

Creating a Teacher Candidate Learning Community for Mentoring Latino/a Freshmen in a HSI

**Presented by Criselda Garcia, Karin Lewis,
Miryam Espinosa-Dulanto and Eunice Lerma**





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Presentation Overview

I. Overview of Exploratory Project

- Short Term Goals and Long-Term Goals
- Key Terms with Operational Definitions



II. Research Study

- Research Questions
- Purpose and Methodology
- Data Collection



III. Exploration of Mentorship Models

- Review of the Literature
- Professional Development : Conexion: First-Year Student Success Academy



IV. Mentorship Model: Creating Early Connections: Teacher Educator Mentor + Learning Community: EDUC 1301 & UNIV 1301 Photovoice Project



V. Dissemination of Work



Expected Outcomes

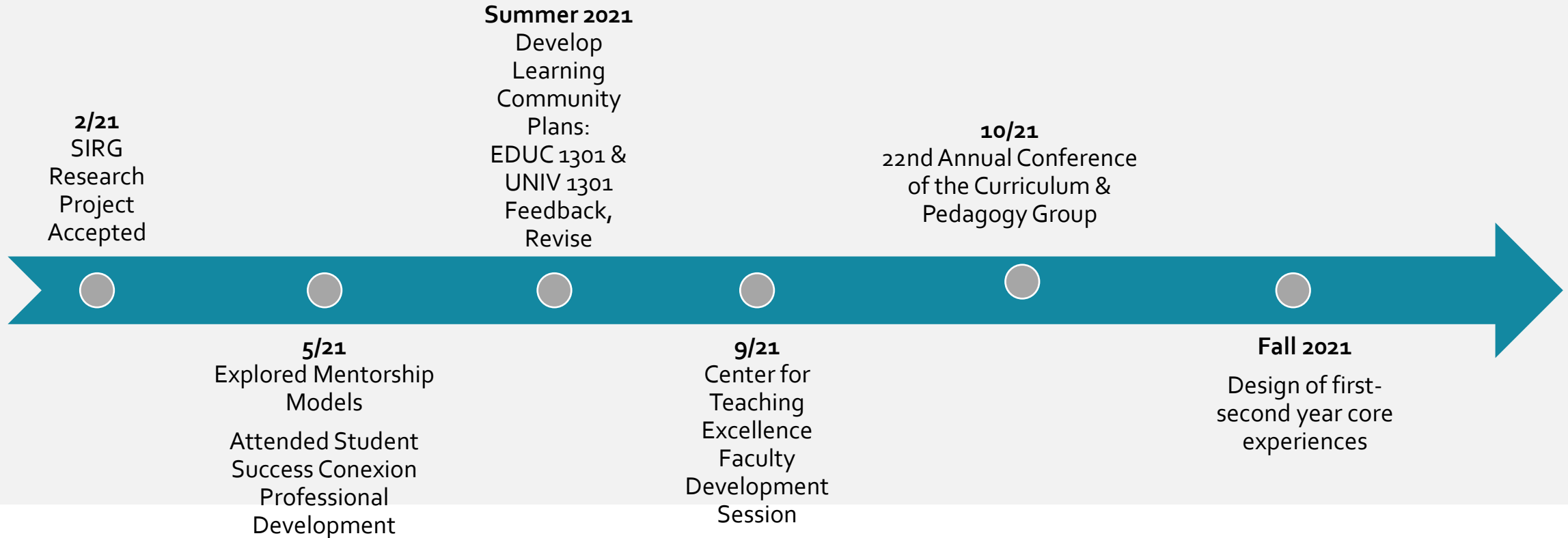
- 1) Explore models for faculty mentorship model to support and build relationships with aspiring teachers and make recommendations for a subsequent implementation phase.
- 2) Explore mentorship as a pedagogic tool, as a learning process, with teaching as inquiry approach.
- 3) Develop a collaborative space in the form of an aspiring learning community for mentor and peer support and productive exchange.
- 4) Explore models for supporting future teachers with a set of experiences, an educational journey with opportunities to engage in early clinical experiences for sustained deeper analysis of teaching and learning in the Rio Grande Valley using a social justice lens.
- 5) Explore models for building culturally and sustaining pedagogies of aspiring teachers and make recommendations for UTRGV's EPP.

