
A Message from the President

Dr. Linda Gronberg-Quinn, President

Director – Teacher Education, Community College of Baltimore County



I am hoping spring was our final semester of delivering instruction in such a remote manner.

How has your program provided field placements, internships, and observations for your students? We were fortunate at the Community College of Baltimore County and many of the mentor teachers from prior semesters allowed our students to join them in the virtual platform. Others worked in childcare, and we allowed students to complete their assignments where they work but in a different classroom. The #1 word has been flexibility!

I hope you were able to join us for one or more of the Conference Sessions in April. The speakers were awesome and filled with useful information for all of us. Thank you to our Conference Committee for providing the high quality of the webinars.

Members - we need your voice and would love to hear about your school's achievements, innovations, and future plans for a column in future newsletters. We are also looking for reviews or recommendations of current trending articles related to teacher education. Please contact us at nacctep@riosalado.edu with your ideas TODAY!

Please consider adding the following statement to you signature block:

(I/My College/My Organization) is a proud member of the National Association of Community College Teacher Education Program (NACCTEP.)

If you are not yet a member of NACCTEP, visit <https://nacctep.weebly.com/membership.html> to find out how to join!

A Message from the Executive Director

Julie Ferin, Instructional Services Supervisor, Rio Salado College

One year, how can this be? It is hard to imagine that many of us have been working remotely this long. There are days when I feel like this time has passed in a flash and other days when it seems like it has been an eternity. Since the pandemic, there is one thing that I miss the most, hands down, the in-person impromptu meetings with colleagues when we would poke our head in one another's office and say, "Do you have a sec?" There was a feeling of connection and camaraderie that I would feel with these interactions. I know these meetings are still happening virtually; nevertheless, they aren't quite as fulfilling.



I am sure my colleagues would share my excitement of having a community college educator as the First Lady of the United States. Dr. Jill Biden shares our passion for elevating the Community College role. She is an inspiration to teachers across the nation by outwardly sharing her dedication and love for public education. Let's all take this as an opportunity to connect with our local legislators and national leaders to ensure the community college voice is heard on all levels.

Where can we start?

- Connect with Pre-K12 teachers and support staff to determine their needs and provide effective learning environments (i.e., supplies, technology resources, professional development).
- Look within our Educator Preparation programs to ensure our curriculum reflects the current Pre-K12 classroom needs.
- Meet with other community college leaders and build state chapters to combine efforts focusing on shared initiatives; we are stronger together.
- Update your contact list for the [incoming U.S. Department of Education Appointees](#) list released in January.

Lastly, come to [NACCTEP's monthly Coffee Chats](#), watch the videos from our [Virtual Conference Series](#) in April and become a [NACCTEP member](#)!

Stay Safe!
Kindly,
Julie Ferin

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!

Welcome New Board Members

Member-at-Large, Partnerships & Collaborations – Dr. Troy Hutchings



Troy Hutchings researches, writes, and speaks in the areas of professional ethics, educator misconduct, and frameworks necessary for an ethical and legal teaching practice. He presents to various state and national policy and practitioner groups across the United States and Canada. Hutchings also provides expert witness testimony in judicial hearings; collaborates on policy initiatives with state, federal and provincial agencies; and has been the subject matter expert on a variety of national projects dealing with educator ethics including the Model Code of Ethics for Educators.

Dr. Hutchings is the Senior Policy Advisor for the National Association for the State Directors of Teacher Education and Certification (NASDTEC). He served as a high school teacher, coach and administrator in public and private schooling environments for 16 years, and has a record of full-time teaching, research, and administrative responsibilities at the university level spanning 15 additional years. Hutchings also spent four years conducting

research, creating resources and developing thought-leadership capacity in educator ethics for a non-profit educational research and assessment organization.

Member-at-Large – R. Lennon Audrain



R. Lennon Audrain is a PhD student in educational policy and evaluation at Arizona State University. He is a former Latin and Spanish teacher, having taught in both Arizona and Massachusetts. Lennon is a community college teacher education program graduate; he earned his Associate of Arts in Elementary Education degree in January 2017 from Rio Salado College at age 17—five months before he graduated from high school. He earned his undergraduate degree in Latin and his first Master's degree at age 19 from Arizona State University. Lennon earned his second Master's degree in technology, innovation, and education from the Harvard University Graduate School of Education at age 21. He is the former 2017-18 National Student President of Educators Rising, a division of Phi Delta Kappa International—an organization composed of 44,000 high school

and collegiate students interested in pursuing careers in the education profession. His personal and professional experiences drive his research interests in high-school based grow-your-own teacher programs, community college teacher education, and incorporating technology and high-quality clinical experiences in both.

