

## *A Message from the President*

*Dr. Linda Gronberg-Quinn, President*

*Director – Teacher Education, Community College of Baltimore County*

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As we are winding down the fall semester and this year that continues to impact us with COVID, I wanted to remind everyone to take care of yourself. You are doing great things as someone who is preparing future teachers, is a future teacher, or who is currently teaching in the PreK-12 system. I am a grandmother of 5 young children and I thank you for all that you do to help our next generation make their way through a time of wearing masks and not being able to fully engage with classmates as they once did. It is a particularly stressful time as you add the holidays on to everything else. I find myself hoping to finish grading, shopping, and decorating. But I also try to find time to kick back, watch Hallmark movies, baking shows, and silly comedies. My guilty pleasure is reading Regency romance novels. And I mentioned grandchildren. We find time to have zoom calls and to join them for outings. Please take time to do the same for yourself. Pamper yourself, take a nap, get a massage, or take a long walk. Whatever it is that reenergizes you, do it! I hope you face 2022 recharged after spending the holidays with family and friends.

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*Members - we need your voice and would love to hear about your school's achievements, innovations, and future plans for a column in our newsletter. We are also looking for reviews or recommendations of current trending articles related to teacher education.*

*Please contact us at [nacctep@riosalado.edu](mailto:nacctep@riosalado.edu) with your ideas TODAY!*

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Please consider adding the following statement to your signature block:

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

## *A Message from the Executive Director*

*Julie Ferin, Instructional Services Supervisor, Rio Salado College*

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As 2021 ends I want to take the opportunity to thank you for your support of NACCTEP. Whether you show your support through membership, attending Coffee Chats, our Socio-Emotional Learning Institute, or by allowing us to highlight your community college teacher education program, we appreciate you.



We are looking forward to the new year to refocus and continue our work ahead. We begin the year by asking that all NACCTEP members vote on the proposed Operating Procedures. Voting will take place from January 10th - 13th. You will receive more communication the first week in January.



Let us share in supporting your students who are studying to become teachers through the 2022 NACCTEP Scholarship. We are thrilled to offer two \$1,000 scholarships to help with the cost of tuition, books, or education resources. Share the opportunity today: [2022 NACCTEP Scholarship Application](#)

Lastly, come to NACCTEP's [January Coffee Chat hosted by Chemeketa Community College](#), we look forward to seeing you in the new year! Happy holidays to you and your family. We would like to share [NACCTEP's Holiday Cookie Recipes](#).

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*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!*

## Member-at-Large – R. Lennon Audrain

### An Interview with NACCTEP Executive Director, Julie Ferin

By R. Lennon Audrain, Ed.M., Arizona State University

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As some of you know, I am a doctoral student at Arizona State University and a member of the NACCTEP Executive Board. This semester, I had the opportunity to take a course entitled “The American Community College” as part of my coursework. One of our final assignments wants to interview a community college professional.

While I have known Julie Ferin, the Executive Director of NACCTEP and an Instructional Services Supervisor at Rio Salado College in the Maricopa County Community College District, for almost a year now, I have never had the chance to get to know how she ended up as a community college leader. I could think of no one better than Julie to interview for my assignment. This article is a summary of Julie’s journey to Arizona, into teaching, and finally, into leadership at Rio and at NACCTEP.

#### **Lennon: Where are you from and how did you start your journey in higher education?**

**Julie:** I grew up in Bellingham, Washington near Seattle and moved to Arizona for college. To ensure that I could receive in-state tuition, I worked at a grocery store as a baker. I started my college career at Chandler-Gilbert Community College and eventually enrolled at Arizona State University. Quickly, however, I realized that Arizona State was an overwhelming experience. One of my classes had over 200 students, which I was not used to, coming from a smaller town and from my college experiences being at a community college. I was determined to finish her degree, though, and enrolled in Ottawa University. As part of my senior thesis, I explored the different natural mediators of attention-deficit/hyperactivity disorder (ADHD). After successfully completing my thesis, I was awarded my Bachelor’s degree in elementary education from Ottawa.