Overview of Exploratory Project

Proposed Outcomes

Short Term (2021):

- Explore **mentorship models** for freshman-level aspiring teachers.
- Identify mentoring models for creating **learning communities** and potentially linking entry-level courses.

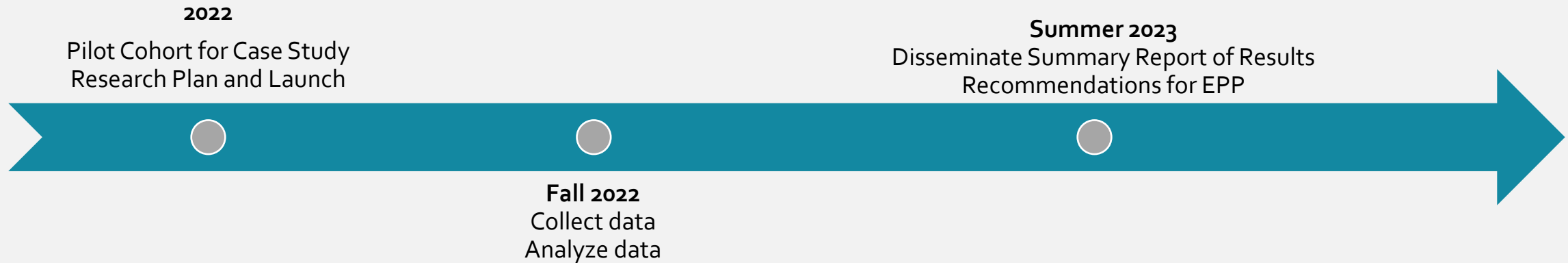


Overview of Exploratory Project

Proposed Outcomes

Long Term (2022-2023):

- Design first- and second-year **structured set of experiences** in the form of a learning roadmap.



Operational Terms

Term	Definition	Sources
Learning Community (LC)	High impact teaching practice that involves a group of students completing a cluster of courses together with collaborative learning activities for aspiring teachers such as collaborative reflection, and critical dialogue.	Kuh, 2008; Visher et al., 2011; Weiss et al., 2014
Culturally Responsive/Relevant Pedagogy (CRP)	Early work focused on developing sociopolitical consciousness of students by providing intellectual tools to critique social inequalities; challenging deficit perspectives; current approach emphasizes inclusive curriculum with students' cultural references in all aspects of classroom learning.	Gay, 2010/2018 Ladson-Billings, 1995/2009
Culturally Sustaining Pedagogy (CSP)	Theoretical approach to teaching that respects, maintains and builds on student's diverse languages, cultures and identities in curricular materials, activities and strategies.	Paris, 2012 Based on early work of Gay, 2010; Ladson-Billings, 2009; Nasir & Vakil, 2017
Mentorship	Relationship of more experienced person (faculty/teacher educator) assists in the professional development of a less experienced (aspiring teacher); comprising cultural factors and orientations leading to promising mentorship relationships specific to Latino/as.	Cox, et al., 2014 Kram, 1985; Jacobi, 1991; Crisp & Cruz, 2009

Research Questions

- The following research questions will guide the study:
- 1) What is the impact of early mentorship of aspiring teachers on their preparation?
- 2) How do early mentorship and learning community structures affect preparation of teacher candidates?
- 3) What model would best fit the needs of UTRGV EPP?

Purpose and Methodology of the Study

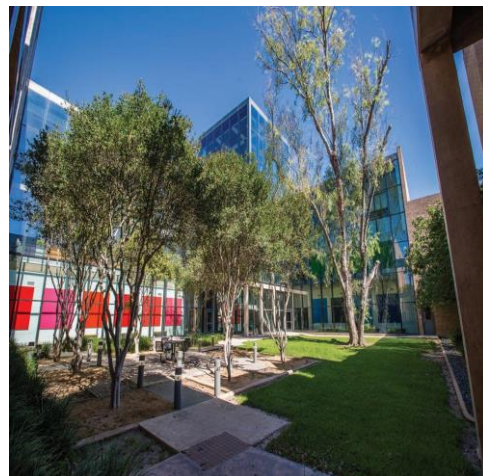
- Qualitative Case Study Approach to provide in-depth description of the learning community created in freshmen-level courses for a cohort of teacher candidates.
- Methodological approach grounded in critical, collaborative and lived experiences of the pilot cohort of teacher candidates as a qualitative case study (Babbie, 2004).
- Case Study/Idiographic Research-mentorship program will be studied for the first two-years of the aspiring teacher cohort.

