

A Message from the President

*Dr. Linda Gronberg-Quinn, President
Director – Teacher Education, Community College of Baltimore County*

Happy New Year! I hope your new year is off to a good start. Here in Baltimore, we are off to a wet start, hoping for snow but have rain instead.

If you are attending the AACTE Conference in Atlanta, please come to the poster session on Friday, February 28th (details below) and chat with your community college colleagues. We are presenting research related to multiple topics in the realm of the two-year college. I am very excited to be working with the Executive Board's student representative, Amanda Crusse, offering information about transfer stories in our home State of Maryland. Amanda is a stellar example of how the Associate of Arts in Teaching (AAT) degree works, providing seamless transfer between the two- and four-year institutions.



She has gathered the stories of other transfer students in order to share them as well. Maryland currently offers 7 AAT degrees (Early Childhood Education/Special Education, Elementary Education/Special Education, Secondary Education: Chemistry, Secondary Education: English, Secondary Education: Math, Secondary Education: Physics, and Secondary Education: Spanish). Once a student completes this prescriptive set of courses, they transfer to the four-year degree as a junior. While there are “hiccups” experienced in some cases, students typically experience no problems with the majority of the four-year teacher education programs in the State. Our community college students are as well, if not better, prepared as the native students in the program to which they apply. We provide a diverse population of teacher candidates and often these students desire to be “home grown” teachers, returning to their home neighborhoods to teach once they graduate. If you have any questions about our programs, I would be happy to chat with you. I can be reached at Lgronberg@ccebcmd.edu.



NACCTEP will be hosting a Pathways and Partnerships Session on February 28, 2020 from 10-11:30AM in the Atlanta Marriott Marquis Ballroom B. For more information and to register to attend the AACTE 72nd Annual Meeting, please visit: <https://www.aacte.org/professional-development-and-events/annual-meeting>

#NACCTEP20

A Message from the Executive Director

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

Our work in Teacher Education is IMPORTANT and YOU ARE NEEDED!



There's a huge possibility that you have grown weary of hearing me say this and as cliché as it might sound, you are needed now more than ever!

Our community college teacher education programs are primed to be major contributors to increasing the pipeline of qualified educators while simultaneously diversifying our PreK-12 classrooms. NACCTEP has been instrumental in moving forward the message of the quality of our programs and that we ARE an integral part of the educator completion equation. In order to continue pressing into these issues we must increase membership within NACCTEP so that we can actively provide the necessary resources to develop research in areas like:

- articulation agreements (are they effective? Are the pathways as seamless as touted?),
- requiring states to report associate degrees on teacher licenses, and
- formalizing accreditation processes for universities and mandate

that they share data regarding the number of successful community college graduates that completed their program or who transferred in but never completed.

We must advocate for ourselves and NACCTEP is the vehicle by which we can do so. Here's how you can get involved:

- ✓ Consider joining now and your membership will be good through June 30, 2021. <https://nacctep.weebly.com/membership.html>
- ✓ Keep an eye out for upcoming information about our own NACCTEP conference in the spring of 2021. That's right we're returning to our roots and will come together to collaborate on current issues in education and highlight our successful programs and pathways.
- ✓ Think about becoming a part of the NACCTEP Board – we need your input. Interested applicants must update their membership and contact our office if you would like to receive information on applying for the Board.

Finally, and I hope you are still reading, it is my time to transition away from NACCTEP and focus on my full-time role with Rio Salado College. I am happy to introduce Julie Ferin to the organization. Julie and I have been co-partners in NACCTEP since November of 2019, she'll transition fully into the role of Executive Director by April of 2020. Julie will serve part-time as the Executive Director for NACCTEP and will also continue to hold her role at Rio Salado College as Instructional Coordinator. The following is a brief introduction from Julie, and in our next newsletter she will share the Strategic Plan of the NACCTEP board and set the vision for the coming year.

For as long as I can remember I have always wanted to be a teacher and attending community college after high school was the first step toward this goal. I had a wonderful community college experience with inspiring teachers who believed in me every step of the way. If someone would have told me that my career would be working in teacher education at a community college, I would have thought that is the perfect fit for me! I am fortunate to have the opportunity to inspire students in reaching their goals. My experience as a classroom teacher guides me every day as I work with those who dream of being a teacher, current educators who seek professional development as well as those who want to give back to the classroom after a career in teaching.



