Examining college transfer students' trajectories into the teacher preparation program

University of Texas at San Antonio

Academy for Teacher Excellence Research Center

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Overview of the teacher workforce

- In 2017, there were 3.8 million elementary and secondary teachers
    - 80.1% White
    - 9% Hispanic
    - 76.6% Women

- Hispanic teachers:
    - 46% had less than 10 years of experience
    - 30% of teachers used an alternative path to certification
- Workforce demographics hasn't changed in 20 years

The teaching pipeline

- Identified junctures for Hispanic students:
    - High School Completion (not encouraged to take college courses, lack support and guidance from counselors, tracked into low level courses)
    - College access and completion (cost of assistance, knowledge of college application process, low number of students choose this path, need to make teaching profession more appealing)
    - Obtaining a teaching degree (2 and 2-year pathways)
- The university pathway is the most traveled pathway (Darling-Hammond et al., 2002).
- Challenges to recruit and retain teacher candidates
- Need to create programs that are responsive to students' needs

Context

San Antonio

- Population: 1,547,253
- 64.2% Hispanic or Latino
- High demand of Bilingual/ESL teachers, Mathematics, CTE and Special education (TEA).

UTSA: Teacher preparation

- 69.4% Hispanic
- More than 55% are transfer students.
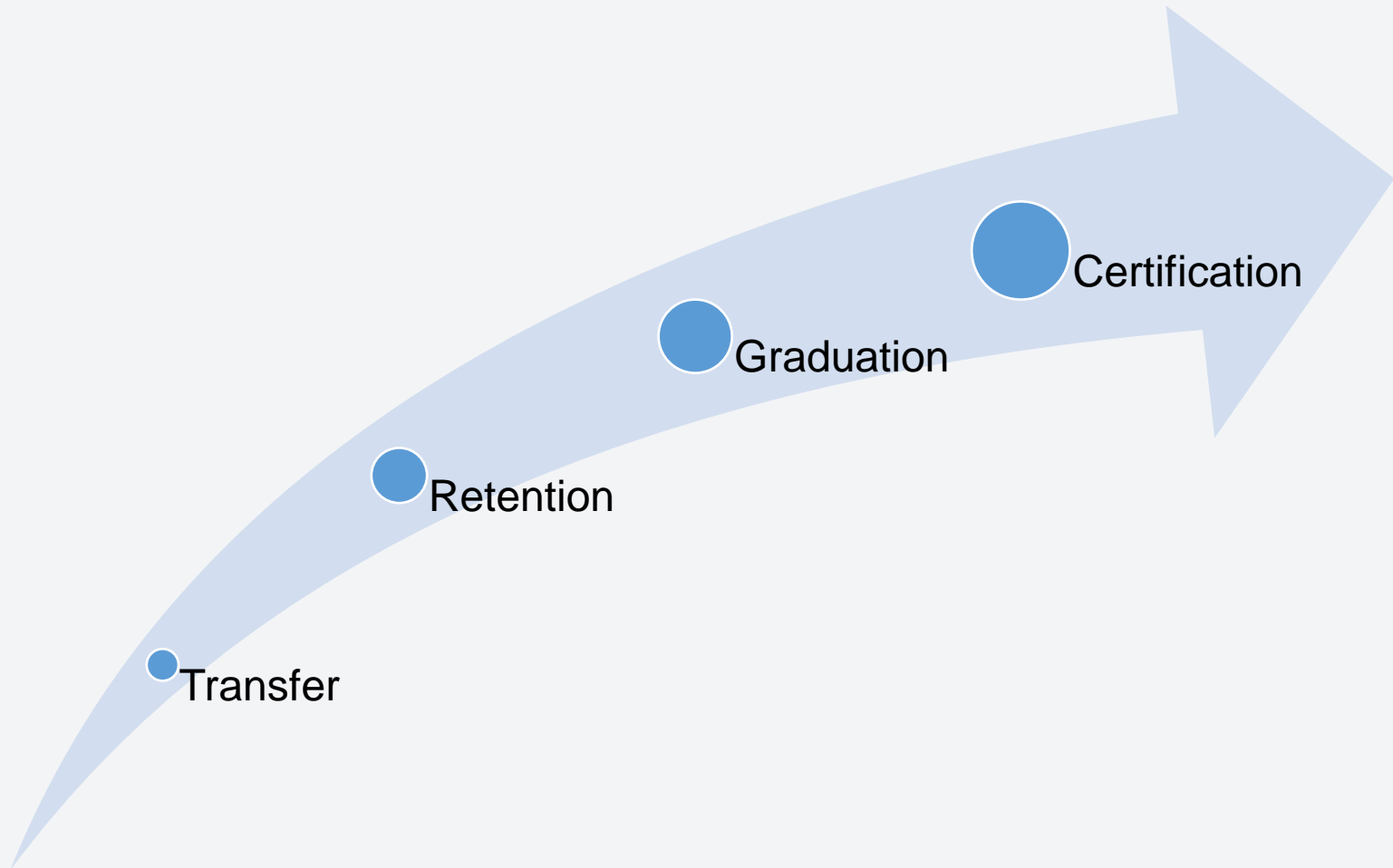- 322 certified teachers in 2019