Data Collection and Data Analysis

- Researchers will collect observations, empathy interviews, documents, focus group interviews, photovoice projects, documents/materials (i.e., syllabus, photovoice journey syllabus supplement, photovoice project).
- Researchers will analyze interview transcripts for emerging themes, and conduct content analysis on materials including use of photovoice projects.



Curious



Conscientious



Resilient



Dynamic

*Who are our
UTRGV aspiring
teachers?*



Invested

Exploration of Mentorship Models in Academic Community for Aspiring Teacher Candidates

Review of the Literature

- Pedagogic method for preparing aspiring teachers (Arnesson & Albinsson, 2017).
- Closes the theory to practice gap through peer support and faculty mentorship (Cox, et al., 2014)
- Kram, 1985; Jacobi, 1991; Crisp & Cruz, 2009

Professional Development

- Conexión: First-Year Student Success Academy
 - Concepts of belonging, engagement, literacy and adaptation;
 - Designing for belonging and learning processes;
 - Re-engaging
 - Imaging and discovering our students
 - Choosing class and designs
 - SaLT feedback, facilitator feedback

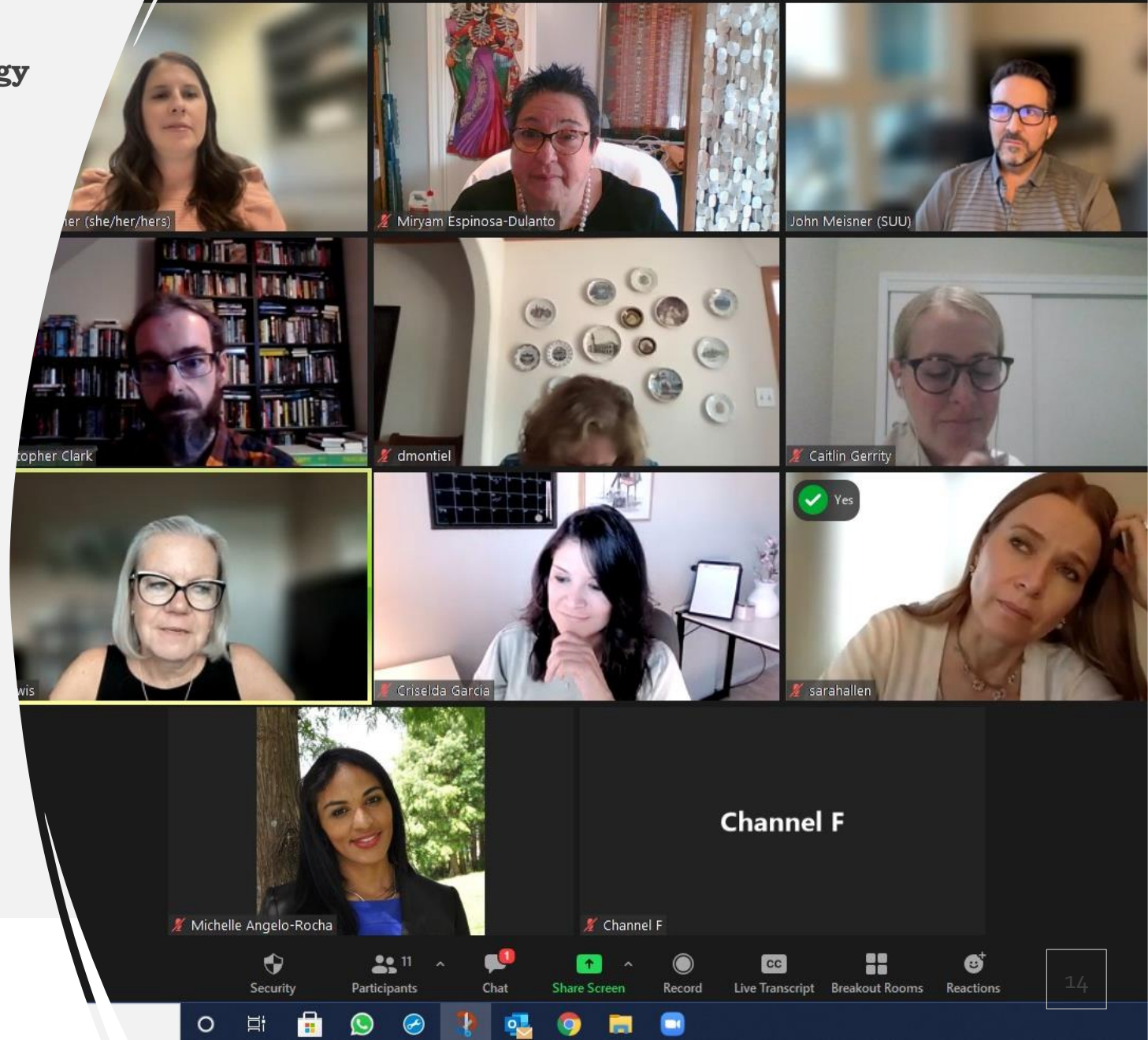
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22nd Annual Conference of the Curriculum & Pedagogy Group

