

Services

For Students

- Supportive Learning Environment; Learning Community
- One-on-one Peer Mentoring & Small Group Counseling
- “Bridging” Summer Institutes
- Leadership Development Opportunities & Scholarship Notices
- Supplemental Instruction

For Faculty

- Professional Development Sessions
- Research Opportunities
- Working with Learning Communities

For School Districts

- Professional Development Services
- Alignment of Curriculum and Courses
- Collaborative Planning

For Communities, Families and Parents

- Access to University Financial Aid and Counseling Programs
- Summit for Families and Prospective University Students



“That teacher excellence is primarily responsible for students’ academic success is no rocket science. Good, in fact, great teachers are responsible for the success of most people. Rarely does one hear of a successful story without a good teacher being responsible. How does one replicate or create these great teachers?”
(Anonymous)

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For more information:

<http://edu3.utsa.edu/grants/ate/index.html>

College of Education and
Human Development

The Academy for
Teacher Excellence:
A Promise in Progress



“Children in our nation’s classrooms will learn and produce in ways no adult in their lives can imagine.”

Dr. Blandina Cárdenas, 2003



About the Academy for Teacher Excellence

The Academy for Teacher Excellence has been established as a hub for school districts, community colleges and UTSA to collaboratively research, design, implement and evaluate educational programs that address emerging, statewide and local educational issues associated with a growing diverse student population. A major focus of the Title V, Hispanic Serving Institutions grant, is to leverage resources in the community to better prepare teachers in classrooms with diverse student populations. To that end, this project will guide the preparation of over 300 teachers in a span of five years who will demonstrate the attitudes, knowledge and skills of a “great teacher.”

Determining Necessary

Attributes of a “Great Teacher”

Passion for Content

- Have a strong knowledge base on content

Knowledge
Professional
Personal
Socio Cultural
Theoretical
Historical



Passion

for Pedagogy

- Appropriate assessment systems
- Understanding of how children learn and develop

A Model for Preparing the “Great Teacher”

Basic Premises of the “Great Teacher” Preparation Model

Students will:

1. Become passionate about what they teach, who they teach, and how they teach.
2. Master content (e.g math and science) to a competency level that allows them to develop a passion for that content.
3. Master a broad repertoire of assessment and teaching strategies that are culturally, linguistically and content appropriate to the developmental level of students.
4. Apply a strong understanding of how children develop intellectually, emotionally, socially and physically in a diverse community.
5. Use the assets children bring to learning from their home, their community and their experiences.
6. Have high expectations of themselves and their children and adhere to a “Leave No Child Behind” philosophy.
7. Become a community advocate for the rights of all children.
8. Become a researcher with the skills to study and find solutions to educational issues affecting the quality of educating students.

Component Goals

Learning Community

Support diverse and low-income students to overcome financial, institutional, and psychosocial barriers that traditionally hinder their full participation in a university program.

Institutional and Faculty Development

Increase the sensitivity and preparation of faculty to address these barriers within their delivery of instruction and “sphere of influence”. Increase the number of UTSA and SAC teacher preparation programs that become nationally recognized by their success in addressing the increasing cultural and linguistic diversity of the student population in this country.

Research

Conduct quantitative and qualitative research that informs administrators, teachers, university faculty and community members with “best practices” that close the educational gap and set the educational standard among diverse student groups in this country.

School Partnership

Create school, community and university linkages that assume responsibility to “leave no child behind” and are accountable for the academic success of all students through a seamless K-16 education system.

Counseling/Induction

Support students during their university journey and their first year of teaching through counseling services that address problem solving, respect, and embrace cultural diversity.

