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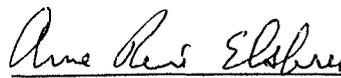
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Addressing the Latino Teacher Shortage
Through the Encuentros Teacher Academy

by

David Rodriguez

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Chapter One: Statement of Problem

Throughout the United States, we have a growing population of Latino students, and the disproportion of Latino students compared to Latino teachers continues to rise. According to the U.S Department of Education report, *The State of Racial Diversity in the Educator Workforce* (2016), the National Center for Education Statistics (NCES) predicts that by 2024 Latinos will represent 29 percent of total public school enrollment compared to 24 percent in 2012. In the 2011-12 school year 24 percent of U.S. students were Latinos, and only 8 percent of the teachers were Latinos. Turner (2017) states that the Latino population in the United States currently exceeds 54 million people (17% of the nation's population), which makes Latinos the largest ethnic population in the United States.

The discrepancy between Latino students compared to Latino teachers is even larger in states where there is a larger Latino population such as California and Texas. The California Department of Education statistics show that in the 2015-16 school year California's public schools enrollment was 54 percent Latino, while only 18.6 percent of the teachers were Latinos (2017). As the Latino, population continues to grow the number of Latino students and English language learners in public education will continue to rise. It is imperative that more Latinos become educators to help close the achievement gap and help Latino students be more successful in school.

Purpose of Project

This project focuses on addressing the Latino teacher shortage. The Project is a partnership between California State University San Marcos (CSUSM) School of Education (SOE) Encuentros Leadership aimed at recruiting Latino male high school students into teaching as a profession. The foundation of the partnership is a residential summer teacher academy where the high school participants begin to explore teaching as a profession. This project provides a “how to” manual for conducting the teacher academy. Encuentros Leadership is a program that was started in 2003 to address the issue of Latino males failing within the education system and dropping out of school. The program helps Latino boys develop leadership skills and improve academic performance by improving self-confidence and self-worth. Several of the schools in San Diego offer the class as an elective. Last year the program started a teacher academy to help address the Latino teacher shortage. The academy recruits high school Latino young men that have showed some interest in a career as an educator. The manual that I develop will be used during the four-day academy. The academy mentors and assists students that commit to pursuing a career in education. This year will be the second year of the teacher academy taking place at Cal State San Marcos.

Guiding Questions

To address the problem above, I ask the following questions:

1. How can the Encuentros Teacher Academy motivate and prepare Latino students to become teachers?
2. What are the primary issues facing Latino teachers and how can the Encuentros Teacher Academy address those issues?

Preview Literature

Several research reports cite the importance of a racially diverse teaching staff and the significant benefits to students (Cherng & Halpin, 2016; Irizarry & Donaldson, 2012; Ingersoll & May, 2011; Villegas & Irvine, 2010). Cherng and Halpinn (2016) stated that minority students prefer minority teachers, which can lead to more motivation, interest, and higher grades. Cherng and Halpin (2016) also cite quasi-experimental studies that found minority students that work with teachers of the same race have fewer absences, less suspensions, and teachers have higher expectations. The report goes on to state that “minority teachers are able to relate more easily with minority youth by drawing from their own experiences navigating society as nondominant persons” (p. 214). Cherng and Halpin (2016) concluded their report by stressing the importance of having a diverse teaching staff to help close the achievement gap, build relationships with students, and help empower youth of all ethnicities.

Villegas and Irvine (2010) concluded from empirical work “that students of color accrue academic benefits when taught by a same-race teacher or when exposed to a teaching force that is racially/ethnically representative of that student population” (p. 180). The parents of minority students also benefit from having same-race teachers.

Villegas and Irvine's (2010) study shows Latino teachers have the ability to maintain positive relationships with Latino parents because they speak the same language, which makes parents feel more comfortable. The report concludes by reinforcing the importance of diversifying the teaching force by stating, "teachers of color use their insider knowledge about the language, culture, and life experiences of students of color to improve their academic outcomes and school experiences" (p.185). The research supports the need to find ways to make school teaching staffs more reflective of the student body to help close the racial student achievement gap. The CSUSM Encuentros Teacher Academy is one effort meant to help address the problem.

Preview of Methodology

In order to address the problem of the Latino teacher shortage I will be working with the Encuentros Leadership program. The Encuentros program is now working closely with California State University of San Marcos (CSUSM) focusing on addressing the shortage of Latino teachers. I will be using the themes found in the literature review to guide the development of the manual for the Encuentros Teacher Academy. The leaders of the Encuentros program will be instrumental in helping with the organization and development of a manual for the young men that will be participating in the Encuentros Teacher Academy at CSUSM during the summer of 2018 in hopes that they choose a career in education. The manual is also meant to be a guide that will enable replication of the summer teacher academy in other regions.

Significance of Project

We cannot diversify our local schools staff to reflect the student body without having a larger pool of credentialed Latino teachers. If this project is successful, more Latino teachers will be staffing local schools and helping to close the Latino achievement gap. This project is different from others because it will mentor and recruit high school students to choose a career in education and eventually enter the credential program at CSUSM. If this program increases the amount of Latinos entering the credential program locally, we can share this model with other regions with high populations of Latino students.

Conclusion

This chapter began by stating the problem of the significant discrepancy between Latino students and Latino teachers. Unless this issue is addressed, the shortage of Latino teachers will continue to rise. That leads to the purpose of the project, which is to create a manual for the Encuentros Teacher Academy that will lead to more students entering the credential program at CSUSM. This chapter also gave a preview of the literature focusing on the significance of minority teachers in education which will be developed in chapter two. Next this chapter addressed the methodology that will be used to address the problem which will be described further in chapter three. Lastly, this chapter provided the significance of the project, which is to address the Latino teacher shortage by getting more Latino teachers into the CSUSM credential program. The following chapter will provide the themes that arose as this problem was researched.

Definitions

Below are the term definitions used in this study. The definitions of some of these words were created using Google dictionary.

Encuentros Teacher Academy: is a disciplined-based, skill building experience which combines interactive activities with professional lectures and presentations. The intent of the academy is to prepare aspiring high school students for a degree in education and to earn a teaching credential. It was started in 2017 in response to the severe shortage of Latino male teachers.

Latinos: people of Latin American origin or descent but in most instances throughout this paper it is referring to males.

Minority: a culturally, ethnically, or racially distinct group that coexists with but is subordinate to a more dominant group (Encyclopedia Britannica, 2015)

Achievement Gap: the disparity in academic performance between groups of students (Ansell, 2011).

Persistence: a firm or obstinate continuance in a course of action in spite of difficulty or opposition.

Chapter Two: Literature Review

This literature review focuses on the need for Latino teachers in K-12 classrooms. Much research has been done on the lack and need of diversifying the teacher workforce. According to Turner (2017), nationally students of color are expected to make up 56 percent of the student population by 2024 while nationally 82 percent of teachers and administrators identify as white. Many of the studies have pointed out the importance of minority teachers in the classroom and the benefits to students of color (Cherng & Halpin, 2016; Irizarry & Donaldson, 2012; Ingersoll & May, 2011; Villegas & Irvine, 2010). Much of the work that has been done has also focused on the recruitment of minorities into careers in education (Ahmad & Boser, 2014; Bireda & Chait, 2011; Epstein, 2005; Ingersoll & May, 2011; Ocasio, 2014; Ramirez, 2010; Turner, 2017). The persistence of minority students and minority teachers has been examined and is key to addressing the lack of minority teachers in K-12 classrooms. After reviewing the studies that have been done I found three common themes. The first theme is the importance of minority teachers, the second theme is issues with recruitment of minority teachers, and the third theme is persistence of minority students/teachers.

Importance of Minority Teachers

There are many benefits to students of color that are provided by a diverse teaching workforce, which makes it imperative that we get more teachers of color into education. According to Bireda and Chait (2011), minority students made up 40.7 percent of the public school population, and black and Latino teachers represented only about 14.6 percent of the teaching workforce. A large discrepancy exists between the

amount of students of color throughout the United States and the amount of teachers of color.