As the incoming Executive Director, I plan to roll up my sleeves and work with the team to generate and implement ideas for building membership and marketing NACCTEP. I feel strongly that providing resources and opportunities that are useful to current and future classroom teachers and those mentoring, coaching, and evaluating k-12 teachers benefits everyone.

I'm not officially going anywhere. I will continue to use my voice to promote the importance of our programs and to ensure equity and access for all our students. Thank you for welcoming me into your lives for the last seven years.

Blessings,
Kim Tobey
Executive Director

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!

If you know of 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!

Chemeketa College is a State Leader in Teacher Preparation

An interview with Dr. Cecelia Monto, Dean of Education, Language, & Social Sciences

Doug Hamman, Ph.D.

Founding Chair, Department of Teacher Education, Texas Tech University

Chemeketa College in Salem, Oregon located just off Interstate 5 is a stone's throw from Willamette River, and just an hour east of the Pacific Ocean. Chemeketa College, whose name means "place of gathering," is the home of a dynamic teacher preparation program led by Dr. Cecelia Monto, Dean of Education, Language, and Social Sciences Division. The current program, which opened in 2015 as a local response to an emerging teacher shortage, boasts 180 teacher candidates. Many of these candidates are in the bilingual-educator program which was started in response to local need for teachers in high-needs areas such as bilingual education. The teacher preparation program at Chemeketa College ranks among the finest programs that the institution has to offer.



This interview with Dr. Monto demonstrates the important contribution community colleges can play in addressing teacher shortages across the nation, and highlights strategies administrators can use to network and gather like-minded leaders as a way to grow their own programs.

When reviewing the Chemeketa website, I noticed that there was a section designated for Transfer Degree Advising. What is the reason for having this section, and how successful has this been?

Transferability is an issue with every area in the College, not just teaching. Historically, this section was added because of a need to communicate about "changing" transfer arrangements aimed at helping students make an informed decision, and who to contact. It has been on the site ... forever or at least since 2015 when the program started with a full-time FTE for education, and adjuncts.

The site and our teacher ed program focuses on transfer plans that are most advantageous to community college students. We have undertaken significant curriculum development and adjustment work to better align course content to those of the universities in order to facilitate transfer to four-year education degree programs. Good relations with universities have provided an essential foundation for this productive course alignment, and we have created institution-specific articulation agreements with Chemeketa's closest transfer schools, including Western Oregon University (WOU) and Pacific University (PU). These articulations have become state-wide models as education entities seek to meet the challenge posed by 2017 Oregon Legislation requiring that higher education significantly improve student transfer systems.

Sadly, there is no university that accepts our full AAT degree, with the exception of Pacific University, which has been a very responsive partner. There's much more work to be done with the larger, public universities.

What are the ways representatives from your institution interact with representatives from the 4-year institution(s)?

The Dean is the primary representative with other deans from 2- and 4-year meetings at state organizations, and through the transfer map work. Faculty do have an opportunity to participate at other events at universities (e.g., Western Oregon). In some cases, we share faculty across institutions all aimed at "try to weave a web" connecting our programs.

In the earlier days, this wasn't true though. Oftentimes I was the only community college representative at those meetings, and I hadn't been invited - I just showed up and made sure our voice (community colleges) was heard! Now my colleagues and I are invited.

What connection does the Chemeketa program have with area districts?

Our program at Chemeketa partners with all regional school districts to encourage high school students to consider the teacher education pathway. Our biggest partners are Salem-Keizer (Keizer) and Woodburn. In those districts, we are working with instructional assistants helping them complete their associate's degree and hopefully transfer to a 4-year. The districts provide tuition help to the students as a way to build a pipeline of "home grown" teacher talent for their schools.

Also in Keizer, there is a high school program for those interested in teaching. Keizer students meet at the college campus, Chemeketa students visit with high schoolers. We also have a Teacher Cadet organization for high school students in the districts, and Chemeketa faculty meet with district faculty about teacher preparation curriculum, and of course, we find ways to be supportive through visits or hosting events.

We're currently working to build similar relations with some of the smaller districts in the area.

The pathway to teaching through Chemeketa is still heavily general education, and we try to steer students that way during their course selection. But of course, they're eager to get in the classroom, so students aren't always as receptive as we hope. That's where a teacher-focused student organization can really help.

I saw on the Chemeketa website two teacher-preparation related programs that appear to be aimed at addressing local (state) needs - NSF Noyce Scholarships and the Bilingual Pathway. Tell me a bit about that program.

