

Torie Weiston-Serdan, Ph.D.

Upland, CA 91784 | (909) 908-1153 | tweiston@gmail.com

Educator. Social Entrepreneur. Mentoring Expert.

Experienced Educator with a passion for providing mentorship and guidance to help youth achieve academic and personal success

Education & Professional Development

Doctor of Philosophy (Ph.D.)

Claremont Graduate University, School of Educational Studies, Claremont, CA | 2013

Dissertation Title: The Influence of Mentors on the African American High School Student | 2013

Master of Arts in Teacher Education

Claremont Graduate University, Claremont, CA | 2006

Bachelor of Arts in English

University of La Verne, La Verne, CA | 2004

Education Abroad

University of Gloucestershire, Cheltenham, United Kingdom | 2002

Certification and Licensure

California Clear Single Subject Teaching Credential Document # 150174319 | Expires Sept 2020

Professional Experience

Claremont Graduate University, Claremont, CA. | 2019-Present

Director-Community Engaged Education and Social Change

Teaching courses in and providing leadership for a newly developed masters program in the School of Educational Studies. The community-engaged education and social change program bridges the divide between academia and activism by exploring how schools and communities can partner with one another for mutual benefit. The program trains educator who understand the critical intersections across learning, teaching and the local community.

- Design and teach both an introduction and capstone course for students in the program.
- Serve as the lead program administrator for the program.
- Have regular and frequent communication with prospective, applicants and matriculated students.
- Develop partnerships with associations to promote the program and its enrollment.
- Maintain regular office hours to facilitate communication with. students and other parties.
- Evaluate applications and make admissions decisions

- Serve as an academic and professional advisor to students enrolled in the program. Involves tracking individual student success in terms of named competencies and managing student support/interventions if a student isn't thriving.

Etiwanda High School, Rancho Cucamonga, CA | 2007 - Present

English Teacher

Teach advanced-level English courses to high school students, including: Advanced Placement Composition and Rhetoric; College Preparatory Sophomore English; College Preparatory Junior English; Advanced Placement Composition and Literature; and College Preparatory Freshman English.

- Plan and implement appropriate instructional and/or learning strategies and activities, including determination of appropriate types and level of materials
- Provide appropriate learning experiences, managing allotted learning time to maximize student achievement, as well as utilizing variety of instructional materials to enhance learning
- Continually assess, document, and share student achievement data with students to create goals and maintain appropriate assessment and evaluation documentation for institutional and individual reporting purposes
- Manage students' classroom behavior to ensure learning environment is conducive to learning process
- Maintain communication with parents through email, phone conferences, and other means
- Participate in professional development activities and staff meetings

Youth Mentoring Action Network | 2010 - Present

Founder and Executive Director

The Youth Mentoring Action Network was founded with the mission of leveraging the power of mentoring to create a more equitable and just society for young people.

- Oversees the administration, programs, fundraising and strategic plan of the organization
- Support young people by focusing on making solid connections, allowing them to feel their voices are heard
- Implement foundational elements, resulting in young people graduating from high school on time, going off to college, and staying in college

Previous Educational Experience

Adjunct Faculty, University of La Verne Department of English | 2012 - 2014

Adjunct Faculty, University of LaVerne LaFetra College of Education | 2013 - 2014

Master Teacher, Claremont Graduate University | 2008 - 2010

Courses

An Introduction to Community Engaged Education and Social Change

An introduction to the CEESC program, this course provides an overview of the program itself as well as engages students in a broad discussion of the issues with which the program is designed to address. Maintaining a focus on “bridging the divide between education and activism,” this course provides students with opportunities to explore the issues impacting youth and education as well as the various solutions being offered by various stakeholders. Connecting readings, discussions and assignments with field trips and guest speakers to illuminate the critical connection between school and community, this course will provide preliminary opportunities for students to explore their CEESC capstone projects and to make important connections to community organizations engaging in critical work.

Contemporary Issues, Foundations and Introduction to Teaching

This course provides students a study of the sociological, historical, political, legal, and philosophical bases of American education. In addition, this course provides students the opportunity to examine the principles, problems, and practices influencing curriculum planning; secondary curricula; and research in general curriculum problems to include culturally responsive teaching.

Language Arts for the High School Teacher

The daily work of the English Language Arts teacher is complex and multi-faceted. As English majors, students often imagine scenes of literary analysis, thematic discussion and high levels of academic writing. However, these scenes are not always the reality of the public school classroom. This course has been designed to expose students to educational language, educational issues specifically facing the teacher in the secondary Language Arts classroom, and critical educational perspectives.