Former Education Secretary John B. King, Jr. spoke at Howard University in 2016 and stated, “We have strong evidence that students of color benefit from having teachers and leaders who look like them as role models and also benefit from classroom dynamics that diversity creates” (King, 2016, p. 7). According to Villegas and Irvine (2010) “students of color accrue academic benefits when taught by a same race teacher” (p. 180). In addition, their study concludes that white students also benefit from exposure to a racially and ethnically diverse teaching force. Research has shown that minority teachers are favored by minority students (Cherng & Haplin, 2016). Cherng and Haplin (2016) found that “minority students perceive minority teachers more favorably than White teachers” (p. 407). Much of the research also shows that minority teachers are able to relate to and build relationships with minority students leading to higher academic achievement. Cherng and Halpin (2016) state that “minority teachers are able to relate more easily with minority youth” (p.412) and help “close longstanding racial achievement gaps” (p. 417). Many of the sources that I have reviewed agree that minority teachers help minority students by serving as mentors, relating to students culturally, helping to close the achievement gap, building relationships, and other important benefits (Cherng & Halpin, 2016; Irizarry & Donaldson, 2012; Ingersoll & May, 2011; King, 2006; Villegas & Irvine, 2010).

Minority teachers are able to make connections with minority students by using their own personal experiences and diverse cultures to connect with and inspire students. Many minority teachers feel that they can serve as role models and have an

easier time building connections with students because of cultural similarities and understanding (Griffin & Tackie, 2016). Minority teachers are more likely to choose to work in schools with high minority populations, motivated to advocate for students, parents, and families with similar backgrounds and challenges (Griffin, 2018). Many of these teachers are also skilled and motivated to incorporate relevant material into the curriculum, which helps students feel connected to the school (Griffin, 2018). By building relationships with students' minority teachers are able to establish structured classroom discipline and use their cultural similarities to create a classroom environment where students feel welcome, comfortable, and familial (Griffin & Tackie, 2016; Griffin, 2018). The benefits minority teachers offer minority students go beyond the classroom. In many instances teachers are advocates for students by helping them deal with discrimination, mistreatment, and microaggressions by other students and staff (Griffin, 2018). Minority teachers not only helped minority students be more successful in school, they also prepared them to "navigate through systems and obstacles in society that so often thwart their achievement" (Griffin, 2018, p. 2).

Issues with Recruitment of Minority Teachers

As the discrepancy of students of color and minority teachers continues to rise much has been written about the issues with recruiting minority teachers. Two of the main issues are low pay and the lack of respect for teachers. According to Fred Ramirez (2010), "What Carrington and Tomlin found in their study of ethnic minorities was the relative low status of teachers, poor level of pay, and stressful working conditions have contributed to the low number of ethnic minorities entering teaching" (p. 29). Many Latinos that make it through college feel pressure to use their education as a

way to improve their social status and for that reason teaching is a risky choice for Latinos who generally view teaching as a low status, low-respect, and low paying position (Ocasio, 2014). Other studies agree that the high cost of college drives many graduates of color to more lucrative careers with more prestige in order to be better able to pay student loans (Bireda & Chait, 2011).

Another issue with recruiting students of color is that the process to become a teacher puts people of color at a disadvantage. Many students of color have difficulty passing the culturally biased standardized tests needed to become a teacher (Szecsi & Spillman, 2012). The California Basic Educational Skills Test (CBEST) eliminates half of nonwhite college graduates who take it from becoming teachers, and the California Subject Examinations for Teachers (CSET) excludes an additional large percentage of minority teachers (Epstein, 2005). Minority students struggle to complete college and those that are graduating are choosing careers that are higher paying, more respected, and with less government regulations.

Persistence

In order to address the Latino teacher shortage, we must examine the persistence of Latino students from kindergarten to higher education. In their study, Huber et al. (2006) showed that Latino students fall behind in graduating in all points of the K-16 education system (Ocasio, 2014). The Latino achievement gap starts early in their educational career which eventually leads to low high school graduation rates (Ocasio, 2014). Latinos that do graduate high school have the lowest aspirations of any racial/ethnic group to pursue a bachelor's degree (Swail, et al., 2004). Both Behnke et al. (2004) and Gomez (2010) addressed the impact that families (especially mothers)

have on the aspirations of Latino students. Once in college Latino students face many challenges such as lack of preparation for college courses, cost of college attendance, and the lack of college knowledge among students and families (Auerbach, 2011; Ocasio 2014; Swail et al., 2014). In order to address the Latino teacher shortage, we must address the persistent issues affecting Latino students.

The issues that are affecting the persistence of Latinos that become educators needs to be addressed in order to be able to keep more Latinos in the classroom. According to Griffin, “Latinos are the fastest growing population entering the teaching profession (3 percent to 8 percent from 1987 to 2012), but they (along with Black teachers) are exiting the profession at higher rates than other teachers” (pg. 1). Multiple studies agree that Latinos that successfully navigate the educational system and choose a career in education are leaving the profession at higher rates than white teachers (Ahmad & Boser, 2014; Ingersoll & May, 2011; Irizarry & Donaldson, 2012). Male teachers of color are more likely to leave the profession than women of color (Ahmad & Boser, 2014; Ingersoll & May, 2011). Male minorities are the group that is lacking most in education and it is the group that is most likely to walk away from a career in education.

In all these studies (Ahmad & Boser, 2014; Ingersoll & May, 2011; Irizarry & Donaldson 2012) teachers who left the profession mentioned working conditions as one of the motivating factors. According to Ahmad & Boser (2014) working conditions such as challenging students and arduous work can be more severe in underperforming schools, which is often where there are more minority students and where minority teachers choose to work. In the interviews conducted by Griffin and Tackie in 2016

Black teachers stated they faced racial discrimination and stereotyping that left them feeling alienated and restricted in participating in the school community (Griffin & Tackie, 2016). Many Black teachers felt it impacted their ability to be effective which influenced their desire to remain in the profession as opportunities for advancement were limited (Griffin & Tackie, 2016). In interviews done with Latino teachers by Griffin in 2018 Latino teachers shared similar experiences of discrimination and stereotyping. Latino teachers felt they often had to validate their teaching ability and had their intellect and opinions challenged simply because they were Latino (Griffin, 2018). Latino teachers also felt as though they were discredited as qualified professionals because it was assumed they did not have the ability to teach all children as well as they taught minorities (Griffin, 2018). The experiences shared by minority teachers of feeling discouraged and perceived as unqualified along with a lack of leadership opportunities may help explain the decision to exit the teaching profession. Although some research suggests Latinos are not leaving teaching because of the poor working conditions but instead they are leaving for more lucrative offers in other fields (Irizarry & Donaldson 2012).

The majority of Latino teachers often choose to work in schools that are serving high-poverty and higher percentages of students of color (Ingersoll & May, 2011; Irizarry & Donaldson 2012). Students of color are attracted to teaching because of a “desire to give back to one’s community” and “to redress negative experiences in schools so that Latinas/os would fare better in the future (Irizarry & Donaldson, pg. 167).” The desire to work with students of color explains why the majority of Latino teachers are employed in under achieving schools. It is clear that minority students and teachers are not less

capable than their white peers. Rather, issues related to lower socio-economic status and culturally biased high stakes tests that measure achievement are more likely the causes leading to the designation of under-achieving. Ingersoll and May (2011) and Irizarry and Donaldson (2012) state the more prominent reason for teachers of color leaving were better opportunities in other careers. Although you may connect better opportunities to higher wages Ingersoll & May (2011) data suggests schools that allowed more faculty decision making and class autonomy had less teachers of color leaving to pursue other careers.

Conclusion

After analyzing these sources, I have found that many researchers and educators agree with the importance of increasing the amount of teachers of color in our public schools. Although not all of the findings are backed by empirical evidence, nobody disagrees that we need to address the shortage of teachers of color in public education. Many studies have been done on the issues with recruitment of minority teachers and the programs that have been successful in recruiting minorities. Not enough research has been done focusing on the issues and programs that will best address the lack of Latino males in education. My project will focus on addressing the male Latino teacher shortage in public education. Chapter three describes the methodology used to design the manual for the Encuentros Teacher Academy.

Chapter Three: Methodology

Latino students are the fastest growing group in schools across the United States. As the population of Latino students grows the disproportion of Latino students compared to Latino teachers continues to rise. According to the California Department of Education in the 2016-2017 school year Latino students made up 54.24% of the student population. Latino teachers in California only represented 20.2% of the teacher population with only 5.5% being male Latino teachers. Researchers and educational personnel have been working to find ways to solve this question: How can we address the Latino teacher shortage? I worked with the leaders of Encuentros and faculty from CSUSM's School of education to develop a summer program to help address the issue of a lack of male Latino teachers. The goal is to motivate and educate Latino students to become educators in their communities.