Transfer students

- 53% First-generation
- 90% Females
- 81% Transfer from a 2-year Institution
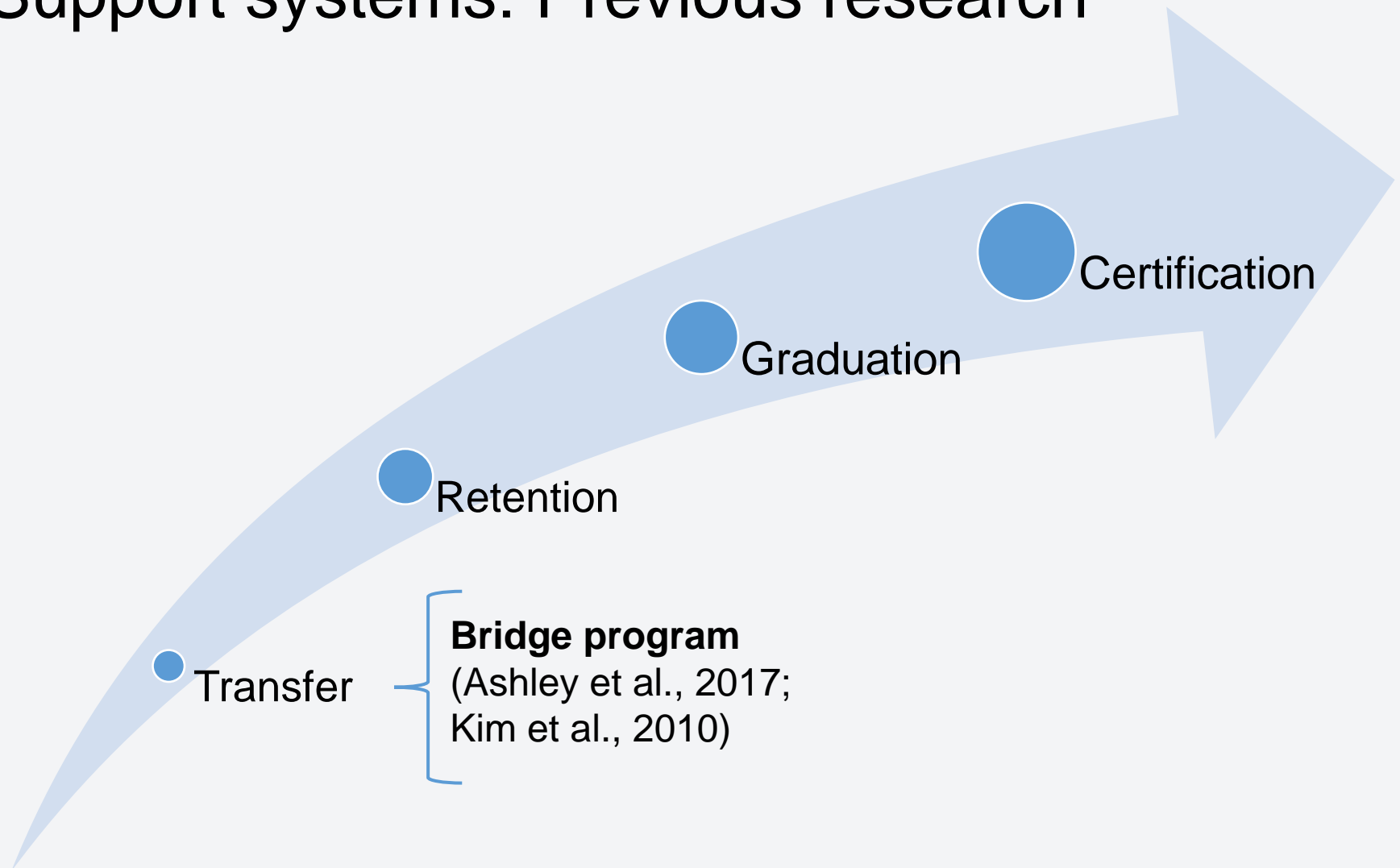- 84% Retention rate

Latino Teacher Academy Learning Community (L-TALC)