Dissertation and Thesis Advising

Critical Mentorship for Black Girls: An Auto-Ethnography of Perseverance, Commitment, and Empowerment. Krystal Huff. Loyola Marymount University. March 2019

Writing for Liberation: A Study of an Equity Centric Writing Curriculum for High School Drop-Outs. Elizabeth Santiago. Lesly University. Expected Spring 2020.

Professional Memberships and Activities

American Education Research Association
National Association of Black School
Educators
Pi Lambda Theta and Sigma Tau Delta

Bowen Fellows of the Bowen Institute of
Claremont Graduate University (Emphasis
On Education Policy)

Scholarly & Professional Service

Editorial Board, Revolutionizing Urban Education: Hip-Hop, Pedagogy, & Communities

Research Board, National Mentoring Resource Center

Advisory Council, Big Brothers Big Sisters America LGBTQ Advisory Council

Ad-Hoc Journal Manuscript Reviewer

Journal of Negro Education

Journal of Mentoring and Coaching in Education

Academic Publications

Weiston, Serdan, T. and Daneshzadeh, A. (in publication) Soulja's Story: Critical mentoring as a site for street activism. In A. Nocella (Ed.), *Hip Hop and Dismantling the School to Prison Pipeline*. New York: Peter Lang Publishing.

Weiston-Serdan, T. (2019). Tell me who I can be: Mentoring queer Black girls in hostile educational spaces. In B. Sankofa Waters, V. Evans-Winters, & B. Love (Eds.), *Celebrating twenty years of Black girlhood: The Lauryn Hill reader* (pp. 143–156). New York: Peter Lang Publishing.

Weiston-Serdan, T., & Daneshzadeh, A. (2017). You can't call that mentoring: The fallacy of Obama's My Brother's Keeper. In L. Walker, E. Brooks, & R. Goings (Eds.), *How the Obama Presidency Changed the Political Landscape* (pp. 122–141). Santa Barbara: ABC-LIO.

Weiston-Serdan, T. (2017). *Critical mentoring: A practical guide*. Sterling, Virginia: Stylus.

Weiston-Serdan, T., & Dorn-Giarmoleo, S. (2014). Vertical integration as a mode of professional production: teachers' resistance to the business of teaching. In V. Ellis & J. Orchard (Eds.), *Learning teaching from experience: multiple perspectives and international contexts* (pp. 191–204). London: Bloomsbury.

Weiston-Serdan, T. L. (2008). A radical redistribution of capital. *Journal of Critical Education Policy Studies*.

Popular Publications

Weiston-Serdan, T. (2018, June). 3 reasons why every lgbtq student deserves a mentor. Guest Blog in

Education Post. Retrieved from

<https://educationpost.org/3-reasons-why-every-lgbtq-student-deserves-a-mentor/>

Weiston-Serdan, T. (2017, July). Jay Z's 4:44 is a mentoring album and here is why. Blog Post in *Chronicle for Evidence-Based Mentoring*. Retrieved from <https://www.evidencebasedmentoring.org/12573-2/>

Hurd, N., Sanchez, B. & Weiston-Serdan, T. (2017, May). Mentoring in trump's America. In *Chronicle for Evidence-Based Mentoring*. Retrieved from <https://www.evidencebasedmentoring.org/mentoring-trumps-america/>

Weiston-Serdan, T., & Daneshzadeh, A. (2016, August). Critiquing the anti-Blackness in Mentoring. *Diverse Issues in Higher Education*. Retrieved from <https://diverseeducation.com/article/86008/>

Weiston-Serdan, T. (2015). 5 things every mentor should know about working with Black youth. *For Harriet*. Retrieved from <http://www.forharriet.com/2015/07/5-things-every-mentor-needs-to-know.html#axzz3gk4k85fv>

Weiston-Serdan, T. (2015). Why we need critical mentoring. *For Harriet*. Retrieved from <http://www.forharriet.com/2015/09/why-we-need-critical-mentoring.html>

Presentations

Weiston-Serdan, T. (2019, November). When they see us: the role of critical mentoring facilitating the success of males of color into and through college. Invited workshop presentation at Annual CSU Young Males of Color Forum. Los Angeles, CA.

Weiston-Serdan, T. (2019, October). Student of color activism: healing, resistance, and resilience. Invited keynote and panel participation at the University of Michigan National Center for Institutional Diversity. Ann Arbor, MI.