The manual that I developed will be used by the Encuentros Teacher Academy in the summer of 2018. If the program is successful it has the potential to be replicated in universities throughout California and even nationally. The program will not only benefit the Latino males that will be participating but eventually, once they become educators they will be able to reach many Latino students. Research has shown the many benefits of Latino teachers working with Latino students so hopefully this can be something that benefits everyone in our society (Cherng & Halpin, 2016; Irizarry & Donaldson, 2012; Ingersoll & May, 2011; King, 2006; Villegas & Irvine, 2010). If more Latino teachers can help close the achievement gap of Latino students, everyone benefits. This chapter addresses the design of the manual, the target audience of the manual, the lesson instruments, and the manual design procedures.

Design

The Encuentros Teacher Academy recruits high school Latino males from throughout North County San Diego to participate in a four-day teacher academy that takes place at California State University San Marcos. The Academy curriculum is designed around three questions:

1. Why Latino male teachers?
2. Who will you be teaching?
3. What inspires me to be a teacher?

The curriculum includes Latino educators as guest speakers to inspire the participants, readings and lessons aimed at informing the participants about the teaching profession, and writing and reflection to deepen understanding and commitment to education as a profession. The academy is conducted and supported by university faculty, current K-12 Latino educators, and Latino male team leaders who serve as mentors and chaperones.

The manual includes a calendar overview, detailed lesson plans, suggestions for guest speakers, information about the recruitment process, student application, orientation information, team leader training, and parent meetings. The purpose of the parent meeting is to make parents aware of the goals of the Teacher Academy and to answer all questions regarding the logistics of the four-day academy. During the meeting parents and students agree to the Encuentros Academy Code of Conduct and parents also sign permission and consent form for their student who is attending the academy. During the meeting parents are also made aware of a father-son meeting that takes place during the third evening of the academy which is called “Noche Del Padre”. If students do not have a father in the household, they bring a male figure that has some

authority or mentoring role with the student. The purpose of “Noche Del Padre” is to have a discussion between father and son and build to the father/son relationship.

The manual also includes a writing component that will be started on day one and worked on throughout the academy. The Teacher Academy culminates with a short presentation based on responding to the three guiding questions. It is important that students get their audience interested and passionate about the topic. This activity will give students an opportunity to experience one of the most difficult tasks for teachers, presenting in front of an audience.

Through the program students develop their leadership skills and improve their academic skills to help them be successful in college. Students will also have the opportunity to experience residential college living for 4 days and nights while they attend daily classes. Students will gain an understanding of how to become a teacher and they will develop a plan on how they will reach their goal of becoming educators. This teachers’ academy program needs to be successful in recruiting Latino males to become teachers in order to help reduce the discrepancy between male Latino students and male Latino teachers.

Target Audience

The target audience is Latino males who are in tenth, eleventh, or twelfth grade. While any Latino student who is interested in exploring a career in education is welcomed to apply to the Teacher Academy, most of the participants are drawn from the Encuentros Program. Encuentros provides a Leadership Academy, which is a summer residential program focused on building leadership among the male Latino community. Encuentros also provides a Latino leadership curriculum in an elective course at several North County San Diego middle schools. The participants are Latino males that show leadership potential. The programs involve a variety

of young men ranging from those that struggle academically and/or behaviorally to others who are successful academically. The program helps give students a better understanding of their own culture and of who they are as Latinos. One of the goals of the program is to help students have a sense of belonging in school and to succeed in education.

Interested students fill out an application to be part of the Encuentros Teacher Academy. The application process requires students to write an essay and submit school transcripts. The founder of the Encuentros program Roberto Rivas then nominates students to be part of the teacher academy based on their potential to be successful in the program.

The teacher academy takes place at California State University San Marcos. Students are given the opportunity to live on campus for a week while they participate in the program. This is a great opportunity for many of our Latino students to get a sense of the college experience and get inspired to attend a university. During their time at California State University San Marcos students will also become familiar with the campus and the requirements for entering the teaching credential program after they earn an undergraduate degree. Through this summer academy we hope to enroll more Latino males into the credential program so that we have a larger pool of Latino teacher candidates.

Chapter Four: Process

The curriculum for the Teacher Academy was developed collaboratively with K-16 educators, team leaders, and Encuentros Leaders. In order to develop the manual, I used two instruments: the existing Encuentros Teacher Academy notebook and McTighe and Wiggins (2012) big ideas and essential questions. I took the existing teacher academy model from the 2017 summer program and made modifications based on input from participants and team leaders from the first academy and K-12 Latino

Educators. I worked closely with all of the leaders of the Encuentros Teacher Academy from throughout North County along with Roberto Rivas, the founder of Encuentros, to delineate the purpose, vision and focus of the Encuentros Teacher Academy in order to develop the manual for the 2018 summer program. I took the ideas of all the stakeholders along with my own ideas to organize and develop the four-day manual. One of the themes I noticed while doing my literature review were the issues with recruitment of Latino teachers and that was helpful in the development and organization of the new manual.

The second instrument is based on McTighe and Wiggins's (2012) *Understanding by Design Format*, where curriculum is designed based on big ideas, an understanding of the curriculum and is guided by essential questions. Every lesson plan is designed with big ideas and essential questions. In stage 1 of the backward planning the focus is "transfer of learning" to other settings (McTighe & Wiggins, 2012, p. 3). This transfer goal is referred to as the understanding of the curriculum or the "big idea" (p. 2) that educators want their students to gain in the curriculum unit. The educators create "essential companion questions that guide the students to this understanding big idea to make meaning of the bid idea (p. 3). These understandings and essential questions are the heart of designing the learning experience.

Manual Overview

The manual is designed with the purpose of it being used to conduct the Encuentros Teacher Academy in the future at CSUSM and to be shared with other universities who would like to replicate the model. The manual is organized in sections of recruitment, application process, orientation, team leader training with expectations

and duties, suggested calendar, logistics section, lesson plans, and a student notebook that consists of handouts the students will need while at the Encuentros Teacher Academy. ~~n order to create the manual, I followed eight steps. I first contacted Pat Stall, a professor at the School of Education at California State University Marcos. Pat Stall is working with Roberto Rivas the founder of Encuentros to recruit more Latinos into the credential program. Second, Pat Stall was able to give me access to an outline of the manual that was used for the 2017 summer program, and I looked for areas of improvement. Third, I conducted a literature review on importance of minority teachers, issues with recruitment of minority teachers, and the persistence of minority students and teachers. For the fourth step, I contacted Roberto Rivas and expressed my willingness to help develop the Encuentros manual. The fifth step was to meet with all of the stakeholders of the program so that they could share their vision for the 2018 Teacher Academy at California State University San Marcos. Sixth, I shared my ideas and the research I came across on the issues with recruiting Latino teachers. Seventh, I collaborated with all stakeholders for the next 7 months in order to have the manual developed and organized for the summer academy in June of 2018. For the collaboration step, we first looked at last year's agenda and decided what to include into this year's manual. We decided that last year there were too many guest speakers so this year we included less guest speakers and more student activities. It is important that students practice their writing and speaking skills so both components were implemented in this years manual. I wanted to make sure we addressed some of the issues with recruitment of Latino teachers, so we included a lesson that covered those issues with the students. On one of the evenings the father's of the students were~~

~~invited to participate in what Encuentros calls “Noche De Los Padres,” and I felt it was important that we addressed some of the concerns some parents have with their children becoming teachers. The manual is now organized and developed so that it can be shared with other interested parties.~~

See Appendix A for the Manual

Chapter Conclusion

This chapter summarized the process used to design the Encuentros Teacher Academy manual. The design of the manual was focused on three-days of instruction for the target audience of high school Latino boys. The procedures included collaboration with CSUSM School of Education faculty and the Encuentros board to design interactive lessons that prepared the participants for college and imagine themselves becoming an educator.

Chapter Five: Project Recommendations

Throughout the United States Latinos continue to be one of the fastest growing ethnic groups in society and in public schools. Latinos are the lowest achieving minority group in the United States and schools must find ways to help close the achievement gap of minority students. As the Latino population continues to grow, the discrepancy between Latino students and Latino teachers continues to rise in even greater proportions. In order to help meet the needs of Latino students we need to find ways to attract more Latinos to the field of education. Studies have shown that Latino teachers serve as mentors, role-models, and advocates that hold high expectations for Latino students that help in closing the achievement gap. The Encuentros Teacher Academy Manual helps address the problem by giving the steps needed to recreate the academy which recruits and motivates students to choose a career in education. This chapter includes a section for lessons learned, educational implications, project implementation plans, limitations of project, future research and project suggestions, and conclusion.

