

A Message from the President

Dr. Linda Gronberg-Quinn, President

Director – Teacher Education, Community College of Baltimore County



Happy Spring! I hope your spring semester is proceeding smoothly. Here in Maryland, we are quite excited to see flowers beginning to bloom. I also love spring because it is the beginning of graduation season. Watching our students bloom is even more exciting than watching the flowers! I assume we all share the concern about these students as they move out into the field, launching classrooms of their own. Imagine doing this while continuing to deal with pandemic-related issues. In an article on the website insightintodiversity.com, we see that the number of teachers leaving the profession is growing ([Education Experts Call on the Government and Colleges to Rectify the Growing Teacher Shortage | INSIGHT Into Diversity](#)). According to the article, this growing need for teachers began years before the pandemic. The pandemic has intensified the need. Reasons as to why less people are entering the field are not new, with

low pay leading the list. The article notes a bill before Congress that would help to address funding issues. “The recently proposed EDUCATORS for America Act aims to fund teacher pipeline programs and support the development and retention of educators in classrooms across the U.S. If passed, it would provide \$500 million to bolster teacher preparation programs across the country and another \$500 million in grants for states to address their education workforce needs. The bill would also double TEACH grants to \$8,000 per year for certain students. The grants, which were included as part of the American Families Plan in 2021, provide annual funding for educator candidates who commit to four years of teaching in high-need, low-income schools.” Please see the article for some local programs seeking to address funding and the teacher shortage.

In my home state of Maryland, the State Legislature passed the Blueprint for Maryland’s Future in 2021 ([Overview \(marylandpublicschools.org\)](#)). The issue of teacher’s pay is addressed as it calls for a starting salary of \$60,000 for teachers. For National Board Certified Teachers, their salary is increased by \$10,000, with an additional \$7,000 per year if they are teaching in a low performing school. While we all realize salary is not the primary motivator for becoming teachers, it certainly helps. We have long wondered why teachers are not afforded the level of respect other professions receive. A brilliant colleague of mine once noted that teachers are the people who make those other professions possible. Please take time to find out about pending legislation in your area and nationally. Reach out to your representatives to encourage their support.

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 with your ideas TODAY!

A Message from the Executive Director

Julie Ferin, Instructional Services Supervisor, Rio Salado College

We have been busy here at NACCTEP this spring. I want to share some of our recent activities, and we hope you mark your calendars for the upcoming events.

We are beginning the implementation of updated Bylaws; these were recently approved by the NACCTEP Executive Board and current members. You will see them on our website in the coming weeks.

Our Coffee Chats for January, February, and March were excellent! Thank you to Chemeketa Community College's Colin Stapp & Sage Freeman, AAQEP's Mark LaCelle-Peterson, and North Star Posters' Dr. Brownlee and Mr. Meador for sharing valuable information. If you weren't able to attend, check out their presentations here: [NACCTEP Coffee Chats](#). This leads us to our next Coffee Chat coming up on **Friday, April 15th at 8:30 MST** where Tim Neubert, Executive Director of the American Association for Employment in Education, will share how AAEE is positively impacting teacher preparation, recruitment, and retention.



In addition, NACCTEP will be hosting our springtime conference, which will be a virtual, Panel-Breakout room-based event on **April 8th at 9am-11am AZ time**. The focus of this conference will be "COVID, Community College, and Teacher Education." Our panelists include Dr. Brownlee of North Star Posters and Mesa Community College, Dr. Jacob Ashby from Frederick Community College, Camille Catlett from the Frank Porter Graham Child Development Institute at the University of North Carolina, and Theresa Robinson from the Community College of Baltimore County.

We recently welcomed [The IRIS Center](#) as a new **Educational Partner** member in February, we hope that your organization will consider becoming a member also! See the benefits below:

- Advertising space for the educational partner's logo in each of NACCTEP's quarterly newsletters.
- One article in each of the quarterly newsletters written by the educational partner.
- Be the guest speaker at one of the NACCTEP Coffee Chats to highlight the educational partner's work.
- A quarterly social media (Facebook, Instagram, Twitter) post to spotlight the educational partner, created by the educational partner or NACCTEP.
- The educational partner's logo on NACCTEP's website under Education Partners
- The educational partnership allows for five memberships from your organization.
- The educational partnership cost is \$400 a year.

We also want to recognize the following colleges for joining NACCTEP in 2022; Lansing Community College, Linn-Benton Community College, Northland Pioneer College, University of Cincinnati, Hagerstown Community College, Arizona State University, Scottsdale Community College, Yavapai College, Coastline College, and Chemeketa Community College. If you don't see your college's name, [sign up now](#)! There are so many benefits for you and your college!

- Networking Opportunities
- Monthly Coffee Chats
- Teacher Leader Learning Institutes
- Executive Board Involvement
- National Lobbying Efforts
- Annual Conference
- Much more!

I think that is it for now, I hope our Spring Newsletter finds you happy and healthy and we look forward to seeing you at our next NACCTEP event!

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!

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.)

2022 NACCTEP Scholarship Winners

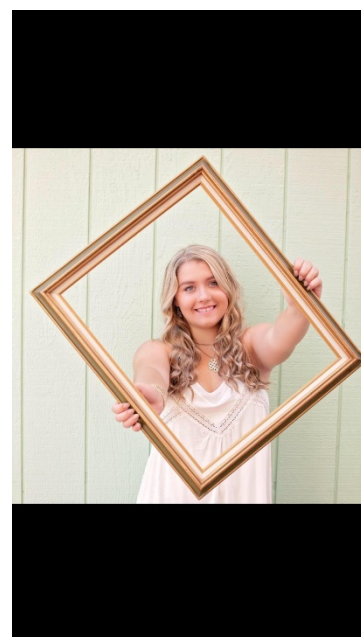
Augusta “Gussie” Pinson



Gussie is a student in the Elementary Ed/Special Elementary Education program at Frederick Community College. Her goals are to continue on to earn a degree in Elementary and Special Education in order to be certified as a K-6 Elementary and K-12 Special Education teacher.