Weiston-Serdan, T. (2019, July). The urgent need for critical mentoring in Great Britain. Keynote at the Diana Award National Youth Mentoring Summit. London, U.K.

Weiston-Serdan, T. (2019, June). Why DEI belongs in youth work. Keynote at the Big Brothers Big Sisters National Conference, Charlotte, NC.

Weiston-Serdan, T. (2019, March). Critical mentoring and diverse youth populations: making mentoring count. Keynote presented at conference on Critical Pedagogy in the 21st Century at the University of LaVerne's Center for Educational Equity & Intercultural Research, LaVerne, CA.

Weiston-Serdan, T. (2019, February). Critical mentoring in K-12 schools. Keynote presented at the University of Pittsburgh Center for Urban Education, Pittsburgh, PA.

Weiston-Serdan, T. (2019, February). From educator to social entrepreneurship and back again. Presented at CGU/CDO Women in Leadership Association, Claremont, CA.

- Weiston-Serdan, T. (2018, May). Re-imagining Blackness beyond the academic plantation: A restorative approach to critical mentoring in higher education. Paper presented at the National Conference on Race and Ethnicity, New Orleans, LA.
- Weiston-Serdan, T. (2018, May). Critical mentoring in higher education sciences. Invited lecture for department of science symposium at the University of Washington. Seattle, WA.
- Weiston-Serdan, T. (2018, April). Soulja's story: Critical mentoring as a site for street activism. Paper presented at the American Education Research Association Annual Convening, New York, New York.
- Weiston-Serdan, T. & Weiston-Serdan, G. (2018, March). Critical mentoring in the British context. Invited lecture for critical mentoring symposium for Center for Innovation in Teacher Education and Development at Kings College London. London, U.K.
- Weiston-Serdan, T. & Campbell, M. (2018, February). Critical mentoring: Empowering marginalized youth with voice, power, and choice to achieve in society. Invited lecture for the Extension Center for Youth Development at the University of Minnesota Public Symposium: Reimagining youth work through an equity lens. Saint Paul, MN.
- Weiston-Serdan, T. (2018, November). Using critical mentoring with young men of color. Keynote at California Community Foundation Young Men of Color Forum. Los Angeles, CA.
- Weiston-Serdan, T. (2018, October). Critical youth work right now. Invited lecture for the Curry Education Research Lectureship Series at the University of Virginia. Charlottesville, VA.
- Weiston-Serdan, T. (2017, July). Critical mentoring is social justice. Paper presented at the Summer Institute on Youth Mentoring, Portland State University, Portland, OR.
- Weiston-Serdan, T. (2017, May). Transforming student programs: Critical mentoring in higher education. Paper presented at the National Conference on Race and Ethnicity, Fort Worth, Texas.
- Weiston-Serdan, T. (2017, April). Clearing the air and purifying the water: The emergence of critical mentoring. Paper presented at the American Education Research Association Annual Convening, San Antonio, Texas.
- Weiston-Serdan, T. & Dorn-Giarmoleo, S. (2014, October). Vertical integration as a mode of production: teachers' resistance to the business of teaching at Oxford University. Oxford, U.K.

Critical Mentoring Training

BBBSA, Regional Training, Las Vegas, NV | October 2019
University of Pittsburgh Center for Urban Education | July 2019
BBSA, National Conference, Charlotte, NC | June 2019
BBBSA, Tampa, FL | April 2019
ULV, La Verne, CA | March 2019
BBBSA, Webinar | March 2019
BBBS Missouri, St.Louis, MO | March 2019
Uncommon Good, Claremont, CA | February 2019
Corp Rendezvous, Washington, DC | February 2019
Black Girl Summit, Ontario, CA | January 2019
Heinz Fellows, Pittsburgh, PA | February 2019
Cal Poly Pomona YMOC, Pomona, CA | November 2018
University of Virginia, Charlottesville, VA | October 2018
OBSA Claremont Colleges, Claremont, CA | October 2018
University of Washington, Seattle, WA | October 2018
UCLA VIP Scholars, Los Angeles, CA | September 2018
Center for Critical Mentoring Cohort #1, Ontario, CA | August 2018
University of Washington, Seattle, WA | May 2018
MENTOR Washington, Seattle, WA | May 2018
BBBS Canada, Edmonton, AB | May 2018
University of Minnesota, Minneapolis, MN | February 2018
Children Youth and Families at Risk, Webinar | February 2018
Midlands Mentoring Partnership, Omaha, NE | January 2018
First Exposures, San Francisco, CA | January 2018
Montgomery County Collab Council, Washington, DC | October 2017
Social Justice for All Youth, Washington, DC | October 2017
Memphis Grizzlies Foundation, Memphis, TN | September 2017
5C Mentoring Programs, Claremont, CA | August 2017
Harvey Mudd College Black Male Achievement, Claremont, CA | August 2017
Youth Action Project, Ontario, CN | August 2017
GENTE, Ontario, CN | August 2017
National Mentoring Summit, Washington, DC | February 2017