Lessons Learned

While creating the Encuentros Teacher Academy Manual I learned about the significance of male Latino teachers and other minorities. It became apparent to me that as a society we have an immense task of recruiting Latino males into a career in education. As I worked on the manual I realized there are other leaders in the community that are passionate about helping recruit more Latino males to become teachers. By collaborating with other stakeholders I was able to create the manual that will be used as a model in the future to create other academies with the same goal of recruiting more Latino males into education.

Educational Implications

It is important that educators reveal the benefits and rewards of being an educator to their students. While working on this project I noticed that many students have a negative portrayal of the teaching profession and some of that responsibility falls on teachers because of information students receive directly and indirectly from teachers. For organizations working on creating similar projects I recommend that they reach out to many different schools and work with teachers, counselors, and administrators so that they are able to get a large pool of potential candidates for their programs. I think others can use the manual as a template for how to run their program but they need to find guest speakers in their area that will fit with their mission and model for the program they are implementing.

Project Implementation Plans

This manual will be the property of the Encuentros Leadership organization. I plan on giving the manual to the Encuentros organization in hopes that it facilitates recreating the Teacher Academy in the future. This year the academy took place in June. We piloted the curriculum and I was able to make modifications to the manual in real time based upon actual implementation. As went through the academy we adjusted the calendar and activities. These adjustments, based in implementation, are reflected in the manual. I hope that in the future other programs can use this manual to start their own Latino teacher programs.

Limitations of Project

The collaborative nature of this project proved to be a limitation as well as a strength. One of the limitations was the amount of time I had to create the manual and

the amount of time the students spent at the academy. Collaborating with others and getting everyone to be able to meet and share some of the needed information to create the manual was a difficult task at times. However, the collaborative planning, brainstorming, and input from the academy directors and team leaders resulted in a valuable and meaningful experience more focused on the teaching profession than the previous academy. If we could spend more time at the academy with the young men we would be able to focus more time on writing skills, presentation skills, and overall leadership skills which are instrumental, yet lacking in many of our Latino youth. Overall I think this project was well developed and will be a great resource as we have more yearly Encuentros Teacher Academies. A longer period with the students may be a change we can look into for the future. However, since this is a residential program, budget considerations will affect the size and length of the academy.

Future Research and Project Suggestions

It is important that we continue to track all of the young men that go through the Encuentros Teacher Academy throughout their educational career. It will be interesting to see how many of these students go into education, choose another degree, or drop out of college before earning a degree. By continuing to monitor these students we can evaluate how effective the program is at recruiting more Latino males into a career in education. Depending on what the research shows we can interview these students to see what played into their decisions of becoming teachers or choosing another career. We can then study the findings in order to make calculated changes to the program to better address the mission on the Encuentros Teacher Academy.

We also need to develop a comprehensive recruitment and mentoring plan. Research cited in Chapter 2 clearly identifies the need to make the teaching profession more attractive to Latino males and, once they are in the profession, the need to mentor and retain them. We can assume that there will exist the same need to recruit, mentor, and retain Encuentros Teacher Academy participants on the pathway to teaching as a career.

Conclusion

The Latino population is one of the fastest growing minority groups in the United States and the disproportion of Latino students compared to Latino teachers continues to grow. In chapter one I stated how this discrepancy is a significant problem as we see the Latino achievement gap in education continue to rise. In chapter two my literature review found three themes: importance of minority students, issues with recruitment, and persistence of Latino students/teachers. Chapter three showed the methodology used in order to create the manual that will be used this summer at the Encuentros Teacher Academy. Chapter four included the manual with information on how it is organized in specific sections. The last chapter is a reflection of the project with suggested future recommendations. Overall studies agree on the need to address the lack of male Latino teachers in education although the best way to approach this problem has not been resolved. It is my hope that this project is a step in the right direction to help solve one of the issues facing education in the United States. We can't completely address the Latino achievement gap without the benefits male Latino teachers bring to the profession. In order to get more Latino teachers, we need to be proactive in recruiting talented young Latino leaders that are in high school to commit to becoming educators.

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Appendix A

The Teacher Academy

“Preparing Education Leaders for the Future”

June - 27-30, 2018



**ENCUENTROS
LEADERSHIP**

In Partnership with



California State University
SAN MARCOS

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Rationale

Throughout the United States we have a growing population of Latino students, and the disproportion of Latino students compared to Latino teachers continues to rise. According to the U.S Department of Education report, *The State of Racial Diversity in the Educator Workforce* (2016), the National Center for Education Statistics (NCES) predicts that by 2024 Latinos will represent 29 percent of total public school enrollment compared to 24 percent in 2012. In the 2011-12 school year 24 percent of U.S. students were Latinos, and only 8 percent of the teachers were Latinos. Turner (2017) states that the Latino population in the United States currently exceeds 54 million people (17% of the nation's population), which makes Latinos the largest ethnic population in the United States.

The discrepancy between Latino students compared to Latino teachers is even larger in states where there is a larger Latino population such as California and Texas. The California Department of Education statistics show that in the 2015-16 school year California's public schools enrollment was 54 percent Latino, while only 18.6 percent of the teachers were Latinos (2017). As the Latino population continues to grow the number of Latino students and English language learners in public education will continue to rise. We cannot diversify our local schools' staff to reflect the student body without having a larger pool of credentialed Latino teachers. The Encuentros Teacher Academy is one attempt to recruit and mentor more Latino males into the teaching profession by identifying and encouraging promising high school students to consider and explore teaching as a profession. This manual is intended to provide a curriculum and logistics for implementation for the Teacher Academy.

Latino Teacher Academy Description

The purpose of the Teacher Academy is to encourage Latino high school students to consider teaching as a career. By focusing on high school students the Teacher Academy aims to recruit Latino males to explore a field that has not traditionally been a career pathway for them. The Teacher Academy curriculum is guided by three essential questions:

1. Why teaching as a career?
2. Who will you be teaching?
3. What inspires me to be a teacher?

Responses to the questions are explored through a variety of learning experiences, including development of presentation skills, building student leadership, improving writing skills, gaining college information, and team building. As a part of the application, students come into the Teacher Academy with a personal statement of why they want to be teachers. Throughout the week in a writing workshop format, the students revise and add to their essay including what they learn from lessons, guest speakers, and readings. The essay becomes the basis for the script of their oral presentation at the end of the academy. Each day includes Latino educators as guest speakers who tell their own stories of how they became educational leaders so as to inspire and provide role models for the Academy participants. Other presentations include important information they will need to be successful in college, such as developing good writing skills, learning how to become a teacher, and strategizing how to pay for college. We want to make sure these students know what the next steps are and what services are available to them.

The academy also includes learning experiences that inform and allow for discussion and reflection on pursuing a career in education. One of these learning experiences focuses on the importance of Latino teachers and is meant to motivate Latino students to become educators. Academy participants learn about research and studies, which show that Latino teachers are role models who hold high expectations for students, which has shown to translate to higher achievement. Another learning experience focuses on cultural competence and empathy which will help students understand the importance of being able to relate to students of all cultural backgrounds because they will be teaching all kinds of people.

The Teacher Academy is facilitated by a director or co-directors who oversee the planning, preparation, and logistics of the Teacher Academy. There are several team leaders who work closely with the students and helping them improve their presentations. The team leaders also serve as mentors to the students, provide supervision in the evenings, and build relationships with the students giving the students a resource to navigating the next steps towards college and a career in education.

Identify a Host

The first step is to identify a host. This academy takes place at California State University San Marcos which partnered with the Encuentros Leadership program in order to help address the male Latino teacher shortage. In order to create a similar academy, the directors will need to find a host such as a university, college or department of education, school district, or community organization such as Encuentros Leadership.

Recruit Participants

The recruitment process for this academy was done mainly by the founder of Encuentros who recruited students from within the Encuentros Leadership Program and also used the methods below to recruit other students. Students must meet certain requirements to be accepted into the teacher academy. All students must have qualifying grades, complete the application, submit an essay, and get letters or recommendation.

Strategies to Recruit Participants

- Contact high school principals and explain the program
- Contact Future Teacher and Educators Rising Chapter Sponsors
- Contact Advancement Via Individual Determination (AVID) instructors
- Send flyers to school districts and county offices of education

Application Process

Encuentros 2018 Academy

Note: Because Encuentros sponsored four different academies, this application sample includes all academies.