Increase the number of Hispanic and underrepresented students graduating from Community College and transferring to UTSA to pursue teacher certification using Title V grant funds.
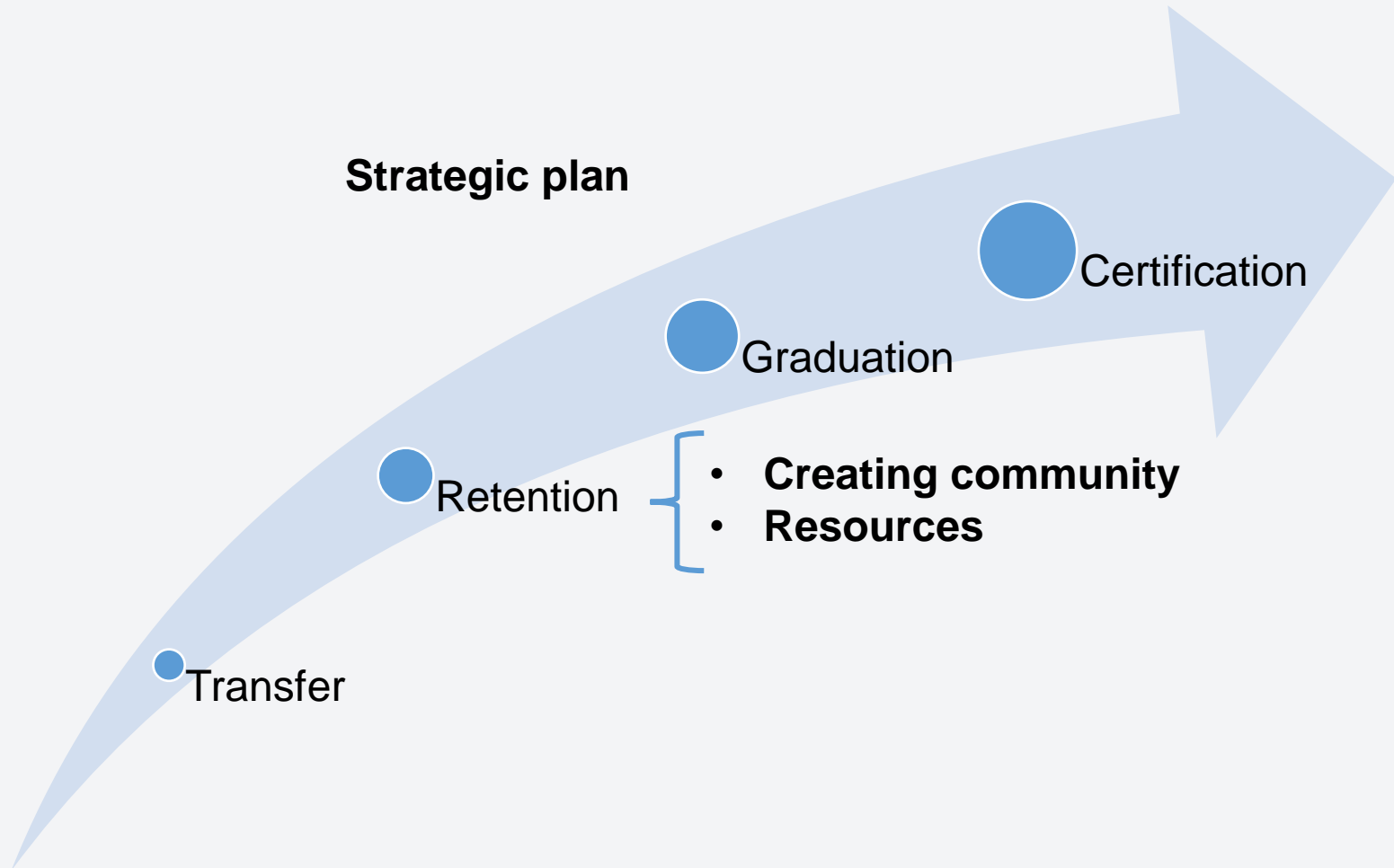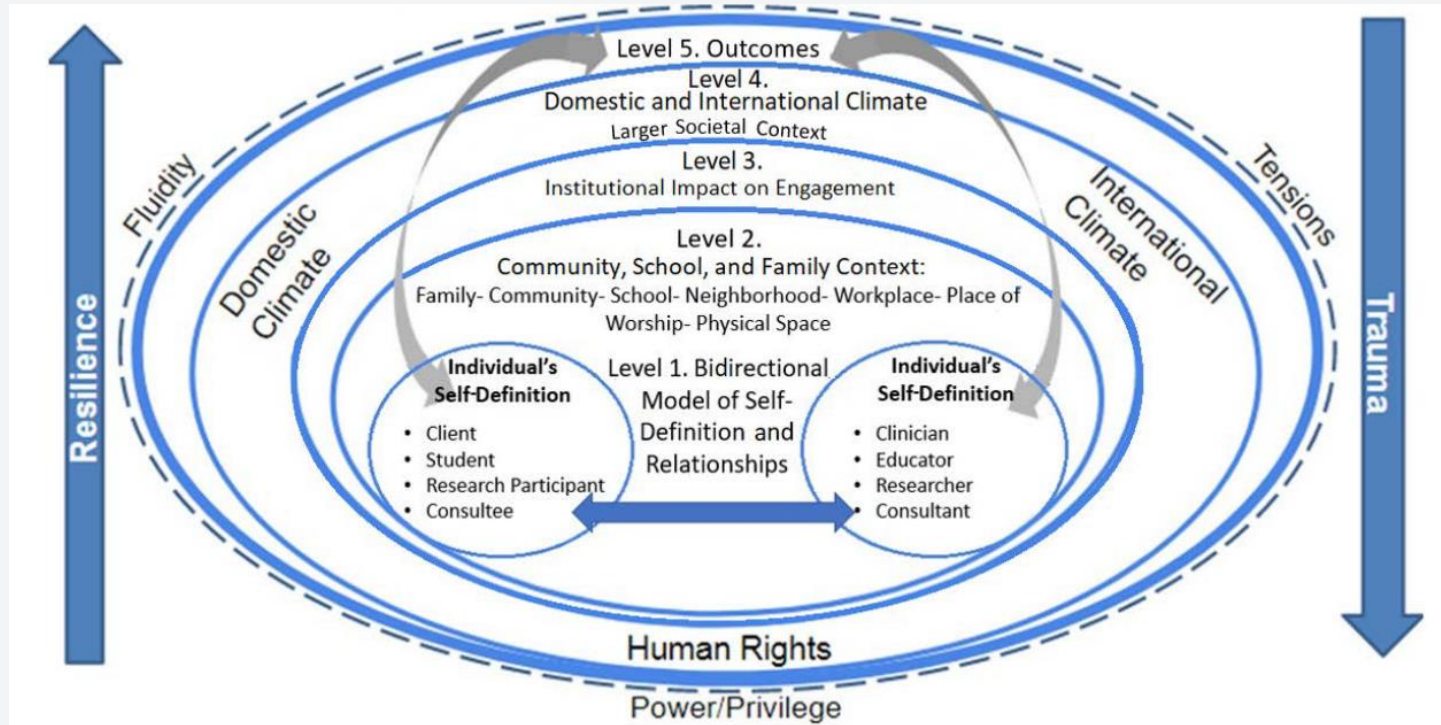
Teacher pipeline

