
A Message from the President

*Dr. Ashley Simpson, President
ECE/EDU Department Chair, Community College of Aurora*

Welcome to NACCTEP



Across the nation teachers are gearing up for the start of the new school year. As they gear up they go through the routine of creating new and innovative lessons, creating an environment that is not only conducive to learning but also stimulates a child's imagination by showing the child they can be anything in life that they want to be...no matter their gender, race, or sexual orientation/preference. These teachers work year-in and year-out with the goal of impacting children's lives and they do it with no complaints and with love and passion in their hearts. Which is where NACCTEP comes into the picture. While teachers are gearing up for the return of their students, NACCTEP members are continuously advocating on behalf of each of these teachers and future teachers. The goal of NACCTEP is to identify and remove barriers that future teachers face by creating and

cultivating a strong pipeline between two-year colleges and four-year universities thus allowing students to start and complete their education in any field of education seamlessly.

It is with this purpose in mind, that I would like to extend a warm welcome to each member of this great organization. It's an exciting time for NACCTEP as we continue to grow by collaboratively working with national and state partners. For instance, this year we are implementing our partnership with The American Association of Colleges for Teacher Education (AACTE)...That's right! Two national organizations (NACCTEP and AACTE) partner to share and work towards a common goal of "promoting the role of teacher education programs in the recruitment, retention, and renewal of diverse early childhood and K-12 teachers" and YOU are part of this merger! This is only the beginning of changing the landscape and the question from, "Why education?" to "Why not education?" And, we are happy to have you join the journey!

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A Message from the Executive Director

Kimberly Tobey, Director, Community Partnerships -Educator Preparation Field & Student Teaching Experiences, Rio Salado College

We Need You!



It's been a busy summer for the NACCTEP staff and board members and we expect that most of our members found themselves just as active updating coursework, promoting their programs, and maybe trying to fit in a little vacation time to rejuvenate. During the summer months we actively began to work on a research project to identify completion trends related to our candidates who complete an associate degree within our programs; started discussions around accreditation of community college educator preparation programs; and partnered together in advocating for the importance of rigorous, quality educator preparation programs at both the two-year and four-year level! (See pictures below).

It is essential that we do the work together of emphasizing our quality teacher education programs and pathways. Here are some ways that we need you to get involved:

MEMBERSHIP: NACCTEP has joined the American Association for Colleges of Teacher Education in an 18 month pilot partnership opportunity. We strongly encourage you to update your membership through AACTE. While we recognize that the \$1000 cost may be a little unexpected in budgets, the new partnership won't expire until December 31, 2019; your ENTIRE institution as well as students will be given access to Advocacy Alerts; resources for enhancing your curriculum and program relevance; and opportunities to submit and access relevant research-based best practices. The following link can be utilized to submit your partnership request. <https://aacte.org/membership/aacte-nacctep-partnership>

PARTICIPATE IN STATE-EDUCATOR PREPARATION MEETINGS: NACCTEP and AACTE are moving forward collaboratively to impact the diversity and quality of the educator preparation pipeline; recognizing that we each play very unique roles in the training process but that we are ALL needed in order to impact the pipeline. It is our desire therefore to have our two-year and four-year partners sitting at the "table" to discuss partnerships, promoting unity in voice to the state, and challenging each other to consider pathways and articulations that ensure fewer barriers to candidate completion. *Please consider contacting your state AACTE organization to join in their monthly meetings and activities.* The following link will provide you with the necessary contact information for your state organizations and membership opportunities: [STATE CHAPTER LINK](#). We encourage you to become active in the organization, participate in conversations, and collaborate with your colleagues to impact education in your state. You may participate in your state chapter prior to becoming a paid AACTE/NACCTEP partner.

JOIN THE NACCTEP AMBASSADORS: NACCTEP is seeking volunteers to serve with the organization as Ambassadors for the program. If you are interested in participating please complete the following link and we'll have Dr. Tawn Hauptli reach out to you regarding participation. Our ambassadors participate in monthly 30 minute phone calls, provide updates to the national office regarding regional needs related to teacher education, and assist with developing research or Topical Action Group (TAG) conversations on the AACTE website. <https://goo.gl/forms/sx6csVZlkdJQDd1X2>

BEGIN PLANNING NOW FOR THE NATIONAL CONFERENCE IN KENTUCKY: NACCTEP and AACTE will again partner for a national conference. The [2019 conference will be held in Louisville, KY](#) from February 22nd-24th. During this time our 2-year and 4-year partners will present, social hours will be shared together, and strong partnerships will be formed. Start planning now to attend.

“WE NEED YOU” - NACCTEP is gaining momentum and community college teacher education programs are now, more than ever, recognized for their quality programs and ability to assist with diversifying the teacher pipeline. We must step up and collaborate with our university partners to make a difference in our states and across the country. We must actively present a unified voice in order for legislators and stakeholders to know that “we” are serious about training quality, day-one ready classroom teachers. The time is now.



NACCTEP Executive Director & AZ_ACTE Member-at-Large Kimberly Tobey with AZ Representative Kyrsten Sinema (D-09), AZ_ACTE Vice President Kimberly LaPrade, and AZ_ACTE President Patty Horn.