Consulting

University of Pittsburgh Center for Urban Education, PA | 2019-2020
California Community Foundation, Los Angeles, CA | February 2019
Big Brothers Big Sister America, FL | 2018-2019

Obama Foundation My Brother's Keeper Alliance | 2018-2019
MENTOR The National Mentoring Partnership, MA | 2017-2019

Media

Weiston-Serdan, T. (2019, March 27). Developing a mentoring mindset: Critical Mentoring Strategies

to Support Every Child. Retrieved from

<https://www.embracerace.org/blog/developing-a-mentoring-mindset-critical-mentorship-strategies-to-support-every-child>

Weiston-Serdan, T. (2018). Campaign for Black Male Achievement Feature. Retrieved from

<https://www.blackmaleachievement.org/stories/ten-year/dr-torie-dr-torie-weiston-serdan>

Weiston-Serdan, T. (2018, October). Critical Mentoring—Because Young People Deserve the Best of Us [Video file]. Retrieved from <https://www.youtube.com/watch?v=PpO2TLsJF1k>

Weiston-Serdan, T. (2018, February). Critical Mentoring—Because Young People Deserve the Best of Us [Video file]. Retrieved from <https://www.youtube.com/watch?v=QICreEHuuMQ>

Preston, Johnson. (2018). Profiles in Mentoring: A conversation with Torie Weiston-Serdan on Critical Mentoring. Retrieved from

<https://www.evidencebasedmentoring.org/profiles-mentoring-conversation-torie-weiston-serdan-critical-mentoring/>

Weiston-Serdan, T. (2018). Episode 12: Why Youth Mentoring Increases Opportunities for Kids. Retrieved from

<https://educationpost.org/episode-12-why-youth-mentoring-increases-opportunities-for-kids/>

Weiston-Serdan, T. (2016). Summer Search Boston Keynote Speech. Retrieved from

<https://vimeo.com/191084796>

Featured Work

Higgins, Jon. (2019, February 5). Black History Now: Black LGBTQ+ Aiding In The Resistance. *Essence Magazine*. Retrieved from

<https://www.essence.com/black-history-month-2019/black-history-now-black-lgbtq-aiding-in-the-resistance/>

Weiston-Serdan, T. (2019). Supporting & Inspiring Native Youth: Critical Mentoring. Retrieved from

<https://www.mentoring.org/program-resources/mentor-resources-and-publications/supporting-and-inspiring-native-youth/critical-mentoring/#1490044875377-fba296cf-a64b>

Weiston-Serdan, T. (2019). LGBTQ Supplement to the elements of effective practice for mentoring. Retrieved from

<https://www.mentoring.org/lgbtq-supplement-to-the-elements-of-effective-practice-for-mentoring/>

Weiston-Serdan, T. (2019). Conversations about masculinity: How mentors can support young men of color. Retrieved from <https://www.mentoring.org/masculinity/>

Weiston-Serdan, T. (2019). Guide to Mentoring Boys and Young Men of Color. Retrieved from <https://www.mentoring.org/new-site/wp-content/uploads/2016/05/Guide-to-Mentoring-BYMOC.pdf>

O'Connor, Rebecca K. (2018, January 12). Youth Mentoring Action Network helps Inland students with life challenges. *The Press Enterprise*. Retrieved from <https://www.pe.com/2018/01/12/youth-mentoring-action-network-helps-inland-students-with-life-challenges/>

Van den Berg, Vera. (2018, September 12). Profiles in mentoring: a conversation with Torie Weiston-Serdan on critical mentoring. *The Chronicle of Evidence Based Mentoring*. Retrieved from <https://www.evidencebasedmentoring.org/profiles-mentoring-conversation-torie-weiston-serdan-critical-mentoring/>

Kailer, Kelly. (2017, March). Book Review: Critical Mentoring: A Practical Guide By Torie Weiston-Serdan. Retrieved from <https://mentor.unm.edu/content/newsletters/2017-03.pdf>