The Encuentros Academy Application Checklist

To: 2018 Academy Applicants

From: Roberto Rivas, Chief Executive Officer

Subject: Application Checklist

Directions: The checklist below is a reminder of items to be submitted in consideration of your application to attend one of our four 2018 Academies. Items must be submitted together as one complete packet. Do not staple any material or punch holes for binding. Do not make copies. Only the original application will be accepted. This original is your only application to be used for submittal. All materials may be placed in a large envelope or folder. The application must be turned in to your high school Encuentros contact person or an Encuentros Leadership Board member.

Completed and signed application (2 Inside Pages)

Completed essay: Topic Based on Academy (1-page maximum, double-spaced, 12 font)

Current high school transcript

Two completed one-page recommendation forms/letters

“Encuentros Academy: Where Leaders Find Themselves”

2018 Encuentros Academy

Official Application

The 2018 Encuentros Academies is accepting applications. If you are interested in applying, follow the instructions contained in this application. Applicants will be considered on a first-come, first-serve basis. You must complete our application process and submit all materials requested to be considered.

The Leadership Academy

Sunday, June 17 – Saturday, June 23, 2018

The Law Academy

Tuesday, June 19 – Saturday, June 23, 2018

The Teacher Academy

Tuesday, June 26 – Saturday, June 30, 2018

The Engineering Academy

Tuesday, June 26 – Saturday, June 30, 2018

2018 Encuentros Academy Application

I am applying for: (Circle only one)

Teacher Academy at CSU San Marcos

Leadership Academy at Univ. of San Diego

Law Academy at Univ. of San Diego

Engineering Academy at UC San Diego

Student Contact Information (Print Clearly)

Last Name: _____ First name: _____ Middle Initial: _____

Address: _____

Street

City

Zip Code

E-Mail: _____

Telephone Number:() _____

Birthdate: __/__/_____

Circle One T-Shirt Size: S M L XL XXL

Current Grade: 9th 10th 11th

High School Name: _____

Current GPA: _____

Circle One Annual Family Income:

\$25,000 or less \$45,000 – \$55,000 \$75,000 - \$90,000

\$25,000 - \$35,000 \$55,000 - \$65,000 \$90,000 – or more

\$35,000 - \$45,000 \$65,000 - \$75,000

Mother / Guardian

Name: _____

Mother / Occupation: _____

Father / Guardian Name: _____

Father / Occupation: _____

Check one box that applies for each parent:

Father / Guardian Education Completed		Mother / Guardian Education Completed	
<input type="checkbox"/>	Unknown or unavailable	<input type="checkbox"/>	Unknown or unavailable
<input type="checkbox"/>	Did not graduate from high school	<input type="checkbox"/>	Did not graduate from high school
<input type="checkbox"/>	High School Graduate	<input type="checkbox"/>	High School Graduate
<input type="checkbox"/>	Some College	<input type="checkbox"/>	Some College
<input type="checkbox"/>	4-year college graduate or higher	<input type="checkbox"/>	4-year college graduate or higher

Do you know what college/university you are planning to attend? Yes____ No____

If yes, please list the name(s) here:_____

Who encouraged you to apply to this Academy?

Name & Occupation

Do you know what you would like to study or major in college?

What profession/career interests you at this time? Be as specific as possible.

I certify that the above information is true and accurate to the best of my knowledge:

Student Applicant’s Name (Print Clearly):_____

Parent / Guardian’s Name:_____

Student Applicant’s Signature:_____

Parent / Guardian’s Signature:_____

Encuentros Leadership will keep all information confidential.

Note: In addition to this Official Application, you must also submit your current school transcript, 1 recommendation form, and a 1- page essay. Depending on your Academy of interest, your essay topic is: Teacher – “Why I Want To Be A Teacher”, Leadership: “Why I Am A Leader”, Law: “Why I Want To Be A Lawyer”, Engineering: “Why I Want To Be An Engineer.” All materials are to be submitted together in one packet. Turn in your application to your high school contact.

2018 Encuentros Academy

Encuentros Academy Letter of Recommendation Form

Student: Be courteous and give your reference adequate preparation time to complete this form.

Student Name:

Respondent: The Encuentros Leadership Academy Selection Committee would appreciate your recommendation of the student applicant. Please return this completed form to the student applicant for inclusion in his application packet. A one-page letter can also accompany this form.

Name of Respondent:

Telephone Number:

Position/Title Company/School:

E-Mail Address:

How long have you known this student? In what capacity?

Why are you recommending this student? (Write comments here)

Respondent: To strengthen your evaluation, feel free to attach a written letter of recommendation.

Respondent Signature:

“Encuentros Leadership Academy: Where Leaders Find Themselves”

Academy Directors

In order to manage and oversee the program it is important that you have the right person or people directing the mission and vision of the program. To recruit directors and team leaders I recommend the following strategies which were used by Encuentros:

Strategies to Recruit Directors & Team Leaders

- Contact Latino Educators
- Contact Future Teacher and Educators Rising Chapter Sponsors
- Contact High School Principals for recommendations
- Contact area universities to recruit undergraduate Latino students

Team Leaders

Team leaders are instrumental in mentoring the participants during the Encuentros Teacher Academy. The team leaders build relationships with the students and help them on their presentations throughout the academy. The team leaders that were recruited for this program were local Latino teachers and college students who are aspiring to be teachers. The team leaders met with the directors several times and helped in the planning of the day-to-day activities.

Guest Speakers

For this program it was important that we secured several guest speakers that were successful Latino males in the field of education. The guest speakers were motivational and inspired our young men to pursue a career in education. When searching for guest speakers it is important that they fit well with the specific mission of your program. Directors and Team Leaders make personal phone contacts initially. Once the guest speakers are confirmed, follow-

up communication verifies the time, date, and location for each speaker. The process and examples of email communication are as follows:

Encuentros Guest Speaker and Educator Panel Solicitation and Communication

Initial Phone Contact

Team Leaders and Academy Directors compile a list of area Latino Leaders in Education, e.g. K-12 teachers and administrators, community college and higher education Latino faculty and administrators. Academy Directors make an initial contact by phone to explain the purpose of the academy and invite the guest speaker. Once guest speakers are confirmed, follow-up emails are sent with specific time, date, and location information.

Sample Guest Speaker Confirmation email to be sent 4-6 weeks prior to the Academy

Dear

Thank you for agreeing to be a guest speaker at the CSUSM Encuentros Teacher Academy. We appreciate your time and willingness to share your insights into professions in education and to inspire the young men that we hope will be Latino educators in the near future.

The academy will be guided by three questions:

1. Why Latino Male Teachers? (focus on Wednesday)
2. Who will you be teaching? (focus on Thursday)
3. What inspires me to be a teacher? (focus on Friday)

In your presentation, we suggest that you share your own story of becoming an educator and address one or more of the three guiding questions. You might also plan to leave a few minutes for questions at the end.

Your presentation is scheduled at the following time and place:

When you arrive at the CSUSM campus, drive into the circle at the end of Craven Rd and stop in front of the Kellogg Library. We will meet you there 15 minutes prior to the presentation with a parking pass. You may park in Lot C and return to Kellogg Library to be escorted to Kellogg 5102.

Here is a link to a campus map: [Campus Map](#)

Please send a brief bio and picture to Pat Stall pstall@csusm.edu so that we may include it in the Academy Notebook.

Sample Educator Panel Confirmation

Dear

Thank you for agreeing to be a guest on the Educator Panel at the CSUSM Encuentros Teacher Academy. We appreciate your time and willingness to share your insights into professions in education and to inspire the young men that we hope will be Latino educators in the near future.

The academy will be guided by three questions:

1. Why Latino Male Teachers? (focus on Wednesday)
2. Who will you be teaching? (focus on Thursday)
3. What inspires me to be a teacher? (focus on Friday)

At the Educator Panel, a facilitator will ask you to introduce yourself and respond to the guiding questions. We hope that you also share your own personal stories throughout the evening. The Academy participants will also have questions to ask you.

The Educator Panel is on Wednesday, June 27, 2018. Please join us for dinner from 5:00-6:00, followed by the Panel discussion from 6:00-8:00.

(Include location and parking information here)

Here is a link to a campus map: [Campus Map](#)

Please send a brief bio and picture to Pat Stall pstall@csusm.edu so that we may include it in the Academy Notebook.