Right, that's the Bilingual Teacher Preparation Pathway, and that was something that really helped put teacher preparation on the map at Chemeketa. The Noyce grant (with Pacific University) from NSF provided one FTE that helped us kick-start the program, and since then, the college has incorporated this line into our budget. The grant provided tuition waivers for students meeting specific criteria that included Spanish-language proficiency, a demonstrated commitment to teaching, a good GPA and agreement to complete community-service hours in an education-related setting. Interestingly, it has been the community service time that has been the most impactful allowing for informal, focused contact with Chemeketa faculty.

This program has received attention state-wide because of a connection with NACCTEP. I was attending the NACCTEP meeting in Washington, DC, and attended the Hill Visits. That's where I met Congresswoman Suzanne Bonamici, the House Chair on Education who is from Oregon. Once she and other legislators learned about our program, we got invited everywhere to speak with others about how to increase the number of bilingual teachers in the State.

When we do go to these events, I have learned to always bring students, because it is their voice that is most compelling. At the latest meeting, there were Deans and graduate students from other institutions, but it was our Chemeketa students who really shined - they were so confident. By the end of the event, there was a line of lawmakers, Deans and Superintendents waiting to speak with our Chemeketa students. (laughing) On the way home, one student asked me what she was supposed to do with all the business cards she had been given!!

That was an important lesson to me. Let your students speak!



Taken at the roundtable event on November 25, 2019 in Beaverton, Oregon at Barnes Elementary School. From left to right: Ana Solaria Diez (Chemeketa student); Congresswoman Suzanne Bonamici; Dean Cecelia Monto (Chemeketa College); and Maria Lopez-Gonzalez (Chemeketa student).

Cecelia, you are the Dean of Education, Language, and Social Sciences, which means you work with faculty and students who have interests and goals unrelated to teacher certification. What strategies have you found to help ensure a productive educator preparation program?

Well, it is a challenge. For the most part, I stay active in state and national networks, like NACCTEP. These keep me informed, and these contacts and standards are helpful in setting priorities for the program. Beyond that, I attend school district meetings, and whenever possible I encourage folks to hold meetings here at the College - we're the gathering place, and it helps me focus on what is important to our stakeholders.

To wrap up, what concrete lessons about teacher preparation could other institutions from around the United States learn from Chemeketa?

I think it would be the importance of continuing to work on helping transfer community-college students to teacher preparation programs at universities. If we don't get this worked out, it is the students who suffer - and eventually, us too. Having the will to address this at the universities, though, is one of the biggest challenges. University programs that have good transfer pathways have more enrollment than they know what to do with.

Community colleges can be allies with universities, but there has to be professional respect. Look, no university program is so precious that we can't work together. We're not unicorns, and we don't sacrifice academic standards, like some university folks believe. The more we collaborate with streamlined transfer, the better we serve students. Through collaboration, we can ensure programs are consistent with high standards, and that will help us reach more students of color.

We know what to do.

Ambassador's Corner

Course Development in an Early Childhood Education Program

Dr. Sherese A. Mitchell

Associate Professor, Early Childhood Education, Hostos Community College



A grant-funded initiative was incentive to ensure that at least one section of each course in Hostos' Early Childhood Education program was offered as an Open Educational Resource (OER) course by 2019. As a professor in this program, I decided to participate in this initiative. The first course was fairly easy to develop as there was vast existing knowledge on the topic of Interpersonal Relationships. It took about a month to develop. Due to a great experience with this course development, I agreed to develop more courses. Adopting existing OER course content and, in some rare cases, adapting course content worked best. I went on to develop Teaching Math and Science to Young Learners. It took the development of more than one course for me to fully ascertain the concept of licensing. When searching for course content, it was very important for me to comprehend if material was permitted to be used in courses. Another challenge was locating material that supported course objectives. All in all, OER course development was a good experience. Open Educational Resources have the potential to expand access to learning mostly for non-traditional groups of students. This will in turn increase participation in higher education (Ehlers, 2011). So far, students have been appreciative and on board wit OER course content. Financially it is a big help. I look forward to seeing additional benefits of this initiative and am happy that I played a role in the development of a few courses.

Ehlers, U.D. (2011). Extending the Territory: From Open Educational Resources to Open Educational Practices. *Journal of Open, Flexible, and Distance Learning*, 15(2), 1-10. Distance Education Association of New Zealand.