Certification

Graduation

Retention

Transfer

Support systems: Previous research

Certification

Graduation

Retention

Transfer

Bridge program
(Ashley et al., 2017;
Kim et al., 2010)

Support systems: Previous research

Strategic plan

Certification

Graduation

Retention

- **Creating community**
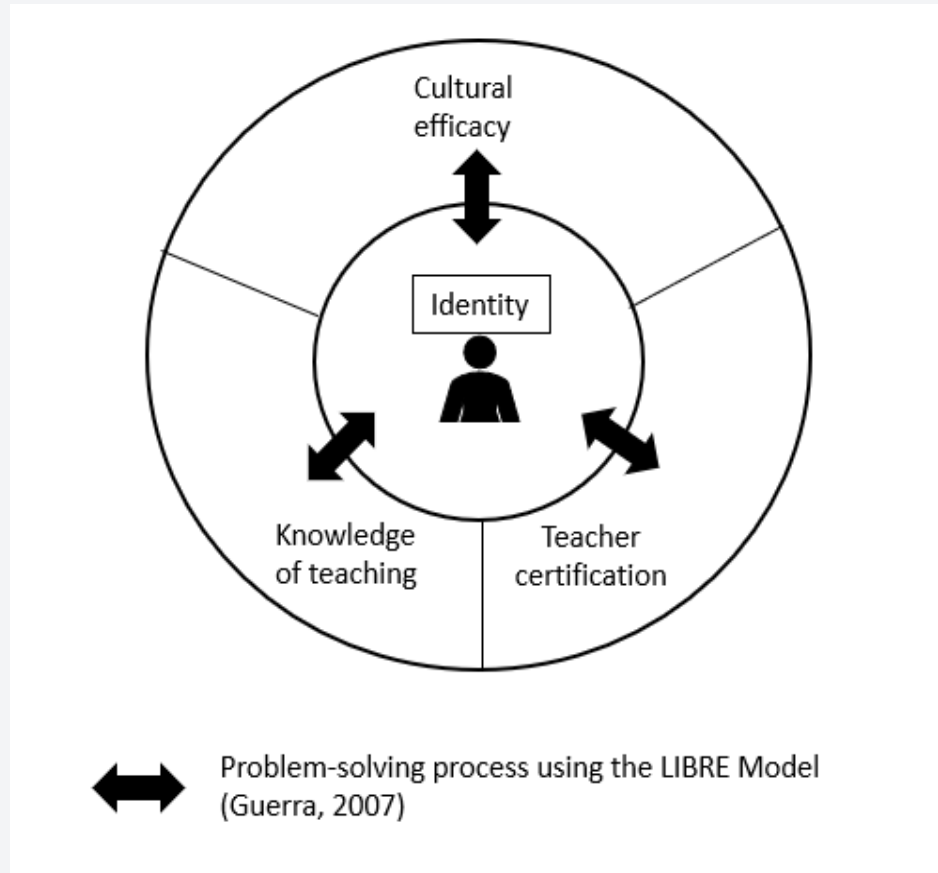- **Resources**

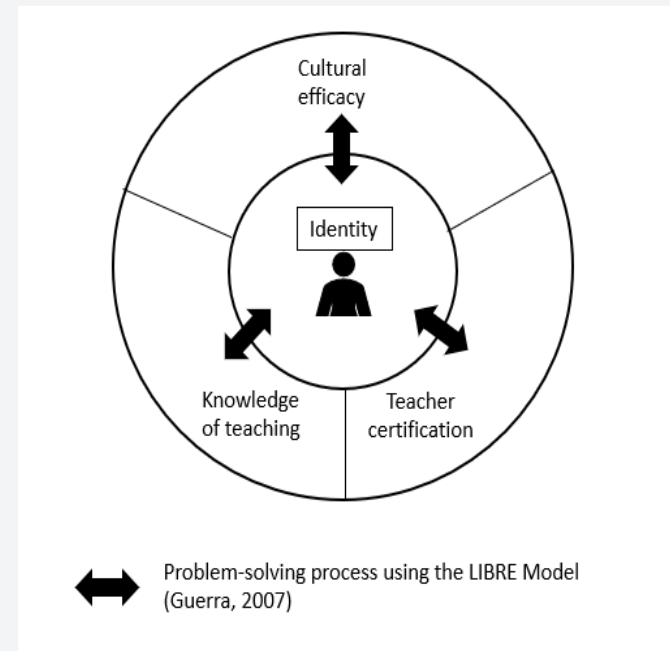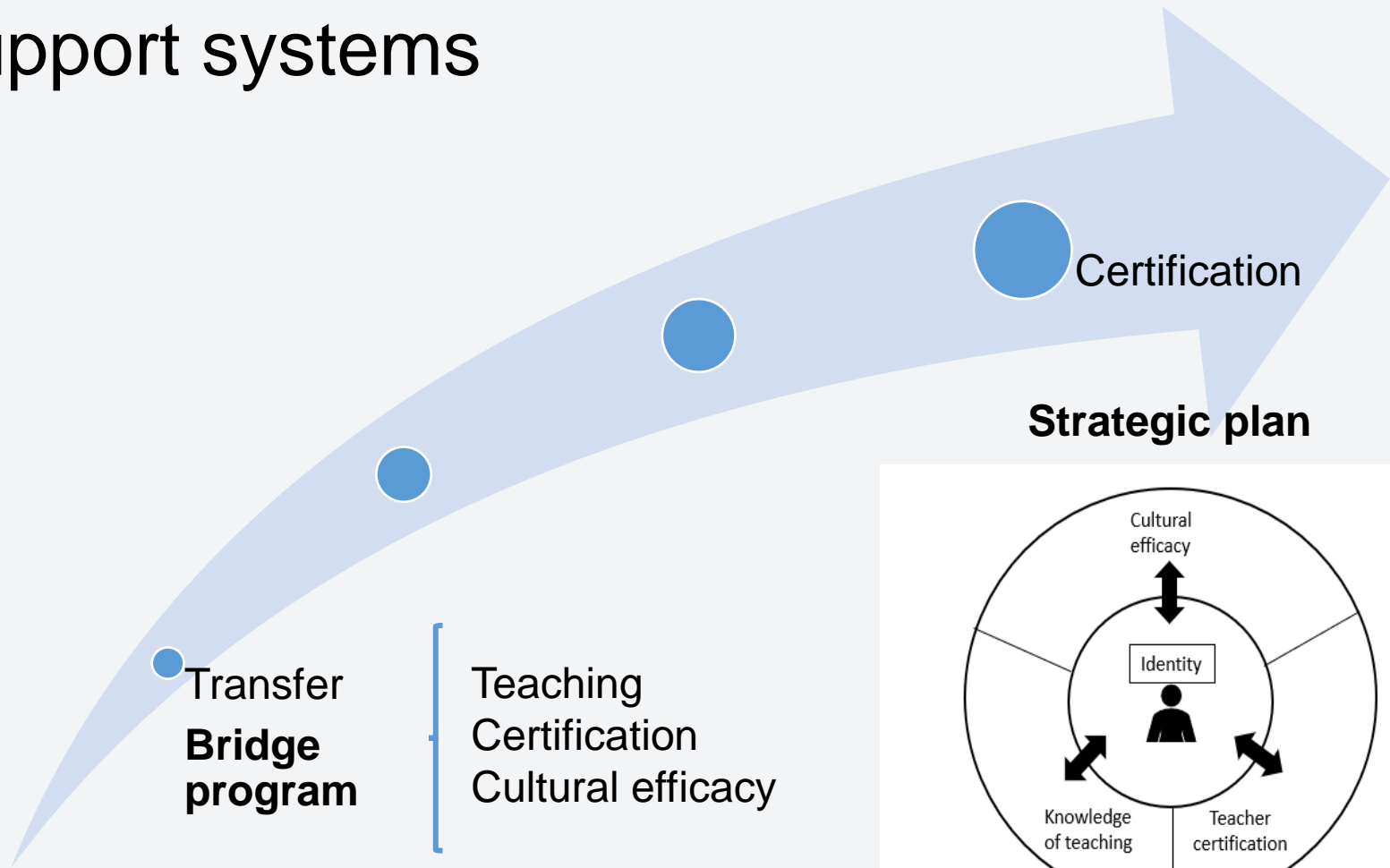Transfer