Sample Guest Speaker Reminder Email to be sent one week prior to the Academy

Dear,

This is a reminder of your presentation at the CSUSM Encuentros Teacher Academy on (date and time)

When you arrive at the CSUSM campus, drive into the circle at the end of Craven Rd and stop in front of the Kellogg Library. We will meet you there 15 minutes prior to the presentation with a parking pass. You may park in Lot C and return to Kellogg Library to be escorted to Kellogg 5102.

Here is a link to a campus map: [Campus Map](#)

Also as a reminder, the academy is guided by three questions:

1. Why Latino Male Teachers? (focus on Wednesday)
2. Who will you be teaching? (focus on Thursday)
3. What inspires me to be a teacher? (focus on Friday)

In your presentation, we suggest that you share your own story of becoming an educator and address one or more of the three guiding questions. You might also plan to leave a few minutes for questions at the end.

We look forward to seeing you next week.

Thank you,

Sample Educator Panel Reminder Email

Dear,

This is a reminder of your participation on the Latino Educators Panel at the CSUSM Encuentros Teacher Academy on (date and time)

(Include location and parking information)

Here is a link to a campus map: [Campus Map](#)

We look forward to seeing you next week.

Thank you,

Guest Speaker Student Reflection

Now that the guest speaker presentation is over, take some time reflect on what you learned and how the experience might inform your college and career plans in the future.

Student Name:

Guest Speaker Name:

Rate the guest speaker 1-4 with 1 being not helpful and 4 being really helpful. _____

1. What aspects of the guest speaker presentation were interesting? Which were not? Why? What did you like about the guest speaker presentation? What would you change?

3. Would you consider a career in the guest speaker's field? Why or why not?

4. What was the most memorable aspect of the guest speaker experience? Why?

5. What did you learn from the guest speaker's presentation? Please explain.

6. What knowledge and skills are you learning in school that are likely to be used at the guest speaker's workplace? Please explain.

7. What knowledge or skills do you need to strengthen to be successful at a workplace like the guest speaker's? Please explain.

8. Would you recommend that other students hear this presentation in the future? Explain.

9. Anything else you'd like to say about the guest speaker presentation?

Team Leader Information Sheet

What to bring

- Clothes
 - Team Leaders should be in semi-business dress for the duration of the academy.
 - There may be time for outdoor activities so bring some active wear.
 - Bring at least one tie and dress shirt (perhaps more, depending on your academy).
 - There will be a lot of walking so be sure to bring comfortable shoes.
- Toiletries
 - Bring all your basic toiletries
 - Toothbrush, toothpaste, shampoo, etc.
 - Towels, a pillow and light blankets will be provided.
 - You will be provided standard dorm pillows, towels and sheets. Feel free to bring your own if you prefer.

What to expect

- Rooming
 - You will be provided your own room complete with a bed, drawers and a closet. Bathrooms however will be shared.
- Parking
 - You will be provided a parking permit for your car for the duration of the stay.
- Food
 - Food will be provided for you so you do not need to bring any food or money for food. There will be vending machines as well.
- Late nights (for students AND you)
 - Team Leaders participate in a debriefing at the conclusion of each day, after your teams have gone to bed so you will be staying up late (and waking up early).
 - It's important that both you and your team are well rested so be mindful of how much sleep you and your team members are getting.
- Procrastinators
 - You may get team members that choose to complete assignments until the last minute or decide to improvise their presentation. It's important to strongly advise against this.
- Walking
 - There will be a fair amount of walking. Be mindful of your time and your location so you or your team are never lost or late to any session. The code of conduct prohibits late or tardy behavior anytime, anywhere.
- Host School's Courtesy
 - You will be fed, you will be housed, you will NOT be cleaned up after. Be respectful of the campus, it's employees and students, which includes cleaning up after yourself (and your team should too).
- Strict Rules for the Students
 - Your team members signed a form that they will adhere to the Academy's Code of Conduct while attending the academy; you will be expected to enforce the code and follow the same conduct.

- Cell phone use during all academy functions should be strictly for communication with fellow Team Leaders and the Academy Director.

What to do

- Facilitate collaboration
 - Encourage dialogue among all Academy participants. Encourage your team member to collaborate with each other and with other teams.
- Critique and improve students
 - Students will work on a presentation all week and it is your responsibility that the presentation is better by the end of the week. Provide honest, respectful feedback and critiques for your students and encourage their peers to do the same.
- Keep track of your team
 - Students have a degree of autonomy throughout their stay but they are ultimately your responsibility. Keep track of all your students.
- Build community
 - Some students may struggle with getting adjusted and/or making friends. Be sure to instill a sense of community not only within your team but with the cohort at large.

How to act

- Be a role model
 - Your students are watching your every move. Your comportment is a message to your team for what is acceptable. Keep this in mind throughout your time in the academy.
- Be mature
 - You are in fact older than the students you will be working with. Most high school students lack common sense in dealing with processes or procedures. Your leadership and maturity in approaching daily decision-making is of prime importance to keeping the Academy focused.
- Respect the students' experience
 - This is an academy for your students. You are here to facilitate the best experience for them.
- Team Leader Etiquette
 - Team Leaders should not be a clique. You are a resource for your students so interact with them as much as possible.
 - Your fellow Team Leaders are a resource. Leverage their expertise and experiences if you have an issue. Work as a unit, as a team.
- Be real - genuine
 - As a team leader you have responsibilities but don't forget to be yourself. Your team deserves an authentic you. It'll be difficult to straddle the line between friend and strict rule enforcer but find what works best for your individual members.

Parent and Participant Orientation

During the orientation the academy directors explain to parents and students the purpose of the Encuentros Teacher Academy. Parents are also introduced to the team leaders who will be working with their students during the four-day program. The logistics of where to drop off the students, on what date, and time are also taken care of during this meeting. Students and parents are made aware of the Encuentros Academy Code of Conduct and have opportunities to ask any questions. During this meeting parents also a permission and consent form. The documents given to students and parents during this orientation are below.

Encuentros Academy Code of Conduct

The following rules of conduct will be in effect for all students and staff attending the 2018 Encuentros Teacher Academy.

- No I-Pods or portable players of any type during any scheduled group activities of the day or evening
- No cell phones during scheduled activities – day or evening
- No lap top computers allowed without director or team leader permission
- Late/tardy attendance is not accepted anytime
- Complete all assignments on time
- Do not fall asleep, follow classroom protocols, stay focused, organized, efficient, on task
- No taking medication of any kind, without prior approval
- Evening bed check is 10:00 PM
- Dress code: shoes, shirt, shorts, pants – business dress code for field trips
- Clean-up after yourself, no littering the facilities or property, be responsible for your trash
- Respect the Leadership Team and Team Leaders at all times – no talking back
- Respect your Leadership faculty and guests
- Respect all campus staff and affiliates
- Never cut lines – anywhere; don't complain about long lines
- Greet all associates and guests of Encuentros with respect; shake hands, introduce yourself, make eye contact
- Respect each other – including your Academy students and Team members
- Respect other students' comments opinions, ideas; congratulate others
- Always raise your hand for questions
- Flush the toilet, wash your hands – at all times; dorm, class breaks, dining
- When on a bus for a field trip, safety first, face forward, sit forward
- On field trips – remember people's names, thank all chaperones, including the bus driver, no talking when entering buildings, during an assembly no speaking

Our Standard: If you violate any code of conduct, you will be dismissed immediately and parents will be required to pick you up.

“Act & behave like a leader & you'll be respected like a leader”

Parent/Guardian Permission & Consent Form

2018 Encuentros Teacher Academy

Student First Name _____ Last Name _____

Age _____ High School Name _____

Parent/Guardian

I attended the Academy Orientation on Saturday, May 26th at Palomar College and I understand the purpose of the Encuentros Teacher Academy. I am allowing my son _____ to attend the Teacher Academy from June 27th to June 30th 2018. Transportation will not be provided to CSU San Marcos. I will be responsible for transportation to the CSU San Marcos campus.

I understand that my son may be videotaped and/or photographed during the Teacher Academy. I agree to allow any photographs and/or video images of my son to be used by Encuentros for promotional purposes such as but not limited to news releases, print ads, promotional videos, websites, publications, and reports. I understand that there is no compensation for use of said photographs and/or images by Encuentros, at any time now or in the future.

I am aware that a code of conduct is enforced during the Teacher Academy. My son must follow the code of conduct. The code of conduct was explained and I was provided a copy.

Parent/Guardian Signature of Consent _____

Print Name _____ Contact Phone Number _____

Encuentros Leadership

2445 Cades Way

Vista, Ca 92081

Parent/Guardian must sign this form for the student to be allowed to attend the 2018 Teacher Academy.