The **Ambassador Program** is an opportunity to network with other education professionals, build community and develop mutually professional relationships with institutions and other community college teacher education programs. The goal of the program is to serve as a mentor and guide to members who have questions regarding teacher education and who do not have immediate access to the Executive Board.

Program Objectives

- To develop leaders on a national level with a significant role coordinating regional representation.
- To increase communication with selected states in an assigned region.
- To unite with selected member states to encourage participation in NACCTEP at the national and local levels.
- To serve as a liaison between Board members and member states.
- To recruit and retain members in an assigned region.
- To support NACCTEP during the bi-annual conference.

If you would like to become a NACCTEP Ambassador please contact us at nacctep@riosalado.edu

2020 NACCTEP Scholarship Now Open

The purpose of the NACCTEP National Scholarship Program is to provide financial assistance to students (undergraduate and alternative certification/post-baccalaureate) at NACCTEP member colleges who are preparing to become a teacher leader.

Two individual awards are available for \$1,000 each.

ELIGIBILITY CRITERIA

Each applicant must meet **all** of the following eligibility requirements. The applicant **must**:

1. Currently attend a NACCTEP member college. Please contact NACCTEP at **480-517-8074** or email nacctep@riosalado.edu.
2. Be a U.S. citizen or eligible U.S. permanent resident; in good academic standing with a cumulative grade point average of at least 3.0 (on a 4.0 scale);
3. Be enrolled in and maintain a *minimum* of six credit hours at a NACCTEP member college during the (current academic year) **SPRING** semester;
4. Be enrolled in and maintain a *minimum* of six credit hours at a NACCTEP member college *or* transfer to an education program at a four-year institution during the (following academic year) **FALL** semester; **and**
5. Have earned a minimum of **18 college credit hours** by the end of the (following academic year) **FALL** semester (*for alternative certification/post-baccalaureate program students, credits may be from their bachelor's degree program course of study*).

[Apply Here](#)

**** Application can also be found at nacctep.weebly.com/scholarships.html**

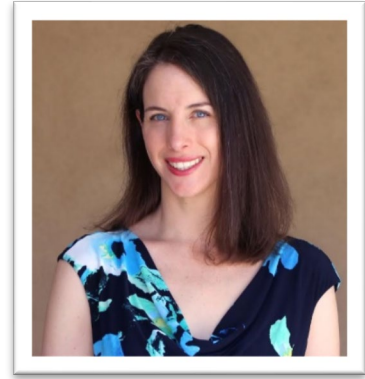
**** NACCTEP membership information and application can be found at nacctep.weebly.com/membership.html. Membership year is now valid through June 30, 2021!**

Student Perspective

Transfer Students Persist: *An interview with Amanda Lee Crusse, student at Stevenson University*

*Megan Kaplinsky
Associate Professor of Reading and Education
Coordinator of Teacher Preparation, Long Beach City College*

Community colleges educate and transfer future teacher educators to complete their undergraduate studies and credentialing programs with four year university partners. The diverse nature of a typical student population of a community college is not always reflected in that of their transfer institution, nor is their experience the same upon transfer as those who entered after high school graduation. Thus, the needs of community college transfer students throughout their transfer process and transition to a new institution are important to ascertain.



The 2019 report *Persistence: The Success of Students Who Transfer from Community Colleges to Selective Four-Year Institutions* from the Jack Kent Cooke Foundation describes several ways that community college transfer students can be supported. It reports that transfer students from community colleges are underrepresented compared to four year college transfers or high schoolers, yet have higher graduation rates than those groups. Support suggestions include: “foster support and awareness among campus constituents”, fundraise for scholarships, develop partnerships with two-year colleges, and orient prospective students to your campus climate and transfer students via reinventing orientation, providing peer mentoring, and disaggregating student success data to name a few.

These findings align with what recent community college transfer student Amanda Lee Crusse shares in the interview below. Amanda is a first year transfer student at Stevenson University who started her studies as a non-traditional student (single parent, starting in her early thirties) with the Community College of Baltimore County. She thrived at her community college via active membership in student associations and quality mentorship and advising and now is in her second term at the University.



Amanda serves as the current Student Representative on the NACCTEP Executive Board.

What community college and/or other resources did you use to prepare for transfer?