Conceptual framework

American Psychological Association. (2017). Multicultural guidelines: An ecological approach to context, identity, and intersectionality, 2017. Author. Retrieved from: http://www.apa.org/about/policy/multicultural-guidelines.pdf

Examining the teacher candidates trajectories

Conceptual framework

Cultural efficacy

Identity

Knowledge of teaching

Teacher certification

Problem-solving process using the LIBRE Model (Guerra, 2007)

Support systems

Certification

Strategic plan

Transfer
Bridge program

Teaching
Certification
Cultural efficacy

Problem-solving process using the LIBRE Model (Guerra, 2007)

Support systems

Certification

Transfer
Bridge program

Teaching
Certification
Cultural efficacy

Strategic plan

Identify goals, challenges and create a plan:

Academic
Professional
Personal

I. Bridge program TALC-SI: Partnerships

• Northwest Vista College

ALAMO COLLEGES DISTRICT
Northwest Vista College

• UTSA College of Education and Human Development

UTSA. The University of Texas at San Antonio™

College of Education & Human Development

I. Bridge program TALC-SI : Curriculum & learning objectives

Topics	Goal
1. Teacher certification	• Identify the requirements for teacher certification
2. Knowledge of teaching	• Identify essential teaching practices and resources for teaching
3. Cultural efficacy	• Identify cultural efficacy practices and the benefits for students.

I. Bridge program TALC-SI : Problem solving and identity development
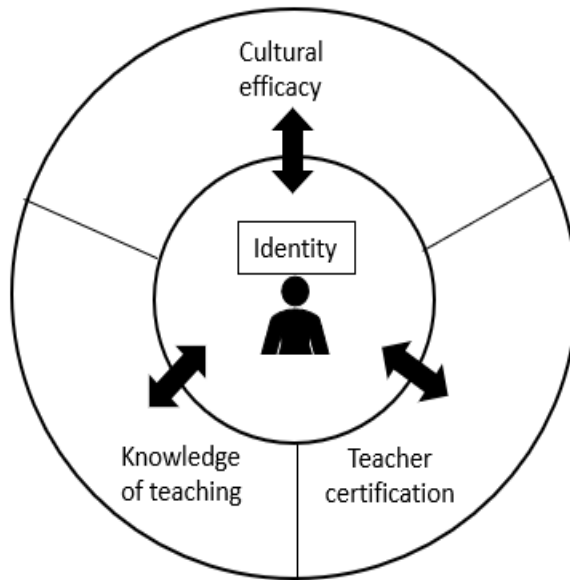
Problem-solving process using the LIBRE Model (Guerra, 2007)

Strategic plan

Identify goals, challenges and create a plan:

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Professional
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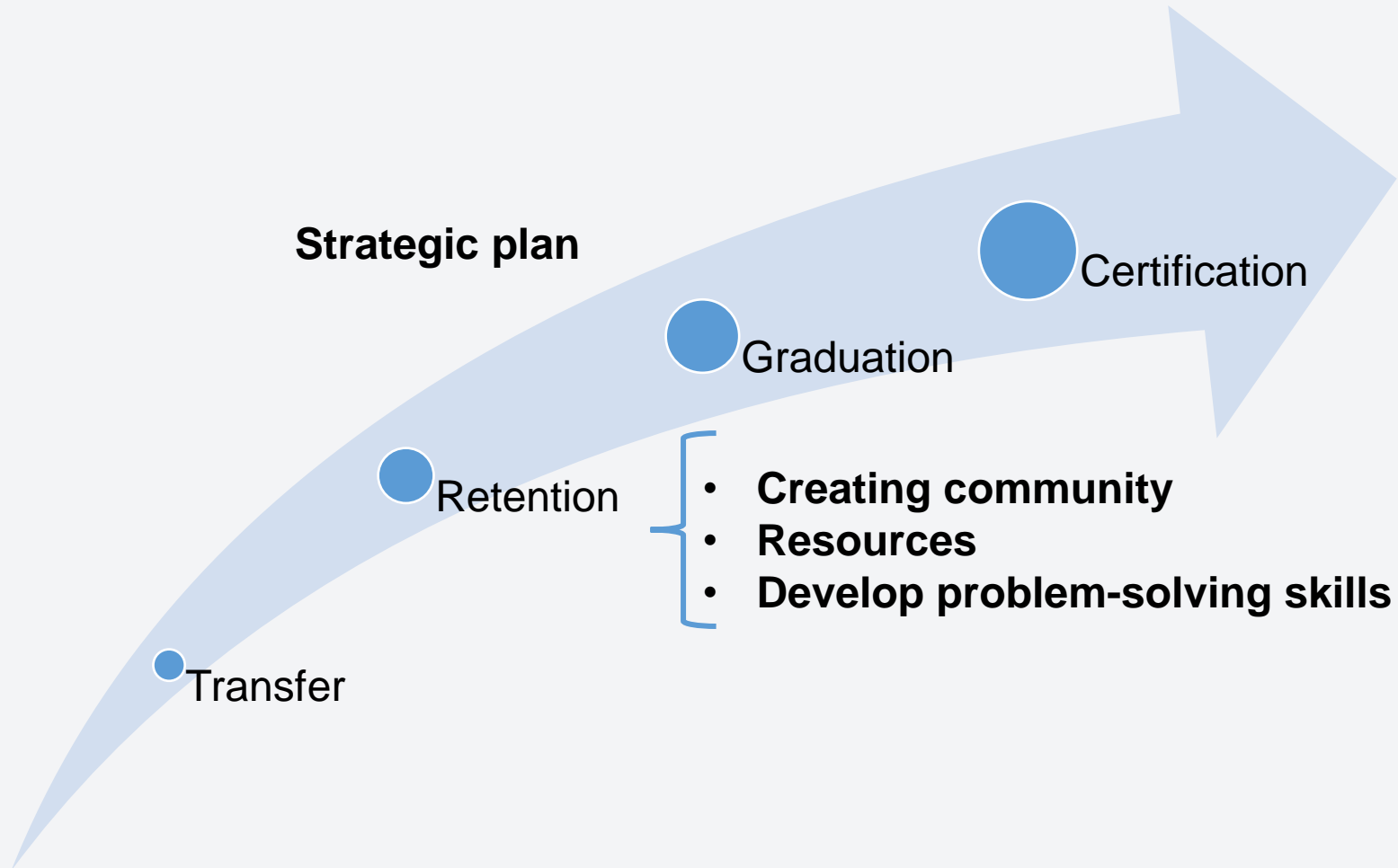
II. Creating community & Resources

1. In person/Online workshops

2. Online community – eCofP

ECOMMUNITY OF PRACTICE

Home / Courses
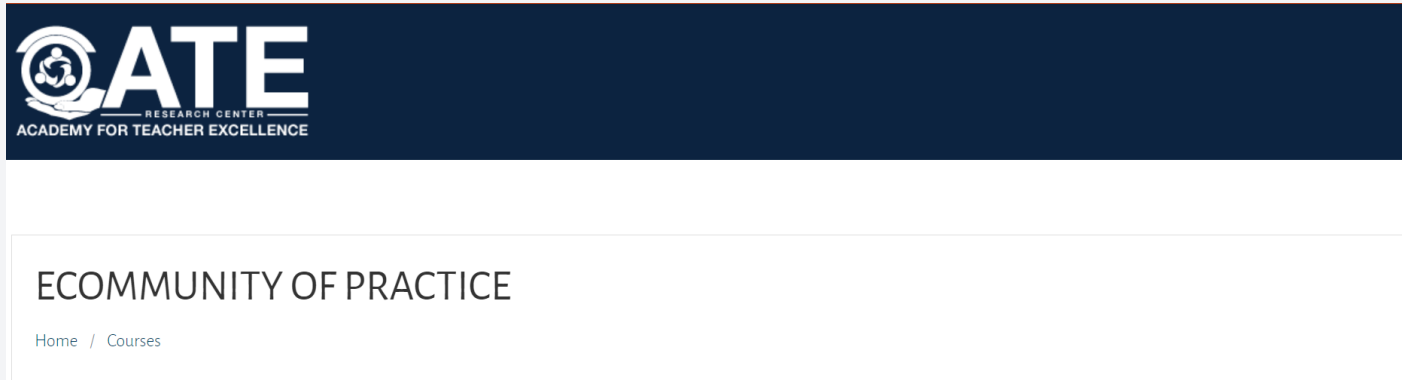
3. Lending library & certification stipends

Study focus

- What are the Latino – TALC transfer students trajectories into the teacher preparation program?

  a. What is Latino-TALC students place in the teaching pipeline?

  b. How does participating in the program shape Latino-TALC students' identities?

Participants

- First college student cohort transferring to UTSA participating in the bridge program (n=9)

- Students self-identify as:

   88.8% Hispanic

- 66% First-generation students

a. What is Latino-TALC students place in the teaching pipeline?