"I believe that community colleges are an undervalued and overlooked player in conversations about teacher recruitment and teacher education. If we are serious about recruiting teachers from more diverse backgrounds and lived experiences -- and provide them with high quality training -- we need to bring attention to community colleges. My mission and vision a potential member of NACCTEP Executive Board is simple: to elevate the great work that community college teacher education programs are doing across the country through strategic partnerships and programming."

Member-at-Large – Becky Garske

Becky Garske is currently a Professor and Coordinator for the Early Childhood Education Program at Mott Community College in Flint, Michigan. Becky, has a Master of Education Degree from Oakland University in the field of Early Childhood Education with core courses in curriculum development birth – 8 years, advocacy, assessment and creative play.

Ms. Garske has worked in the field of Early Childhood Education for more than 30 years as classroom teacher, Program Director of Children's Centers, Training Coordinator of 4C Child Care Unlimited, a Child Development Center Director and college instructor. She is a Past President of the Michigan Association for the Education of Young Children, MI TEACH advisory committee and is a current member of

the Early Childhood State Stakeholders Advisory Committee; MIAEYC Governing Board member, Genesee County Great Start Collaborative and the Flint Children's Museum Board and Education Committee.

She has been presenting workshops and seminars for the Zero to Three National Conference, the National Association for the Education of Young Children Annual Conference, the Greater Flint AEYC as well as the Michigan AEYC, and Michigan Head Start since 1999. She has been involved in her community through various organizations including Early Childhood Career Advisory Committee member, Early Childhood Consultant for Great Start Readiness programs and Genesee County Directors Association.

Ms. Garske is an energetic, motivating and knowledgeable instructor who advocates for children personally and through educating adults who will be in the preschool and elementary classroom.

[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!

During a Pandemic, Professional Development Doesn't Skip a Beat

Teacher Preparation in a Post-Pandemic World Virtual Conference, April 2021

*Dr. Jennifer Gresko - NACCTEP Board Secretary & Conference Co-Chair 2021
Faculty Chair – Educator Preparation Programs, Rio Salado College*

This past year, NACCTEP was faced with a similar challenge as many other national organizations did...how to gather members to engage in critical discussions around our work during a pandemic. For educators, our work does not stop during a pandemic but it certainly did shift! Instead of an in-person national conference in a downtown area, we opted for a virtual conference from our home cities!

Each Friday during the month of April (9th, 16th, 23rd, 30th), upwards of 60 NACCTEP members met to engage in critical conversations around culturally responsive practice, professional ethics, ethics within remote learning, and working with students from a problem-solving generation. Each session was designed to be no more than 90 minutes in length to avoid “zoom-fatigue”, allow time to consider the application of the information shared, and keep up with daily tasks at our institutions.



Recorded sessions of the April 2021 virtual conference are able for membership viewing at:

<https://nacctep.weebly.com/2021-conference-presentations.html>

Sessions available:

- And How Are the Children: The Urgency for Culturally Responsive Practice presented by Wesley Williams II
- Now, More Than Ever: Professional Ethics in the Pandemic Era presented by Dr. Troy Hutchings
- Cybertraps for Educators 2.0 -- The Cyberethics of Remote Learning presented by Frederick Lane
- The Problem-Solving Generation presented by Jaime Casap

Not a member? Affordable options for becoming a member are available. Members receive access to restricted “Member’s Only” website resources (such as the conference recordings), early bird conference registration information, and discounted membership conference rates! Checkout the membership information at: <https://nacctep.weebly.com/membership.html>

Next year, the NACCTEP conference committee plans to engage all members at an in-person conference in Phoenix, Arizona tentatively April 2022. We are looking for member participation in serving on our conference planning committee. If interested, reach out to NACCTEP@riosalado.edu.

Hope to “see” you in 2022!

Ready-Made Online Course Materials from the IRIS Center

Naomi Tyler, IRIS Center, Vanderbilt University



It's summer. You've just finished an exhausting academic year. You definitely don't want to think about planning your next set of courses. And yet...you're reading this newsletter! Why?! Because you're an incredibly dedicated professional, that's why. Personally, (even though I'm a bit worried about you) I'm incredibly thankful that our students have someone like you in their corner... constantly striving to improve your courses, your instruction, your own professional knowledge. And you are one of the best reasons why our team at the IRIS Center gets to do work that we love—because we get to support *you*. Let me tell you about IRIS.