Cartographies of the (Sur)Real: Curriculum and Pedagogy in These Times
October 20-22, 2021

Mentoring First Year Latinx Students at an HSI: Working with Photovoice While Building a Learning Community

Criselda Garcia, Karin Lewis, Miryam Espinosa-Dulanto and Eunice Lerma



UTRGV Aspiring Teacher Journey...



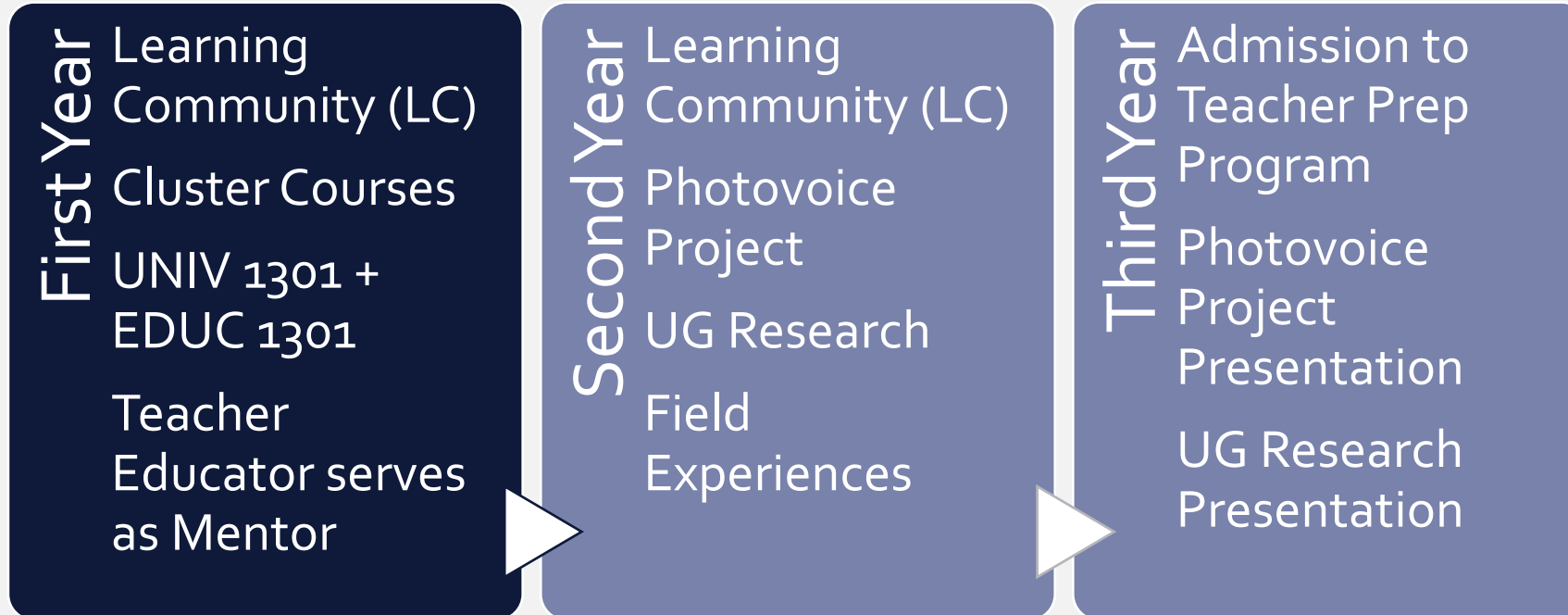
Starting the Teacher Candidate Pathway



Beginning the Teaching Profession

Freshman to Finisher Focus

Mentorship Model: Exploratory Experiences for First and Second Years





Project Artifacts

EDUC 1301 Introduction to the Teaching Profession and Student Learning in Contemporary Schools

Fall 2021

Instructor

Co-Teachers/Instructor
XXXX@utrgv.edu

Phone: Office
L



Office Hours: Welcome to visit with me after class, or any Friday 12-1 p.m. via zoom or by appointment!

Description

- Explore the profession that makes all the other professions possible--the professional teacher. The next generation of teachers calls for creative, critical thinkers that understand how to leverage your cultural capital, experiences, and language as assets to become a socially-impactful educator that changes lives.

Course Materials

- Kauchak, D., & Eggen, P. (2017). Introduction to Teaching: Becoming a Professional, 6th Ed. Pearson: Upper Saddle River.

Course Objectives

- evaluate the purpose of schooling, the teaching profession, and the influences of societal changes and student diversity on teaching.
- analyze educational philosophy foundations, school characteristics, and legal and ethical practices in the United States educational system.
- demonstrate how curriculum, productive learning environments, and motivation, affect their teaching effectiveness.
- assess ways that education reform, diversity and professionalism impact teaching and learning in schools.
- connect professional dispositions, resiliency and professional character traits.

It starts
HERE.

Reflection Journey



Beginning Your Journey