#### **Lennon: You mention getting a degree in education. Did you teach? If so, where and what?**

**Julie:** My culminating field experience at Ottawa was at Cerritos School in the Kyrene Elementary School District. As a December graduate, I didn’t have many available teaching positions to begin mid-year. The principal at my field experience school liked me much, though, that she offered me an instructional assistant position for the remainder of the school year. When a teaching position opened in 4th grade at Cerritos Elementary School, I jumped at the opportunity. I taught at Cerritos for 5 years. After I married her husband and the principal at Cerritos left, I moved to Sierra School in Kyrene ESD and continued to teach 4th grade. It was at Sierra that I had student teachers from Arizona State and Ottawa and loved seeing my student teachers be innovative explorers of teaching practices and pedagogies. I also experienced co-teaching with teachers in special education at Sierra. When my first daughter was born, I moved into part-time teaching and job-shared with another teacher. I also finished a Master’s degree in education from Northern Arizona University while I was teaching.

**Lennon: What draws you into teacher education?**

**Julie:** Working with student teachers was captivating to me. I started at Rio in 2004, first as a part-time Elementary Education Liaison. In my eight years in that role, the liaisons grew from only an elementary education and secondary education liaison expanding to early childhood education, arts, and more. During this time, Dr. Jennifer Gresko (currently the NACCTEP Executive Board Secretary) was my supervisor. In 2012, I would start the Elementary Education Liaison role full-time. In 2015, Dr. Gresko became the faculty chair of teacher education at Rio. I would be promoted to Dr. Gresko’s role—the role I currently have—starting in January 2016. In 2019, I was asked if I would be interested in the executive director role of NACCTEP, and in March 2020, I officially took over NACCTEP. Like most individuals, March 2020 is etched into our minds due to COVID-19. I remember officially starting her NACCTEP duties on a Monday, and by the next day, Rio was telling their staff to stay home.

**Lennon: What are you most excited about in relation to leading NACCTEP?**

**Julie:** Having the opportunity to lead NACCTEP is an honor, and I appreciate the opportunity to advocate for teachers nationwide. NACCTEP celebrates those who choose to teach; we will continue to elevate the teaching profession to recruit high-quality, dedicated teachers. Ensuring awareness of community college teacher education pathways will ensure we support diversity, affordability, and meaningful curriculum to prepare teachers for the ever-changing landscape of PreK-12 classrooms. No matter location, ethnicity, or economic status, every child deserves to have a teacher in their corner to inspire them to be the best they can be.

## NACCTEP’s Coffee Chats



NACCTEP’s Coffee Chats provide the opportunity to connect with others in the field of education to discuss related topics (i.e., field experience, pathways between community colleges and 4-year universities, national standards, coursework for online and hybrid models in teacher preparation) in an informal environment. These *Coffee Chats* begin with a “guest speaker” focused on a particular topic in education. Many of NACCTEP’s members and potential members join each month. **Bring a friend or colleague** that will benefit from the conversation. We will share topics in advance on our website [nacctep.org](http://nacctep.org)

in hopes that you will be able to attend. If you are interested in being a Guest Speaker, please complete the [Coffee Chat](#) form. Our coffee chats will be held on the 3rd Friday of each month. We would love to have you!

*Did anyone say "coffee" ?*

**NACCTEP'S COFFEE CHAT**  
 JANUARY 21ST 7:30 PST, 8:30 MST, 9:30 CST, 10:30 EST



Join us as we learn how to use Google Jamboard and Padlet in your online classrooms. These interactive online tools provide an opportunity for teachers and students to collaborate through discussions, by sharing links and sharing pictures in a shared space.

**GUEST SPEAKERS**  
 Colin Stapp      Sage Freeman  
 Learning Technologies      Media Production  
 Facilitator      Specialist