I asked my professors where they went, what they recommend. I went to my advisor who recommended Stevenson [University] from the beginning. Through my membership in Phi Theta Kappa I was given tools to use on their website to explore colleges. I went on college trips to visit two local colleges. For me, I looked at what I could afford which left me a choice between these two colleges, and one required moving which was hard for me with my son because I couldn't get housing on campus. So, it was all about what was close and what was affordable. When I went to Stevenson I was given information (before I applied) about a lot of funding that was

available to make it more affordable. My [community college advisors] would talk about me with the transfer university so they knew what I needed. Through Phi Theta Kappa I earned a Coca Cola Scholarship, too. Financial aid was mostly scholarships which allowed the campus to work with me. Recruiters had also come to [my community college] on our Transfer Day.

When you think about the overall experience of the transfer process, what was the process like?

It was easy and a smooth transfer. Stevenson took all of my credits. They took everything. Other colleges would not; they felt that my college's courses weren't equal to theirs.

You bring up a statewide issue of the need for statewide articulation agreements. What tips do you have for community college students who will transfer soon?

Be involved on campus and talk to teachers. Join a club or organization and get access to student workshops like resume days where you can practice doing interviews. Clubs and PTK offer soft skills training which is not offered in too many places. Being a member looks great on a resume. It keeps you active and you network, learn about scholarships and help your community. Plus, when I transferred they also transferred my membership to Kappa Delta Pi. My college gives you an assigned academic advisor to work on your schedule each semester. They will provide advice and resources to research colleges. Just ask your professors! Ask what they know, they know a lot of people at different colleges... Another tip is to gain work experience like hands-on volunteer work.

What do you want four-year institutions to know about community college transfer students?

My transfer experience was pretty smooth. But when I transferred I felt alone, like an outcast. There was a small group of six of us in the same classes and we're like the outcasts. Everyone is very much in a clique. The college seems to assume we know everything already, like how to use their technology such as LMS Blackboard with their cloud applications. They assume we were taught the exact same thing or same way from the freshman classes, which isn't always true, so we find ourselves separate.

What would help you in this situation?

One thing they did offer is a Transfer Class. It was one unit, called Transfer Seminar. We thought they would teach us things like how to use their technology and all about their campus, but it was not like that. We did have a discussion after the class ended and they plan to make some changes. That would be helpful if they continue to modify the seminar [based on student needs]. I would want the four-year institutions to know that transfer students don't want to feel singled out with a label slapped on you as "the transfer students". Transfer students need support as their needs are different, but they want to be included with everyone.

What else provided you with supports that you needed as a transfer student?

The assigned advisors who also are one of our professors. They assigned me my math professor as my advisor so I got to build a relationship with them. The advisors also have a whole group chat on Blackboard for all education majors. They send a whole bunch of emails, letting you know all the events going on.

Glynn, J. (2019). *Persistence: The Success of Students Who Transfer from Community Colleges to Selective Four-Year Institutions*. Lansdowne, VA: Jack Kent Cooke Foundation. <https://www.jkcf.org/research/persistence/>

Membership Update

Membership Year has been extended to June 30, 2021!!
*Additionally, membership will be on a rolling basis after July 1, 2020
 to ensure YOU enjoy a full 12 months of benefits!*

Membership Category	2019-21 Dues
Student	\$25
Individual	\$100
Institution	\$400 for up to 5 members
Institution Additional	\$75 per additional member

NACCTEP BENEFITS INCLUDE:

- **Quarterly Online Newsletters:** NACCTEP produces quarterly newsletters that include a compilation of news regarding membership, upcoming events, community college spotlights, and current educational issues.
- **National Scholarships Program:** NACCTEP provides financial assistance for teacher education students from member colleges.
- **Comprehensive Website:** Members have access to the full NACCTEP website, including members only pages.
- **Networking Opportunities:** Members have opportunities to communicate with other teacher education professionals from across the country.
- **Executive Board Involvement:** Members have opportunities to nominate, vote, and participate on the NACCTEP Board.
- **National Lobbying Efforts:** NACCTEP advocates on behalf of community college teacher education programs nationally.
- **Ambassador Program:** Represent NACCTEP locally and/or regionally and provide a communication link between Board members and member states.
- **Biennial Conferences:** Opportunities to present and network with other teacher education professionals and organizations from across the country beginning with the Spring 2021 NACCTEP Conference to be held in Phoenix, AZ.

The 2019-21 NACCTEP Member Application can be found on our website at:

<https://nacctep.weebly.com/membership.html>