Weeks 2-6 TOPICS:

- Human Growth and Development Theories
- US Society and Impact on Students
- Student Diversity
- Learning Environments

Forming a Teaching Philosophy

Weeks 15 TOPIC:

- Ethical and Professional Identity

Weeks 13-14 TOPICS:

- School Funding
- School Governance, Finance and Regulation

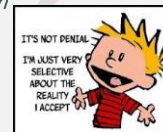
Weeks 7-9 TOPICS:

- School Curriculum
- Standards-Based Curriculum
- Assessment and Accountability

Additional TOPICS for Critical Analysis:

- Institutional Racism in US Schools
- Marginalized Students and Academic Success
- Role of Language in Learning

Disrupting your Path



Creating a Teacher Candidate Learning Community



COURSE INFORMATION

Meeting Times

MW 11:00-12:15 p.m.

Meeting Location

EEDUC X.XXX

Course Modality

REDUC (R)

INSTRUCTOR INFORMATION

Instructor Name

Dr. Criselda
Garcia/Education Team

Phone:

(956) 665-3448

E-Mail:

criselda.garcia@utrgv.edu

Office Location:

EEDUC 3.102

Office Hours: Visit me on
Mondays 12:30-1:30 p.m.,
by appointment or virtually
Fridays 10:00-11:00 a.m.

EDUC 130I Introduction to the Teaching Profession and Student Learning in Contemporary Schools

Syllabus Fall 2021

Welcome to an exciting semester as we begin exploring the teaching profession! Happy to have you join this learning community!

Course Description, Prerequisites & Mode of Learning

This course describes the changing field of education and the teaching profession. Past, present and future developments and issues in curriculum, instruction, management, governance, ethics, and philosophy are critically examined. Other course topics include teacher quality, the development of professional culturally competent teachers, and teachers as changeagents. This course integrates educational technology and requires service learning. No prerequisites for the course.

The course modality is hybrid meaning that our class meets MW 11:00-12:15 p.m. with Mondays face-to-face in class and Wednesdays will be via zoom.