**CHEMEKETA COMMUNITY COLLEGE**  
 [NACCTEP.ORG](http://NACCTEP.ORG)

## **Recapping the Socio-Emotional Learning Institute**

By R. Lennon Audrain, Ed.M., Arizona State University

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I have the honor of serving on the NACCTEP Executive Board and serving as the Conference Committee Chair. I am charged with designing, developing, and implementing high-quality professional development experiences for NACCTEP members. Given my background in technology, teaching high school during COVID-19, and being a student during the pandemic, too, I understand how our past year-and-a-half of live, virtual meetings has been fatiguing (to say the least). This year, I wanted to try our conference differently. Of course, I wanted to bring in experts, like our main facilitator, Nicole Trombley, to deliver a high-quality experience around our topic: socio-emotional learning. But, I also wanted to try something different. I didn't want people to experience "Zoom fatigue" with our conference. I also wanted participants to walk out with a toolkit that they could implement in their own learning environments. So, I worked with the conference committee to develop both asynchronous and synchronous components to the Fall 2021 Socio-Emotional Learning Institute (SELI). A week prior to the SELI, we launched a Canvas shell where participants could asynchronously engage with content—"pre-reading" related to socio-emotional learning, including an interesting podcast about SEL, a self-assessment, and tools to help prompt student thinking—and other participants, on discussion boards. On November 10th, participants met live for an hour and a half to complete engaging activities around SEL with Nicole Trombley. Ultimately, we had 80 registrants, 40 participants on the Canvas shell, and 30 participated in our live session—all from across the United States.



We wanted to ensure that this was a meaningful experience for all participants, including providing professional development hours. Those who completed the discussion board, the live session, and our anonymous feedback survey, were awarded a certificate and three professional development hours. They also walked away with a BINGO-Board of resources, thanks to Nicole Trombley, related to ready-to-go practices for SEL.

For those who were unable to attend, no worries! We are working diligently to make this a resource for NACCTEP Members—including getting that precious certificate and three professional development hours. We will release information in early 2022 about how you, your fellow faculty, and even community college students can complete the Institute asynchronously, learning all that you or they can from the discussion boards and Nicole, and still get those professional development hours.

Be on the lookout for more opportunities to engage with members from all across the country about the most pressing issues facing teaching and teacher education at community colleges. We can't wait to see you then!

## Congresswoman Bonamici Meeting on Teacher Education Pathways

*Dr. Cecelia Monto – Dean – Education, Languages, and Social Science*

*Chemeketa Community College ~ NACCTEP Member-at-Large*



Congresswoman Bonamici met with Cecelia Monto and EOU Dean Matt Seimears to learn more about teacher preparation in Oregon from the perspective of the community college and university and share her insight on educational policy at the federal level. Monto was representing NACCTEP and Seimears was representing AACTE, which was part of the annual "Washington Week". Monto shared information about community college work to diversify the teaching workforce in the region and the improvements in a transfer that have resulted from the recent approval of the Education Major Transfer Map (MTM) in Oregon. Monto and Seimears also met with the offices of Senators Merkley and Wyden earlier in the fall to advocate for support of teacher preparation and higher education.

**Cecelia Monto, Ed.D** | Dean - Education, Languages and Social Science  
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*Cecelia Monto, Congresswoman Bonamici, her Aid Shirley Araiza and EOU Dean Matt Seimears*



## What do you mean, the problem is me?

Teaching and the Moral Imperative.

Jeff Bean

Placement Coordinator and School of Education Advisor

Ferris State University

Flint, Michigan

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I teach in Michigan. If you have been following the news you know we are the most recent location of a young man who chose gun violence as a way to address his mental health issues. This is not an article about stemming that tide. This is an article about what the person standing in front of the class the next day can do.

It is an incredibly helpless feeling that no amount of Teacher Preparation can get you ready for. We don't handle the ethics of a mass shooting in our preparatory programs, and I am comfortable with that. If we did, it would mean we had accepted this as normal. It is not and that is how we can deal with it as teachers.

I felt a burning need to send something out to my student teachers in the field that afternoon. I live only 20 miles from Oxford and we had, sadly, several sick folks who thought this was funny and phoned in threats to area schools. (Our local prosecutor is pursuing charges against all of them.) So, I knew they were going to deal with this one way or another.

So, I returned to something I learned on 9-11. Several of my Senior High School students at that time, spoke to me years later and said that I had made a huge difference for them that day because I just listened to them. I didn't proselytize, I didn't politicize, I just listened and validated any way I could their feelings. We talked about how some folks would be sad, some would be mad, some would demand revenge, some would beg for forgiveness and they were all both human and appropriate responses.

That is what I shared with my student teachers last week; that great educators don't have all the answers. They hold processes that can allow you to find YOUR truth. That is scary sometimes, it is painful often and it is essential to the maturing process of those we share classroom space with. I am sickened that I have to have this conversation with these people who simply want to go into a profession to make a difference in the world and see that as noble and inspiring when the culture around them says it isn't. We are losing quality people in the profession at far too rapid a rate. Thus, we, as teacher prep programs, have to find ways to support and be there for those who are trying.