AZ_ACTE President Patty Horn, AACTE President & CEO Lynn Gangone, NACCTEP Executive Director & AZ_ACTE Member-at-Large Kimberly Tobey, and AZ_ACTE Vice President Kimberly LaPrade.



Executive Director Kim Tobey, and Ambassador Linette Mainier from Normandale College. Tobey and Mainier Co-Presented to the National Association of State Directors of Teacher Education and Certification on **How Formalizing Articulations Impacts Equity and Access for All.**



Executive Director, Kimberly Tobey and Campus Compac TDC Executive Director Verdis Robinson. Tobey and Robinson Co-Presented at the National Educators Rising Conference to approximately 200 high school students regarding **Social Justice and Critical Thinking.**

WASHINGTON WEEK WITH AACTE

Lynn Gronberg-Quinn, Ed.D.

Director, Teacher Education, Community College of Baltimore County

Kimberly Tobey and I had the pleasure of attending the American Association of Colleges for Teacher Education's (AACTE) Washington Week during the first week of June. We were seated according to our geographic regions, allowing representatives from the various states' AACTE groups to discuss statewide, region-wide, and nationwide issues. For me, it allowed time to form a closer alliance with the Dean of Towson University's School of Education, the college to which most of our students transfer.



Topics presented by speakers included addressing issues on a statewide level, planning state Days on the Hill with local legislators, policy making, and the structures of state AACTE organizations. Presenters ranged from a member of the Virginia House of Delegates, a member of the National Governors Association, and experienced members of AACTE.

This week also included training for our Day on the Hill. Staff representatives of various members of Congress shared with us their tips for our meetings with congresspersons during our final day in Washington, DC. Members of AACTE shared some of their most embarrassing moments during their previous Days on the Hill, providing humorous but educational anecdotes, helping to reduce the anxiety for those of us who do not often visit legislators. And Deborah Koolbeck, Senior Director of Government Relations for AACTE, provided further information on advocacy and outlined specific issues related to AACTE. Armed with a folder of information from Ms. Koolbeck, we were ready for our Day on the Hill.

Towson University generously invited me to join them in their visits to the various members of Congress from Maryland. We met with staff of two members of the House of Representatives. We were also able to meet with two members of Congress personally, Senator Cardin and Representative Raskin.

I would strongly recommend attending this event in the future. As Kim Tobey points out, it allows us a "seat at the table" and the ability to have a voice in issues that impact our programs and our students.

Ambassadors we need your voice and would love to hear about your school's achievements, innovations, and future plans for an Ambassador's Corner column in future newsletters. Please contact us at nacctep@riosalado.edu with your ideas TODAY!

Grassroots Organizing 101: Community College Students Become Legislative Advocates for Equitable School Funding

Jessica C. Brown-Strott

Assistant Professor Teacher Education Department, Community College of Baltimore County



Issues in education are fiercely debated at dinner tables, on social media platforms and in classrooms around the country. The topics are endless: funding, policy, charter schools, teacher effectiveness, standardized testing and Common Core are just a few.

I emphasize to my students that while the education and personnel issues swirling around Washington, DC, are important, for teachers in Maryland, the rubber hits the road in Annapolis, our state capital. If they are interested in understanding the issues and possibly have an impact on policy, they must engage with the Maryland General Assembly and the professional organizations dedicated to teachers and education.

Preservice teacher leaders can participate in policymaking if they are taught about legislative advocacy during their preparation programs (Bond, 2016, p.25). Armed with the research that supports students engaging in grassroots organizing, I sought permission to engage students in off-campus lobbying experiences.

It is pretty easy for me to tell them to plug into their legislators, but what does that look like? How can they really engage and have their voices heard beyond the ballot box? Enter the Maryland State Education Association (MSEA) and their Aspiring Educators program. The Teacher Education Department at CCBC has an Aspiring Educators chapter and spent time working with the MSEA staff during fall 2017 and early spring 2018 to understand how preservice teachers can learn about the profession and advocate for children, teachers, schools and communities.

Luckily for us the Kirwan Commission, a statewide panel charged with changing how Maryland funds public schools for the next decade, had been working for nearly two years. The MSEA and supporters championed #FixtheFund, a plan to restore funds initially pledged to education from the state's casino gaming revenues. A consultant to the Kirwan Commission estimated in 2016 that Maryland is falling short of nearly \$1.9 billion in school funding. The current funding formula was last set in 2002.

A College Lobby Night was planned in Annapolis by the MSEA in late February 2018. Six CCBC students who are members of ClubEd, our education club, and Kappa Delta Pi, the education honor society, hopped in a college van and trekked 43 miles to the state capital. Our first stop was the MSEA office where we met with fellow Maryland college students and

MSEA/National Education Association (NEA) lobbyists. The MSEA staff arranged appointments with our legislators and after getting briefed on the issues and our roles in the meetings, we made our way to the State House.