COVID-19 Resources

Please visit the [UTRGV COVID-19 protocols web page](#) for the most up-to-date COVID-19 campus information and resources. The [COVID-19 Frequently Asked Questions \(FAQs\) web page](#) offers additional guidance to specific questions. To submit a question for the FAQ, please email WelcomeBack@utrgv.edu.

UTRGV Vaccine Portal

UTRGV Students are eligible to receive the COVID-19 Vaccine. Students may access and complete their vaccine profile via the [UTRGV Vaccine Portal](#). For additional information on the COVID-19 Vaccine, please visit the [UTRGV Vaccine web page](#).

*Creating a Teacher Candidate
Learning Community*

E-Mail:

criselda.garcia@utrgv.edu

Office Location:

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Office Hours: Visit me on
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Teaching Philosophy

My teaching philosophy evolves as I continue to learn more about learning, teaching and learners. With 20 years' experience as a teacher educator, I've had a special opportunity to be both a faculty member and administrator in our college. As a leader in our Teacher Preparation Program, I will share this perspective along with my specialized knowledge in literacy, pedagogy, and instructional methods. I've been a middle school teacher and served as a reading specialist with elementary students. Collectively, these experiences have shaped my ideas about teaching. My philosophy is that by modeling a culture of thinking in class, you will reach new heights that will not only impact you as a learner but also as a future teacher. Here's my letter to you:

PHOTOVOICE AS A TOOL FOR DEVELOPING A TEACHER IDENTITY

PLANNING (for instructor)

Learning Goal/Objective(s)

Course Connections

EDUC 1301 Intro to Teaching

Course Objective(s)

1. Evaluate the purpose of schooling, the teaching profession, and teacher dispositions.
2. Analyze the effects of historical, philosophical, legal, and financial foundations of schooling in the United States.
3. Examine various sociological dimensions influencing schooling, including race/ethnicity, class, and gender.
4. Assess ways that education reform, diversity, and professionalism impact teaching and learning in schools.
5. Discuss and reflect on the impact that motivation, planning, assessment, and essential teaching skills have on becoming an effective teacher.

UNIV 1301 Learning Framework

The purpose of the course is to provide an opportunity for students to understand the psychology of learning and its application to their own university experience and to their chosen major/profession. The course will focus on the assessment, understanding, and application of the psychology of learning, cognition and motivation.

Goal

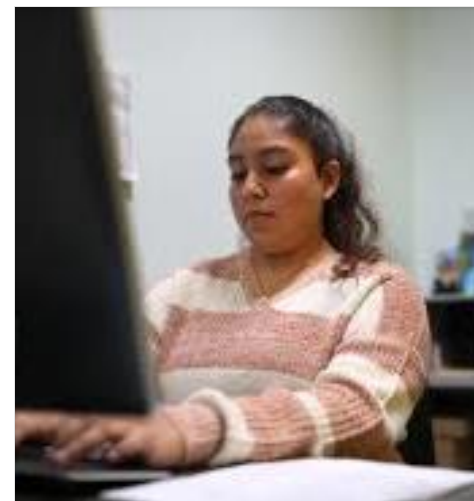
Aspiring teachers will embark on a critical reflection Journey to examine the intersection between their student and professional teaching identity.

Designing for Belongingness, Engagement, and Learning Processes with an Equity Focus

- Create self-awareness as a learner in relation to cognitive and metacognitive processes.
- Create a sense of community through a learning community (collaborative space).
- Frame teaching from sociocultural capital as strength for asset-based perspective.

Selected References

- Arnesson, K., & Albinsson, G. (2017). Mentorship-a pedagogical method for integration of theory and practice in higher education. *Nordic Journal of Studies in Educational Policy*, 3(3), 202-217.
- CREATE (2017). Performance analysis for colleges of education: The university of Texas Rio Grande Valley. Center for Research, Evaluation, & Advancement of Teacher Education.
- Vumilia, P., & Semali, L. (2016). Can the mentoring and socialization of pre-service teachers improve teacher education? *Journal of International Education and Leadership*, 6(2), 1-29.



Thank You