Make sure you reach out to your people following incidents like this. Help them be there for the students in their rooms. Because, at the end of the day, we are not guiding mathematicians or poets, we are guiding human beings and we need to constantly get better at that. Be well and stay strong.

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*Community College  
Teacher Education*  
SPOTLIGHT

NACCTEP would like to Shine the Spotlight on You, Your Teacher Education Program, or your Community College! Here at NACCTEP, we want to Spotlight Education Leaders and their programs because we know that recruiting and preparing diverse and effective teachers is something to celebrate. Complete this short form [Community College Teacher Education Spotlight](#), and we will do the rest by sharing your work on [NACCTEP's Website](#), an email to our members, and social media.

My name is Julie Ferin, the Executive Director of NACCTEP, the National Association of Community College Teacher Education Programs, and thank you for making a difference in Teacher Education.

To become a NACCTEP member or find out more about the NACCTEP Organization, contact us anytime at [nacctep.riosalado.edu](mailto:nacctep.riosalado.edu) or visit [nacctep.org](http://nacctep.org).

NACCTEP'S

*Community College* *Teacher Education*

# SPOTLIGHT

## Clackamas Community College

Oregon City, Oregon

At Clackamas CC, we offer the Associate of Arts Oregon Transfer degree for future licensed elementary and secondary teachers ensuring seamless transfer to both public and private university teacher preparation programs in the state. In addition to our K-12 Education program, we offer NAEYC accredited Early Childhood Education & Family Studies certificate and associate degree programs with articulation agreements with multiple universities.

We are the first community college in the state approved to offer a Career & Technical Education (CTE) Licensure Prep certificate to provide the required professional development for secondary CTE teachers seeking licensure in CTE programs of study. We also recently launched our Spanish language Early Childhood Education & Family Studies certificate and degree programs. This is the first ECEFS teacher preparation program delivered entirely in Spanish in our state and it is also accredited by the NAEYC.

Laurette Scott, MAT at 503-594-3840 or [laurette@clackamas.edu](mailto:laurette@clackamas.edu)



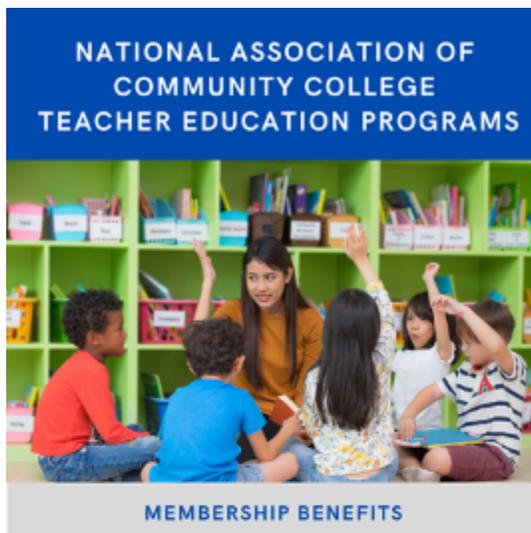
## NACCTEP Membership

Here at NACCTEP, we are committed to our mission of advocating and promoting the value of community college teacher education programs by fostering an innovative, diversified workforce through encouraging partnerships, effective best practices, and scholarly research.

We are focused on providing opportunities and resources that will benefit members throughout the year.

We need your help more than ever to support Community Colleges in preparing effective teachers for the PreK-12 classroom! Access NACCTEP Membership here:

<https://www.nacctep.org/become-a-member.html>



**NATIONAL ASSOCIATION OF  
COMMUNITY COLLEGE  
TEACHER EDUCATION PROGRAMS**

**MEMBERSHIP BENEFITS**

Become part of a network of community college and university partners providing teacher preparation pathways. Participate in important discussions and information sharing on emerging issues and promising practices in teacher preparation across the country.

- Quarterly Online Newsletter
- National Scholarships Program
- Networking and Support from Colleagues in the Field
- Comprehensive Website
- Professional Development Opportunities
- Executive Board Involvement
- National Lobbying and Advocacy
- Ambassador Program
- Annual Conference

**Membership Options**

Student - \$25/year  
Individual - \$100/year  
Institutional - \$400/year  
Institutional Addition - \$75/year

**MEMBERSHIP REGISTRATION**  
You will enjoy a full 12-months of membership and benefits from today's date!



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