF Program
• Graduate Courses at UNL (24 credit hours across 14 months)
• 4 Math courses including "Math in the City"
• 4 Education courses including a Mathematics Education Seminar and a Diversity course
• Leadership experiences spanning the 5 years
• National Professional Board Certification
• Opportunities to mentor TFS and other new mathematics teachers
• Opportunities to serve on instructional teams to teach graduate courses to Nebraska teachers
• Opportunities to lead professional development sessions to peers
• Opportunities to conduct educational research and to present at local, regional, and national conferences

We chose the Praxis II Mathematics Exams (0069 for K-8 applicants, 0061 and 0063 for 9-12 applicants). We were looking for applicants to score at least 165 on the middle level test, and to average 160 on the two high school exams.

• For the Master Teaching Fellowship applicants, we had many strong Praxis II scores. The average of K-8 teachers we accepted was 190. For high school applicants, on the content test, the average score of those we accepted was 180. On the proofs test, the average score of those we accepted was 190.

• For the Teaching Fellows, we chose the Praxis II high school exams (0061 and 0063). On the 0061, the average score was 164, with a range of 138 to 175. On the 0063, the average score was 180, with a range of 163 to 197.

Evaluation Plan
Surveys will be administered to NebraskaNOYCE participants to collect data for pre-post analyses on a range of outcome variables and selected implementation and other intermediate variables expected to influence results, including perceptions of program effectiveness, ratings of preparedness and confidence related to mathematics teaching and learning, reports of teaching practice, and demographic data. The evaluation will track the progress of participating teachers, examining changes in participant outcomes, including the extent to which they take on leadership roles and responsibilities and commit to teaching in high need schools. Interviews and/or focus groups will be conducted with a sample of NebraskaNOYCE project leaders and staff, participating faculty, TFs and MTFs, and school administrators to acquire perceptions related to program features, challenges, successes, and student success. Interviews will especially focus on teacher leadership and how to increase student success in mathematics in high need schools. Document analysis will include analysis of course participant materials, documentation of partnership activities, course offerings in the certificate program, and other materials. A sample of Praxis II and other testing data will be obtained for interpretation quality and participant engagement. The evaluation will examine facilitators and impediments to implementation and progress toward sustainability of project activities through interview, focus group, and observation data.

Evaluation Questions
1. To what extent does NebraskaNOYCE develop and implement a high quality 14-month post-baccalaureate program?
2. To what extent do NebraskaNOYCE fellows successfully complete program activities and improve their knowledge, confidence, levels of preparedness, and attitudes related to mathematics teaching?
3. To what extent does NebraskaNOYCE attract, educate, and retain high quality mathematics teachers in careers in which they serve in leadership roles and commit to teaching in high need schools?
4. NebraskaNOYCE seeks to create a new model for how UNL mathematics and education faculty and students collaborate. How do NebraskaNOYCE: Foster collaborative interaction between mathematics and education faculty? Foster continuous learning and professional growth for participants? Support diversity teaching and learning in high need schools? What factors impede or facilitate progress toward NebraskaNOYCE goals?
5. What progress has been made toward sustaining and “scaling up” NebraskaNOYCE?