Exhibit B

Capstone On-Campus Management – Summer Conference Release of Liability
 Promise not to Sue, Assumption of Risk and Agreement to pay claims.

Activity description: _____

Activity Date(s) and Time(s): _____

Activity Location(s), Premises or Facility(ies): _____

In consideration for being allowed to participate in this Activity and/or use of the Premises or Facility, on behalf of myself and my next of kin, heirs and representatives, I release from all liability and promise not to sue the State of California, the Trustees of the California State University, California State University San Marcos, and their employees, officers, directors, volunteers and agents (collectively "University") and the California State University San Marcos Corporation (CSUSM Corporation), Associated Students, Inc., California State University San Marcos Foundation, The QUAD, Urban Villages San Marcos (UVSM), Capstone On-Campus Management (COCM) and their employees, officers, directors, volunteers and agents (collectively "Auxiliary Organizations") from any and all claims, including claims of the University's or Auxiliary Organization's negligence, resulting in any physical or psychological injury (including paralysis and death), illness, damages, or economic or emotional loss I may suffer because of my participation in this Activity, including travel to, from and during the Activity.

I am voluntarily participating in this Activity. I am aware of the risks associated with traveling to/from and participating in this Activity, which include but are not limited to physical or psychological injury, pain, suffering, illness, disfigurement, temporary or permanent disability (including paralysis), economic or emotional loss, and/or death and/or property damage. I understand that these injuries or outcomes may arise from my own or other's actions, inaction, or negligence; conditions related to travel; or the condition of the Activity location(s). Nonetheless, I assume all related risks, both known or unknown to me, of my participation in this Activity, including travel to, from and during the Activity.

I agree to hold the University and the Auxiliary Organizations harmless from any and all claims, including attorney's fees or damage to my personal property that may occur as a result of my participation in this Activity, including travel to, from and during the Activity. If the University or the Auxiliary Organizations incur any of these types of expenses, I agree to reimburse the University or the Auxiliary Organizations. If I need medical treatment, I agree to be financially responsible for any costs incurred as a result of such treatment. I am aware and understand that I should carry my own health insurance.

I am 18 years or older. I understand the legal consequences of signing this document, including (a) releasing the University and the Auxiliary Organizations from all liability, (b) promising not to sue the University and the Auxiliary Organizations (c) and assuming all risks of participating in this Activity, including travel to, from and during the Activity.

I understand that this document is written to be as broad and inclusive as legally permitted by the State of California. I agree that if any portion is held invalid or unenforceable, I will continue to be bound by the remaining terms.

I have read this document, and I am signing it freely. No other representations concerning the legal effect of this document have been made to me.

Participant Name (Print): _____ Date: _____

Participant Signature: _____ Phone: _____

Emergency Contact Name (Print): _____

Emergency Contact Relationship: _____

Emergency Contact Phone: _____

If Participant is under 18 years of age: I am the parent or legal guardian of the Participant. I understand the legal consequences of signing this document, including (a) releasing the University and the Auxiliary Organizations from all liability, (b) promising not to sue the University and the Auxiliary Organizations, (c) and assuming all risks of participating in this Activity, including travel to, from and during the Activity. I allow Participant to participate in this Activity. I understand that I am responsible for the obligations and acts of Participant as described in this document. I agree to be bound by the terms of this document. I have read this document, and I am signing it freely. No other representations concerning the legal effect of this document have been made to me.

Name of Minor Participant's Parent/Guardian (print): _____

Date: _____

Signature of Minor Participant's Parent/Guardian: _____

Relationship: _____ Minor Participant Name: _____

Learning Experiences

The following learning experiences are designed to provide information, discussion, and reflection on the teaching profession. The learning experiences are driven by the three questions:

Why teaching as a career?

Who will you be teaching?

What inspires me to be a teacher?

<p>Learning Experience I: Importance of Latino Teachers</p>	<p>Date: Day 1</p>
<p>Big Idea: Latino teachers play an important role in closing the achievement gap of Latino students.</p>	<p>Essential Question: What are the benefits of having Latino teachers working with Latino students?</p>
<p>Objective: Students will reflect upon their own experiences in school and the influence of their teachers.</p>	<p>Assessment: Student discussion and an exit ticket describing the importance and benefits that Latino teachers bring to the profession.</p>
<p>Facilitator Instructional Strategies:</p> <p>Before class starts the facilitator will post four signs in different corners of the classroom. The four signs will say strongly agree, agree, disagree and strongly disagree.</p> <p>First the facilitator will ask the students to do a quick write answering the question: Do Latino students benefit from having Latino teachers? Why or why not?</p> <p>Then the facilitator will ask the students to share their response with a partner.</p> <p>The facilitator will then give students a graphic organizer with statements and a section for responses.</p> <p>Next the facilitator will let the students</p>	<p>Student Activities</p> <p>Students will write their response.</p> <p>Students will pair up with a partner and share their responses. Then some students will share out with the class.</p> <p>Students will read the statements and decide if they strongly agree, agree, disagree, or strongly disagree. Students will then write an explanation for their stance.</p>

<p>Learning Experience I: Importance of Latino Teachers</p>	<p>Date: Day 1</p>
<p>know that they will hear those same statements and that they will need to go to one corner of the room.</p> <p>The first statement the teacher will project is: I've had many Latino teachers in my educational career.</p> <p>Once students have chosen a side have them discuss with the group why they chose to go to that side. Students will repeat this process for each statement.</p> <p>The next slide students will read will state: Latino teachers are beneficial in helping Latino students be more successful in school.</p> <p>The facilitator will go through the slides and have the students move to the section they agree with and discuss as a group.</p> <p>Latino teachers are able to relate to and build relationships with Latino students easier than white teachers which has shown to lead to higher academic achievement.</p> <p>Latino teachers serve as mentors and role models to Latino students in the classroom.</p> <p>Latino teachers tend to have higher expectations for Latino students.</p> <p>Latino teachers make Latino parents feel more comfortable as they can relate to them culturally.</p> <p>Minority students perceive minority teachers more favorably than white teachers.</p>	<p>Students will get out of their seats and go to the corner with the sign that they most agree with</p> <p>Students will discuss the number of Latino teachers they have had in their educational careers.</p> <p>Students will move to the section they agree with and then discuss their opinion</p> <p>Students will move to the section they agree with and then discuss their opinion. Students will repeat this process for each statement.</p> <p>Students will respond to the questions in writing and turn them in as an exit ticket.</p>

Learning Experience I: Importance of Latino Teachers	Date: Day 1
<p>There is a great shortage of Latino teachers in K-12 schools.</p> <p>Latino boys have the biggest achievement gap in U.S schools.</p> <p>Latino teachers can be instrumental in helping close the achievement gap of Latino boys.</p> <p>After students have had an opportunity to discuss their opinions about the statements the facilitator will let the students know that all of the statements were taken from research that has been done on the importance and benefits of Latino teachers in the classroom.</p> <p>The facilitator will then ask the students to answer the essential question: What are the benefits of having Latino teachers working with Latino students? Have you ever experienced any of these benefits when working with Latino teachers? Do you think Latino students would benefit from having you as a teacher in the future? If so how?</p>	
Resources Needed: Pen/Pencil Paper Importance of Latino Teacher Handout Four Corners Signs Importance of Latino Teachers Slides	

Handout: Importance of Latino Teachers

I've had many Latino teachers in my educational career.			
Strongly agree	Agree	Disagree	Strongly disagree
Explain:			
Latino teachers are beneficial in helping Latino students be more successful in school.			
Strongly agree	Agree	Disagree	Strongly disagree
Explain:			
Latino teachers are able to relate to and build relationships with Latino students easier than white teachers which leads to higher academic achievement.			
Strongly agree	Agree	Disagree	Strongly disagree
Explain:			
Latino teachers serve as mentors and role models to Latino students in the classroom.			
Strongly agree	Agree	Disagree	Strongly disagree
Explain:			
Latino teachers tend to have higher expectations for Latino students.			
Strongly agree	Agree	Disagree	Strongly disagree
Explain:			
Latino teachers make Latino parents feel more comfortable as they can relate to them culturally.			
Strongly agree	Agree	Disagree	Strongly disagree
Explain:			