The students, along with a lobbyist from the NEA, met with two legislators and one staffer in their offices to discuss #FixtheFund and attempted to get assurances that they would support the Kirwan Commission's recommendations when they are released.



CCBC Teacher Education students meet with Delegate Christian Meile of the Maryland General Assembly.

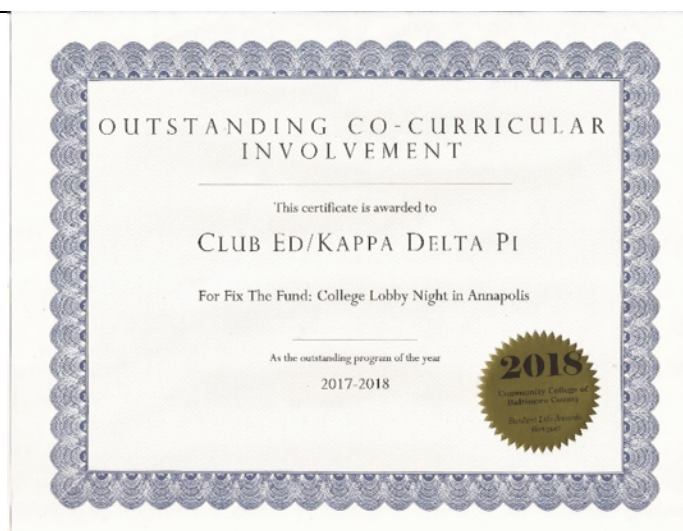
After our meetings, we joined the MSEA staff and fellow students from three other Maryland colleges and universities for dinner and to debrief. The CCBC students were absolutely thrilled that the lobbyists wanted a copy of the meeting notes. Their work was going to be part of the ongoing campaign to make sure there was equitable funding in all Maryland schools.

The #FixtheFund legislation, also known as MD Senate Bill #1122 and MD House Bill #1697, both passed during the 2018 Legislative Session. This resulted in a Maryland Constitutional amendment that will be affirmed or denied by Maryland voters on Election Day, November 6, 2018.

CCBC students pause briefly in Annapolis as they are lobbying to #FixtheFund



A happy footnote to our work preparing for, visiting and following up with our contacts related to #FixtheFund, Club Ed/KDP won the *Outstanding Program of the Year Award* for 2017-2018 at the annual CCBC Student Life Awards Banquet.



The entire experience has been transformative and for several students, it has cultivated a deeper spirit of advocacy and involvement in educational issues. The students are currently planning activities in advance of the November election by working on campus to engage even more students to #FixtheFund.

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Alumni Connection: Reconnecting with Community College Graduate & Educator – Alyssa Scarbrough-Gump

*Submitted by Jennifer E. Gladis
NACCTEP Executive Assistant*



Alyssa attended [West Virginia University - Parkersburg](#) where she focused on Elementary Education because she'd heard many good things from previous graduates of the program. She chose to begin at a community college because it allowed for smaller class sizes and the ability to get one-on-one time with her instructors and other staff members when she needed help as well as to complete her degree debt-free. Alyssa feels that she received a better education because her professors knew her by name.

From West Virginia University - Parkersburg, Alyssa moved on to [Fairmont State University](#) to complete her Masters in Reading after being inspired by one of her community college instructors. That instructor was a teacher at a Title I school which intrigued Alyssa. As she found out more about what that instructor did every day Alyssa realized she would love to do the same one day. That in-depth understanding of what her instructor's job was like led Alyssa to a job she loves.

Alyssa was lucky enough to be offered a graduate assistant position at Fairmont State University allowing her to work while taking classes. She is thankful that the university paid for her master's degree.

As of October 2016, Alyssa has been working as a Title I teacher at [Adamston Elementary School](#) with K-2nd graders. "I love working in education because I have such a passion for helping my students succeed." Alyssa typically works with students who need a little extra help and enjoys seeing their progress throughout the year. Many of her students do not have a good home life and she is thankful that she can provide them a place to feel safe and loved.

During college, Alyssa had many opportunities to be in different classrooms and to learn as much as she could from the teachers, especially during her student teaching experience. She believes that being pushed out of her comfort zone has made her a better teacher. While she struggled with classroom management in the beginning, she was able to see vast improvements in both the students and herself by the end of her time with them.

Alyssa's advice to future educators is to spend as much time in various classrooms as possible to make sure this is the career you want to pursue. Teaching can be a very difficult job that is not for everyone. She also advises future educators to learn as much as they can while in school, but to realize that nothing can prepare you for the first day of school.

One of the biggest lessons Alyssa learned from her college career is the importance of professionalism. She feels she is able to effectively communicate with others because of the multiple opportunities she had to practice during college. This includes being able to make a presentation at a national conference as the Student Representative for the NACCTEP Executive Board. “That was such an amazing experience for me. [It] really helped me to feel more confident in my public speaking abilities. The experience also helped me to realize that the education issues that others were facing were happening nationwide, not just in my small hometown.”

If you know or are a graduate of a community college teacher preparation program, we need your voice and would love to hear about your achievements, career plans and future aspirations. Visit our website and submit your information via our [Alumni Connection](#) TODAY!