The IRIS Center is one of several dozen national centers in the U.S. Department of Education's Office of Special Education Programs' [Technical Assistance and Dissemination \(TA&D\) network](#). As part of our mission, IRIS develops and disseminates free, engaging online resources about evidence-based instructional and behavioral practices for all students, but particularly struggling learners and those with disabilities. These materials, intended to bridge the research-to-practice gap, are developed for use in college teacher preparation programs, in professional development (PD) activities for practicing professionals, and for personalized learning purposes.

Here's how we can help you: IRIS has hundreds of resources that college instructors can use for asynchronous, hybrid, or in-person instruction, creating a variety of options for providing information to your students about key topics in education. More, the resources can be paired and bundled in infinite ways to offer additional depth or breadth of content coverage.

How can you access these materials? One of the easiest ways is to start with the [IRIS Resource Locator \(IRL\)](#), which allows you to search for resources by topic, age/grade level, and more. Topics? We've got the ones you're looking for: behavior and classroom management, differentiated instruction, cultural and linguistic diversity, disability-related content, and more. Once you click on a topic of interest, it opens to show the types of resources available:

- Modules
- Case studies
- Fundamental skill sheets
- Course activities

Search Resources for

Enter keyword

IRIS Resource Locator

TOPICS

- ☐ Accommodations
- ☐ Assessment (includes Progress Monitoring)
- ☐ Assistive Technology
- ☐ Behavior and Classroom Management
- ☐ Collaboration
- ☐ Content Instruction
- ☐ Differentiated Instruction
- ☐ Disability
- ☐ Diversity
- ☐ Early Intervention/Early Childhood
- ☐ Evidence-Based Practices
- ☐ IEPs
- ☐ Juvenile Corrections
- ☐ Learning Strategies
- ☐ Mathematics
- ☐ MTSS/RTI (includes intensive intervention)
- ☐ Reading, Literacy, Language Arts
- ☐ Related Services
- ☐ School Improvement/Leadership
- ☐ Transition

Age Groups/ Grades

Resource Types

Module Elements

Available Translations

Accommodations (64)

Assessment (includes Progress Monitoring) (74)

Assistive Technology (45)

Behavior and Classroom Management (105)

- Modules (11)
- Case Studies (8)
- Fundamental Skill Sheets (4)
- Activities (13)
- Information Briefs (23)
- Interviews (1)
- Video Vignettes (27)
- Web Resource Directory (18)

Collaboration (74)

Content Instruction (74)

Differentiated Instruction (81)

Disability (176)

Diversity (76)

Early Intervention/Early Childhood (127)

Evidence-Based Practices (7)

IEPs (19)

Juvenile Corrections (25)

- Information briefs
- Interviews with experts
- Video vignettes

IRIS Modules, our signature resource, are developed in collaboration with nationally recognized researchers and education experts and offer in-depth looks at evidence-based practices within each of the aforementioned topic areas. Based on How People Learn (HPL), the adult learning theory developed by Dr. John Bransford and his colleagues (Bransford, Brown, & Cocking, 1999), IRIS Modules translate research findings into practical information in a five-step, self-paced, self-guided format that makes evidence-based practices more accessible and easier to learn than would otherwise be possible for many busy educators or novice learners (i.e., college students). Want to learn more about IRIS Modules?

You can:

- view this [short instructional video](#) (Hint: You can also embed this link in your syllabi to show your students how to navigate the modules that you assign)
- read the [summary on this Webpage](#)
- or work through this [online module](#) (yes, we really developed an IRIS Module about our IRIS Modules)



Now, you might be thinking, “Clearly IRIS has a lot of resources and they seem fairly easy to use. But are they any good?” And you’re probably going to want more than just my opinion. Because the center has existed for 20 years and hosts millions of annual visits from learners worldwide, it is not surprising that our resources have been the subject of [extensive examination, study, and commentary](#). Of special note, Test and his colleagues (2015) conducted an analysis of the trustworthiness of Websites that claimed to provide information on evidence-based practices in special education. The IRIS Center was among only a small handful of sites that received top ratings for both levels of trust and quality of evidence. Findings in a study by Sayeski and colleagues (2015) support the use of IRIS Modules across multiple classroom conditions, including flipped classrooms, particularly for content on procedural knowledge of implementation of evidence-based practices, and that students showed maintenance of that knowledge over time. Similar recognition of IRIS resources as valid, reliable, and trusted can be found in practitioner-focused journals like *TEACHING Exceptional Children* (e.g., Goran, Harkins Monaco, Yell, Shriner, & Bateman, 2020), *Intervention in School and Clinic* (e.g., Wexler, Swanson, & Kurz, 2019), and *Early Childhood Education Journal* (e.g., Purper, 2016).