I've had many Latino teachers in my educational career.			
Strongly agree	Agree	Disagree	Strongly disagree
Minority students perceive minority teachers more favorably than white teachers.			
Strongly agree	Agree	Disagree	Strongly disagree
Explain:			
There is a great shortage of Latino teachers in K-12 schools.			
Strongly agree	Agree	Disagree	Strongly disagree
Explain:			
Latino boys have the biggest achievement gap in U.S schools.			
Strongly agree	Agree	Disagree	Strongly disagree
Explain:			
Latino teachers can be instrumental in helping close the achievement gap of Latino boys.			
Strongly agree	Agree	Disagree	Strongly disagree
Explain:			

<p>Learning Experience II: Cultural Competence and Empathy</p>	<p>Date: Day 2</p>
<p>Big Idea: In order to teach students effectively you must build rapport with students.</p>	<p>Essential Question: What is cultural competence and empathy?</p>
<p>Objective: Students will be able to explain cultural competence and empathy and why it is important in the classroom.</p>	<p>Assessment:</p> <ul style="list-style-type: none"> - Video Questions - Discussion Responses
<p>Instructional Strategies:</p> <p>The lesson will start with the teacher asking students: What is cultural competence?</p> <p>The teacher will ask students to discuss the question with a partner.</p> <p>The teacher will call on students to share out their ideas and the teacher will write them on the board. If technology is available, you can also have students create a word cloud for each question.</p> <p>The teacher will then lead the class in creating a class definition.</p> <p>Then the teacher will give the definition for cultural competence to students from the National Education Association (NEA).</p> <p>“Cultural competence is having an awareness of one’s own cultural identity and views about difference, and the ability to learn and build on the varying cultural and community norms of students and their families. It is the ability to understand the within-group differences that make each student unique, while celebrating the between-group variations that make our country a tapestry. This understanding informs and expands</p>	<p>Student Activities:</p> <p>Strongly disagree Students will talk with a partner</p> <p>Students will share out their ideas or if technology is available they will respond using Wordle or another available website.</p> <p>Students will share what they think we should write for the definition of cultural competence.</p> <p>Students will write the definition in their</p>

<p>Learning Experience II: Cultural Competence and Empathy</p>	<p>Date: Day 2</p>
<p>teaching practices in the culturally competent educator’s classroom.”</p> <p>The teacher will then ask students to write the definition in their own words.</p> <p>The teacher will then show students a short video about cultural competence from NEA.</p> <p>After the video the teacher will lead a class discussion about the video and student responses to the video questions.</p> <p>Next the teacher will ask the students: What is empathy?</p> <p>The teacher will then give students the definition of empathy from Teaching Tolerance.</p> <p>Empathy: the understanding of or the ability to identify with another person's feelings or experiences.</p> <p>The teacher will then ask:</p> <p>Can you think of a time—maybe during an argument with a friend or when the girl you liked hurt your feelings—when you wished that someone understood how you felt? When we try to relate to what another person is going through, we’re being <i>empathetic</i>.</p> <p>Do you think you’re an empathetic person? Respond to each statement on <i>Are You Empathetic?</i> with “yes” if it describes something you do or “no” if you don’t do what is described.</p>	<p>own words on a handout provided by the teacher.</p> <p>During the video students will respond to the rest of the questions on the handout. Students will discuss their responses to the questions. Students will share out their ideas or if technology is available they will respond using Wordle or another available website.</p> <p>Students will write down the definition on the class handout.</p> <p>Students will fill out the survey from Teaching Tolerance but before they do they will answer the second question on the handout.</p> <p>After the activity, students will answer questions three and four of the handout and share out with the class.</p>

Learning Experience II: Cultural Competence and Empathy	Date: Day 2
<p>If you answered mostly “yes,” you probably do a good job of showing empathy toward other people. The statements you answered “no” to are things you could do to be more empathetic.</p> <p>As a class, we will use the <i>Are You Empathetic?</i> to discuss how you can follow the behaviors suggested to show empathy toward others:</p> <p>The teacher will follow the attached slides starting on slide thirteen.</p>	
Resources: Cultural Competence and Empathy Slides Cultural Competence and Empathy Handout National Education Association Cultural Competence Video Clip Tolerance Empathy Survey	

Name: _____

NEA Cultural Competence Video Questions

What is cultural competence?
Why is cultural competence important for educators?
Do you think cultural competence can help close achievement gaps? Why or why not?
Do you consider yourself to be culturally competent? Why or why not?

Name: _____

Showing Empathy

What is empathy?

Do you think you're an empathetic person? Why or why not?

What more can you do to show empathy towards others?

Why is teacher empathy and student empathy important in the classroom? As future educators how can building your cultural competence and empathy towards other benefit you and your future students?

Are You Empathetic?

Read each item below. Circle “yes” if the statement describes you or “no” if it does not.

1. I often think about other people’s feelings.

Yes No

2. I don’t make fun of other people because I can imagine what it feels like to be in their shoes.

Yes No

3. I listen to others about what they’re going through.

Yes No

4. I try to understand other people’s point of view.

Yes No

5. I am aware that not everyone reacts to situations the same way I do.

Yes No

Adapted from Teaching Tolerance a project of the southern poverty law center

www.tolerance.org

2018 Encuentros Teacher Academy Calendar

Date	Wednesday, June 27th	Thursday, June 28th	Friday, June 29th	Saturday, June 30th
Time				
7-8 AM	Academy Student Registration Check-In At the quad	Breakfast at the USU	Breakfast at USU	Breakfast at USU
8-9 AM	Breakfast at the Quad	Who will you be teaching? Team Building Activity Team Updates & Reports Work on Presentation	What Inspires me to be a teacher? Team Updates & Reports Ted Talk about teaching for discussion	Room Check-Out
9-10 AM	Why teaching as a career? Kel. 5102 Introductory Session Overview of program Team Leader and Student Introductions	Guest Speaker Assistant Principal.	Guest Speaker Vice President for Charter Schools	Final meeting Parent pick up
10-11 AM	Guest Speaker Principal,	Guest Speaker Superintendent	Campus Tour	Distinguished Graduates of 2018 Teacher Academy
11-12 PM	Learning Experience I: <u>Student Reflection & Importance of Latino Teachers Lesson</u>	Learning Experience II: <u>Student Reflection & Cultural Competence and Empathy Lesson</u>	Education Faculty: How to become a teacher?	Lunch and Closing Ceremony USU

Date	Wednesday, June 27th	Thursday, June 28th	Friday, June 29th	Saturday, June 30th
Time				
1-3 PM	<p style="text-align: center;">Writing and Presentation Workshop</p> <p>Guest Speaker: Director of the university Writing Center</p> <p>Introduce Presentation</p> <p>Writing workshop Revise and expand application essay to provide the basis for the Presentation</p> <p>Instruction for reading <i>Our Stories, Our Struggles, Our Strengths</i> in preparation for the Socratic Seminar Tomorrow.</p> <p>Students write questions they want to ask the educator panel</p>	<p>Socratic Seminar</p> <p>Presentation Workshop</p> <p>Students work on presentations</p>	<p>Teacher Academy Student Presentations & TL Feedback Session</p>	
3-4 PM	<p style="text-align: center;">Guest Speaker</p> <p style="text-align: center;">Principal</p>	<p style="text-align: center;">Guest Speaker</p> <p style="text-align: center;">Asst. Super/VP Finance Community College</p>	<p style="text-align: center;">Guest Speaker Vice President of the University</p>	
4-5	<p style="text-align: center;">Guest Speaker</p> <p style="text-align: center;">Asst. Super/VP for Student Services Community College</p>	<p style="text-align: center;">Guest Speaker</p> <p style="text-align: center;">Asst. Super/VP for Instruction Community College</p>		
5-6 PM	<p style="text-align: center;">Dinner Break in USU</p>	<p style="text-align: center;">Dinner Break in USU</p>	<p style="text-align: center;">Dinner Break in USU</p>	

6-8 PM	Educator Panel	"Noche de Padres"	"Circle of Next Step Commitment"	
8-9 PM	<p>Student Study Time</p> <p><i>Read Our Stories Our Struggles Our Strengths</i> to be prepared for Socratic Seminar on Thursday. Work on presentation script.</p>	<p>Student Study Time</p> <p>Practice presentation</p>	Chill	
9-10 PM	<p>Team Leader Check-In</p> <p>Student Study Time</p>	<p>Team Leader Check-In</p> <p>Student Study Time</p>	<p>Team Leader Check-In</p> <p>Student Study Time</p>	
10:30 PM	Student Lights-Out	Student Lights-Out	Student Lights-Out	