First cohort (n=9)

Legend:
- Graduated
- Clinical teaching
- Enrolled
- Withdrawn

(Pie chart values: 45%, 33%, 11%, 11%)
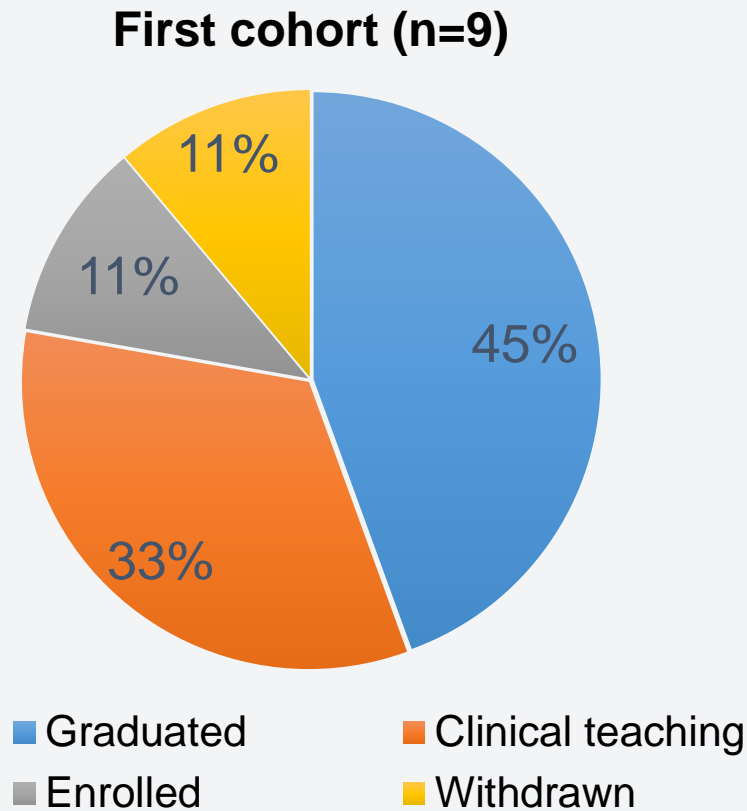
b. How does participating in the program shape Latino-TALC students' identities?

- Two-students:

Ana	Mónica
• Graduated (Two years after transferring) • Hispanic • First-gen student • EC-6 Bilingual • 2 Certification exams passed	• Clinical teaching • Hispanic • Not a first-gen student • EC-6 ESL endorsement • No certification exams passed

- Data collected:
  - Strategic plan
  - 3 Responses to the LIBRE Model
  - Institutional data

Ana (graduated)

TALC-SI	UTSA			
Strategic plan	First LIBRE	Second LIBRE	Third LIBRE	Fourth LIBRE
Goal High academic expectations	**Challenges** Finances School-work balance Family	**Challenges** Finances School-work balance Home cleaning	**Challenges** Finances Personal Self-care (eat healthy, work out) Limited social engagement	**Challenges** Finances Fear of being able to keep up with school work Self-care (eat well, work out), financial (control spending) Home cleaning Spend time with family

Ana (graduated)

TALC-SI	UTSA			
Strategic plan	First LIBRE	Second LIBRE	Third LIBRE	Fourth LIBRE
Action plan Develop academic skills Become culturally efficacious Complete certification Achieve academic competence	**Action Plan** Get a calendar Assign specific days for work and friends. Use checklists.	**Action Plan** Save Mindful spending Meal plan Examine buying options	**Action Plan** Self-care focused on healthy eating	**Action Plan** Manage use of phone Family

Ana (graduated)

Engagement			
First LIBRE	Second LIBRE	Third LIBRE	Fourth LIBRE
Venting	Goal focused	Actual engaged	Actual engaged

Mónica (clinical teaching)

TALC-SI	UTSA			
Strategic plan	First LIBRE	Second LIBRE	Third LIBRE	Fourth LIBRE
Goals Meet transfer requirements Become culturally efficacious	**Challenges** Finances Realities of the workforce Finding her place in life	**Challenges** Find self-motivation Procrastination Self-care	**Challenges** Finances Stress Family	**Challenges** Overcommitted Feeling tired Self-perception

Mónica (clinical teaching)

TALC-SI	UTSA			
Strategic plan	First LIBRE	Second LIBRE	Third LIBRE	Fourth LIBRE
Plan Develop organization skills Become culturally efficacious Attain teacher certification	Plan Learn from every experience Stay organized Manage work to achieve goals	Plan Stay organize Complete plans Self-care Focus on what is attainable Develop self-identity	Plan Financial plan to help family	Plan Develop organization skills Procrastination Self-care

Mónica (clinical teaching)

Engagement			
First LIBRE	Second LIBRE	Third LIBRE	Fourth LIBRE
Venting	Potential engagement	Venting	Venting

Discussion

- Focus on the whole person provides a framework to organize experiences relevant for future teachers

- Using problem-solving to create a strategic plan provides an opportunity for teachers to establish goals related to their emergent teaching careers

- Creating community, providing resources and developing problem-solving skills allowed the program to retain 89% of the first cohort

- There are opportunities to learn about how the experiences provided by the Title V grant work together with experiences in individual courses to retain students

- More research is needed to develop a deeper understanding of the challenges students face preventing them to get certified

Acknowledgements

Questions?

Thank you!

Contact us

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