NATIONAL ASSOCIATION OF COMMUNITY COLLEGE
TEACHER EDUCATION PROGRAMS

SUSTAINABILIT

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BLUEPRINT
FOR
EXCELLENCE

RECRUITMENT • PREPERATION • RETENTION

RIO SALADO COLLEGE

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BLUEPRINT FOR EXCELLENCE IN TEACHER EDUCATION

With the continuing national focus on improving teacher education preparation programs, it is now more important than ever for community colleges to consider how their various approaches contribute to the teacher-talent needs of their regional and local communities. The National Association of Community College Teacher Education Programs (NACCTEP) is committed to supporting community colleges in this effort and has assembled here from the research literature a collection of "best practices". These practices are arranged in a manner that reflect the continuum of priorities ranging from those that help sustain robust programs to those that reflect effective practices for recruiting adolescents and young adults to the profession of teaching.

This resource is intended to inform and guide programmatic review and strategic goal-setting for fulfilling the critical role community colleges were designed to play. Member colleges are encouraged to use this resource as a starting point for appraising their teacher-teacher preparation programs, and collaborating with all constituents including faculty, students, college administrators, local P-12 administrators, state and national policymakers, and colleagues at other community college programs.

SUSTAINABILITY

- Utilize data to determine program effectiveness, workforce needs and alignment to the community.

- Engage in local, state, regional, and national policy initiatives relevant to the community college role in teacher preparation.

- Use guided pathways to ensure seamless transferability of coursework and promote cost effective models for certification.

- When appropriate, support systemic induction and mentoring programs for candidates during the first year of teaching (i.e. post-baccalaureate or degree conferring institutions).

- Strengthen the culture of evidence in which educator preparation programs systematically collect and track student date for the purpose of evaluating, improving, and expanding program options.

RETENTION

- Promote systems to ensure a seamless transition for students from high school to associate degree to baccalaureate and master's degree programs.

- Utilize structured professional learning communities/mentoring programs to ensure student growth and program completion.

- Develop and strengthen partnerships with childcare facilities, P-12 local education associations, school districts, state agencies, professional organizations, and four-year institutions.

- Employ contemporary social media practices and student organizations to provide support and stay connected to students as they progress through the teacher preparation pathway.
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RECRUITMENT

- Maximize opportunities to recruit students who represent a diverse society and create targeted recruitment to students of cultural and linguistic diversity.

- Develop clear academic and career pathway options for the teaching profession to promote interest in teaching.

- Implement *grow your own* strategies to serve school district communities, including high school "on ramps" into teacher education.

- Expand opportunities for traditional and non-traditional students who possess knowledge, skills, and dispositions needed to become effective teachers, with particular focus on outreach and encouragement to instructional assistants and other paraprofessionals.

PREPARATION

- Foster collaboration internally across academic disciplines and externally among institutions of higher education to ensure adequate preparation in subject matter knowledge.

- Align programs with national and state standards for content and pedagogy to document and ensure quality.

- Promote access to diverse, authentic, and relevant field experiences.

- Ensure relevancy by designing preparation coursework with competencies rooted in the real work of teaching.

- Embed technology and data literacy in all content areas.

- Model best practices for student engagement by infusing a deep emphasis on culturally responsive pedagogy at all levels of coursework.

- Increase opportunities for teacher candidate participation in high need areas (i.e. such as special education, STEM, CTE, rural, and high-poverty communities).

- Differentiate delivery systems with integrated online, hybrid, and face-to-face offerings at flexible time schedules to address learning.

- Provide academic supports that foster student success.

- Incorporate leadership skills to develop future teacher leaders to elevate the profession.

- Incorporate elements into the preparation program that highlight equity and access issues for all students.

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