Now, I know we’ve only gotten a brief glimpse into the wealth of information available on the IRIS Center’s Website. But that’s enough for now. We’ll visit again another time and I’ll share more. It’s time for a well-deserved break. Take some time for *you*, enjoy your friends and family, spoil yourself a little (or a lot). Enjoy your summer. IRIS will be here when you return, I promise.

References

- Bransford, J. D., Brown, A. L., & Cocking, R. R. (Eds.). (1999). *How people learn: Brain, mind, experience, and school*. Washington, DC: National Academy Press.
- Goran, L., Harkins Monaco, E. A., Yell, M. L., Shriner, J., & Bateman, D. (2020). Pursuing academic and functional advancement: Goals, services, and measuring progress. *TEACHING Exceptional Children*, 52(5), 333–343.

Purper, C. J. (2016). Right at your fingertips: Important Web-based resources for understanding evidence-based practices. *Early Childhood Education Journal*, 44, 403-408.

Sayeski, K. L., Hamilton-Jones, B., & Oh, S. (2015). The efficacy of IRIS STAR Legacy Modules under different instructional conditions. *Teacher Education and Special Education*, 38(4), 291-305.

Test, D. W., Kemp-Inman, A., Diegelmann, K., Hitt, S. B., & Bethune, L. (2015). Are online sources for identifying evidence-based practices trustworthy? An evaluation. *Exceptional Children*, 82(1), 58-80.

Wexler, J., Swanson, E., & Kurz, L. A. (2019). Enhancing reading comprehension in middle school classrooms using a critical reading routine. *Intervention in School and Clinic*, 55(4), 203-213.

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 annual conference.

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

NACCTEP Events

Coffee Chats – Third Friday of each month at 8:30 AM MST – Zoom information is provided via email and on social media.

Conference – Tentatively scheduled as an in-person event to be held in Phoenix, AZ in April 2022. Keep an eye on our website and for emails with specific dates, themes, and registration information.

Linking State Seals of Biliteracy with Teacher Education Programs

*Dr. Cecelia Monto – Dean – Education, Languages, and Social Science,
Chemeketa Community College
NACCTEP Member-at-Large*



Chemeketa Community College in Oregon has instituted a promising new project that links the state *Seal of Biliteracy* with Teacher Education Programs. This linkage seeks to increase the number of bilingual preservice teachers and promote future diversity in the teaching workforce.

State *Seals of Biliteracy* are a growing national trend. Thirty-nine states and the District of Columbia now offer a state *Seal of Biliteracy* at the high school level, which recognizes and certifies student proficiency in English and one or more world languages. Although the *Seal of Biliteracy* credential has existed in some form since 2011, state *Seals of Biliteracy* are just emerging as a recognized credential for articulation in higher education and as a quantifiable skill from employers. The purpose of a state *Seal of Biliteracy* is to recognize second language knowledge as an

advantage in future education and careers. A *Seal of Biliteracy* also requires proficiency of English that is equivalent with high school senior English language arts requirements. In this way, the *Seal* is a tangible piece of evidence that confirms an individual's ability to perform competently in a second language. In the field of education, bilingual skill is a clearly desired attribute for teacher candidates.

School districts within the Chemeketa Community College service district have long voiced the desire to biliterate faculty and staff to serve students and the greater community. The Chemeketa region has a large Hispanic population, so this project focuses on biliterate students who speak both Spanish and English. However, *Seals of Biliteracy* are offered in numerous languages, and colleges could tailor their programs to meet the specific linguistic needs of their region.

Because the skill level of native Spanish speakers varies, the Chemeketa Community College program created a continuum of 3 classes that are specifically entitled “Spanish for Heritage Speakers”. Students can take one, two, or three courses depending on their ability level. Coursework is tailored to students with native language skills and align with the state testing requirements, and familiarize students with a more formalized vocabulary and grammar structure. Most universities accept the coursework to fulfill language requirements. Further work needs to be done for greater recognition with the state *Teachers Standards and Practices Commission*.

The *Seal of Biliteracy* also validates students' heritage and supports positive identity development and confidence. Advocacy and preservation of students' linguistic and cultural heritage through biliteracy programs presents a promising way that institutions can offer an asset-based approach to supporting cultural and linguistic diversity. This identity strength will be an important asset for future teachers when they enter their classrooms.

Although state *Seals of Biliteracy* are currently offered almost exclusively at the high school level, Chemeketa recommends systemic changes that foster expansion of state biliteracy programs into higher education. Because community colleges serve a higher number of linguistically and culturally diverse students, they are the likely venue for this work. Additional linkage between state *Seals of Biliteracy* and teacher education programs would also be a tremendous asset to teacher candidates and schools districts.

