

CSOTTE 2017

Supporting, Serving, and Nurturing Teacher
Candidates at a Catholic Hispanic Serving
Institution in an Urban Environment:

A Mentoring Experience



UNIVERSITY

UNIVERSITY *of* ST. THOMAS

Educating Leaders of Faith and Character

Who We Are!

Nicole McZeal Walters, Ed.D, Assistant Dean &
Assistant Professor, Graduate Programs

Jean Kiekel, Ph.D, Director, Master of Arts in
Teaching

Serena Flores, Ph.D, Chair, School Counseling

UNIVERSITY *of* ST. THOMAS

Educating Leaders of Faith and Character

Rationale for Discussion

- Changing face of our nation warrants teachers who are prepared to teach in diverse settings.
- Teacher candidates who are prepared to work with students of color have a stronger commitment to remain in the pipeline.
- UST as a Hispanic-Serving Institution supports the pipeline.

HSI's: A Quick Glance

- Critical mass of Hispanic students. Between 2003 and 2013, 300 HSI's in the country.
- Educate nearly 60% of Latino undergraduates; enrolling at greater rates than black or white high school graduates.
- HSI's provide additional resource and support to students including class offerings, scheduling, additional advising, diverse faculty, and cultural offerings on campus.

Profile of UST Student Teacher

Demographics of students

Catholic Social Justice Teachings

UNIVERSITY *of* ST. THOMAS

Educating Leaders of Faith and Character

Cohort Model

- Rationale of cohort (success)
- Junior year
- Education block courses
- Graduate cohorts
 - KTA
 - On-Campus
- Small UST faculty allows for engagement

Clinical Model

- Partnerships
- Field Seminar I, II and III
 - Become progressively more intense
- Student teaching or Clinical Teaching
 - Supervisors

Interviews

Sources of support

- At least monthly
- University professors
- Used cohort in class

How we are different

Indicators for future success

Transitioning to the “real-world.”

“I think being at UST for two years..[sic] the teaching really helped since I was in a wonderful environment of people who wanted to hear my problems and my solutions. I think that really helped, even just from, you know, the students in the class to the professors, I learned a lot in that time

Challenges/Stress in the Classroom

- Stressors of large class sizes
- Learning curve of school expectations
- Curriculum/content challenges
- Language/cultural barriers
- Testing and other accountability measures
- Lack of stakeholder involvement/support (parents, administrators, etc)
- Financial solvency/Salary (paying for classroom materials to cover additional needs)

We must support teachers in managing their stress!

UNIVERSITY *of* ST. THOMAS

Educating Leaders of Faith and Character

Holistic Elements

Foundationally, Adams (1995) defined wellness as a “manner of living that permits the experience of consistent, balanced growth in the **physical, spiritual, psychological, social, emotional,** and **intellectual** dimensions of human existence” (p.15).

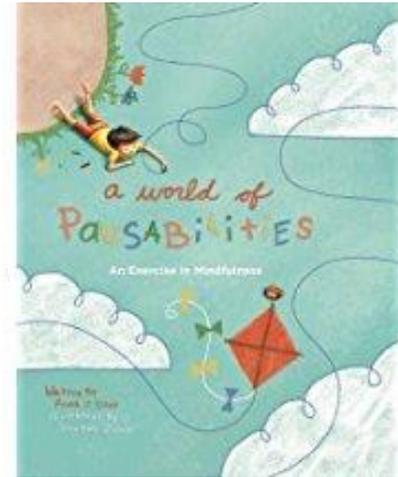
- Wellness-Based Applications
 - Wellbeing as a construct
- A child’s wellbeing is more than successfully conquering challenging setbacks (Pollard & Davidson, 2001).
 - Wellbeing as central to learning and vice-versa

Mindfulness

- With the lack of experience and perhaps appropriate support, educators find themselves coping in a **variety of ways**.
 - Considered more of an approach rather than a predetermined program
- When teachers hold positive attitudes toward students and build a strong sense of community among their students, positive results occur among the climate of the classroom including the learning dynamic (Jennings, et al., 2013).

Being Present & Intimate

- A Mindfulness Activity
- Activity Guidelines:
 - Allow yourself to be you
 - Be comfortable
 - Move around the room if you wish
 - Allow yourself time in reflection & pause for a bit of *pausability*



Open Topics/Questions/Concerns



UNIVERSITY *of* ST. THOMAS

Educating Leaders of Faith and Character

Contact Us

- Nicole McZeal Walters, Ed.D:
713.942.5963/waltern@stthom.edu
- Jean Kiekel, Ph.D:
713.525.3553/kiekelj@stthom.edu
- Serena Flores, Ph.D:
713.525.3553/saflores@stthom.edu

References

- Adams, T. (1995). The conceptualization and measurement of wellness (Doctoral dissertation, University of Texas at Austin, 1995). *Dissertation Abstracts International*, 56, 06B.
- Au, K. & Blake, K (2003). Cultural identity and learning to teach in a diverse community. *Journal of Teacher Education*, 54 (3), 192-205.
- Jennings, P. A., Frank, J. L., Snowberg, K. E., Coccia, M. A., & Greenberg, M. T. (2013). Improving classroom learning environments by cultivating awareness and resilience in education (CARE): Results of a randomized controlled trial. *School Psychology Quarterly*, 28(4), 374-390. doi: 10.1037/spq0000035
- Pollard, E. L. & Davidson, L. (2001). *Foundations of child well-being*. Decatur, GA: UNESCO Center for Child Well-being.
- Sileo, F. J. (2017). *A world of pausabilities: An exercise in mindfulness*. Washington, DC: Magination Press, American Psychological Association.
- Umkebo, L., Chrispeels, J. , & Daly, A. (2015). The cohort model: Lessons learned when principals collaborate. *Journal of Educational Change*, 16(4).