The Chemeketa project was funded by the Meyer Memorial Trust, and the project also generated a handbook for schools interested in replicating the program. For more information contact Cecelia Monto at cecelia.monto@chemeketa.edu.

It is the author's hope that this evidence and these resources will support implementation of new biliteracy programs in higher education, and particularly at the community college level. Recognizing bilingualism as an asset.



Graduates of Chemeketa Community College's education program celebrating earning their bachelor's degrees after transferring to Pacific University.

What do you mean, the problem is me?

*Jeff Bean
Program Advisor, School of Education
Ferris State University*

It is impossible to watch the TV or listen to radio or traverse the web without coming across someone discussing the need for diversity. It is the hot topic of the day. As someone who has spent a lifetime discovering the purpose and process of Allyship, I see this concern as a fundamental need to be addressed in teacher preparation programs across the country. If we don't train teachers how to identify and deal with issues of diversity, we are guilty of continuing a legacy of ignorance and abuse. It really is that simple.



But the hard part is “how” do we do that. At Ferris State University (Big Rapids, Michigan) we did some serious discussion and came to the realization that, if we don't examine ourselves and make changes where needed in our own lives, anything we teach our students is hypocritical at best, dangerous at worst. I believe the applicable axiom would be “Physician, heal thyself.” If we can find a way to support each other into healthy growth and realization, then we can create an environment in our classrooms where we can allow our future educators to have the same experience, get themselves aligned and then, and here is the revolutionary impact, go out into communities and create the same type of environment in their classrooms for the early learners who come to them.

We are working on sharing this model with Community College partners, Mott Community College in Flint, Delta Community College in Midland/Bay City/Saginaw and Lansing Community College in Lansing. All three partners have strong Early Childhood programs that feed into ECE Bachelors that we offer and 2 have active Elementary Education Prep programs that then come to Ferris to complete. Because we operate in very diverse communities, there is a strong inclination to do this work.

We are not done, so I am not reporting miraculous results here. But what I can share is that staff has found it incredibly liberating to create a space of trust and openness and allow themselves to be seen and heard there. One cannot do foundational work at a superficial level. As my grandmother once told me, “You can't expect to pull people out of the mud and not get your hands dirty.”

So, I would encourage you, wherever you are currently on staff, to begin the process of creating a space where faculty can be honest and open and allowed to grow. Until that happens, you are just changing window dressings. I would be happy to talk about what that looks like for you and your special needs as a resource person for NACCTEP. We, as an organization, are always about growing and strengthening the profession of Education. Thanks and have a quality summer.

Reflections of a Student Representative

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

*Amanda Crusse, Student Representative
Graduate of Community College of Baltimore County & Stevenson University*

Linda Gronberg-Quinn - When I was elected to serve as President of the Executive Board of the National Association of Community College Teacher Education Programs, I realized that one perk was having a student join me as the student representative on the Board. It was not difficult to decide which student to choose. Amanda Crusse was known to me both as a Teacher Education major and as a member of Phi Theta Kappa, the honor society of the two-year college. In both roles, she was that student who stands out. It has been such a pleasure traveling with Amanda and watching her grow professionally. During her time serving on the Executive Board, Amanda has presented at a national conference and has met with Members of Congress. Amanda graduated this semester summa cum laude and will be moving on to begin her life as a teacher. All of us on the Executive Board wish her great success in her career.

Amanda Crusse - The first time I met the members of the NACCTEP board was in Washington D.C. where I was fortunate to have many great experiences, all in one day. First, we met with a variety of Members of Congress to discuss teacher education programs and to thank them for their support of community colleges. I had the honor of sharing with them my transfer experience from a community college to a university. Second, during a meeting with Oregon Congresswoman Bonamici, she was informed she needed to meet with Speaker of the House Nancy Pelosi about the Donald Trump impeachment. As representatives rushed out of their offices we were overcome with excitement. Third, we visited the Capitol building and viewed a session of the Senate from the gallery.

When we traveled to Atlanta, Georgia for the AACTE conference, I shared my transfer experience with many education professionals from across the United States. As a member of the NACCTEP board I gained insight about my profession and everlasting memories.

After every meeting with the board, I felt motivated and inspired by the dedication, courage, knowledge and compassion of the NACCTEP board. For future students, my advice is to share your truth because your experiences shape the future of teacher education programs.



Membership Update

Membership is on a rolling basis to ensure YOU enjoy a full 12 months of benefits!

Membership Category	2021 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.
- **Conferences:** Opportunities to present and network with other teacher education professionals and organizations from across the country.

The 2021 NACCTEP Member Application and online payment portal can be found on our website at:

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