Jorie Rutkowski

Jorie is a student in the Elementary Education program at Lansing Community College and will be continuing on to Ferris State University to complete her degree. Her goals include working in a general education classroom for a few years before pursuing coursework to add a special education endorsement and transitioning into a special education classroom.



Maria Gonzalez Lopez

Maria is pursuing her child development associate degree through Santa Ana College with plans to continue her studies at Cal State Fullerton to become a bilingual special ed preschool teacher. Her goal is to not only help minority special ed children, but also to help their parents navigate the education system.

Advocating for Community College Teacher Education Programs through Bachelor Degree Options

*Dr. Jennifer Gresko – Secretary
Faculty Chair Education Programs, Rio Salado College*



In the Fall 2021 NACCTEP newsletter, I discussed “New Opportunities on the Horizon for Maricopa Community Colleges”. As promised, I am back to share our progress and learning along the way. When I think about the work we have engaged in thus far, a few words come to mind...energy, collaboration, and expertise!

Energy. In a time where many faculty, advisors, and staff members are feeling the Zoom fatigue of the last two years, a new sense of energy is being felt driven by the discussions of what a bachelor’s degree in education would consist of. Regardless of the role an individual plays in their “day job”, those participating on the various planning committees are energized by building something new. Their passion for students, their stories, and the possibilities of meeting the students’ needs in ways we have not been able to before brings a positive excitement to the heavy lift we are embarking on!

Collaboration. The Maricopa Community College District is a large system of 10 sister colleges, each independently accredited by the Higher Learning Commission (HLC). While we share a joint curriculum bank of courses and have worked collaboratively over the years within our district-wide Instructional Councils, we find that our weekly curriculum writing sessions are bringing us closer together. Our prior history of working together brings to the working sessions trust, honesty, and praise for each other in the work we are doing. We are working with a collaborative, not a competitive mindset. Each of us is so much stronger together than working separately.

Expertise. Can’t say it enough.... each of us is so much stronger together. We have experts on our bachelor’s curriculum committee in areas such as special education, elementary, early childhood, reading, mathematics, curriculum design, advisors, and program directors. It is impossible for one person to know it all! Each individual brings their own expertise and an open mind to each meeting. They are willing to share their knowledge and experiences in an effort to create a new program that meets the needs of community college students and a highly effective educator!

As the Spring 2022 semester comes to a close, our work here is only beginning. The summer will surely bring concentrated work towards several layers of approvals that need to happen during the 2022-23 academic year. I look forward to sharing more about our journey on the road towards a bachelor’s degree in education at the community college!

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 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

APRIL 15TH 8:30 PDT/MST, 9:30 MDT, 10:30 CDT, 11:30 EDT


Come participate in our April Coffee Chat with Tim Neubert, the Executive Director of American Association for Employment in Education to see how AAE is positively impacting teacher preparation, recruitment, and retention

As never before, those who prepare PK-12 educators and those who hire and retain them (as well as educator candidates themselves) need to be moving in the same direction. In support of this effort, AAE seeks to positively impact education through the building of connections, breaking down barriers, and sharing of resources among these organizations and professionals.



GUEST SPEAKER

Tim Neubert
Executive Director
American Association for
Employment in Education



NACCTEP Welcomes the



IRISCENTER[™]

as a new Educational Partner member

Schooling and the Power of Perception

Dr. Lewis Andrea Brownlee – Mesa Community College

While in grad school, I was introduced to Ray Rist's work on the association between children's socioeconomic status and their educational performance. In one article, Rist (1970) described how a classroom teacher divided her pupils into three learning groups: The "quick learners," as the teacher called them, were seated in the front row, while two groups of "slow learners" were seated in the back. When Rist examined these groupings, he discovered that the group of "quick learners" was made up of middle-class pupils, while the "slower" groups were made up of lower-class children. Economic status was a stronger predictor of student grouping than any assessment. Rist deduced from his statistics that by the eighth day of kindergarten, each child was assigned a label that set them on a path that might have long-term consequences, entirely due to the unconscious biases of the teacher. In this case, the bias was based on class, but biases having to do with race, ethnicity, religion, gender, or even language could just as easily influence the path students are placed on, creating a self-fulfilling prophecy; Low expectations lead to fewer learning opportunities, which lead to poor outcomes. So, here is the million-dollar question: *How many teachers allow their biases to determine students' scholastic achievement?*



I think about this a lot when it comes to my upbringing. When I share my story, most people cannot believe that I was able to work as a civil/mechanical engineer for seven years and later as an educator. During my time as a K-12 student, those careers were not presented as options for me. As a young child, I was hyperactive and had a difficult time adhering to classroom rules that encouraged conformity to Eurocentric standards of sitting still and learning quietly, versus my cultural norms of learning through movement (Kunjufu, 2010). Educators focused more on my behavior than on my academic abilities. And when they did look at my academic work, they focused on *how* I did it, not whether I did it well. For example, when I was given a multiplication problem like 37×16 , I would double the 37 and half the 16 and turn it into 74×8 , then into 148×4 , and then 296×2 . This was much easier to multiply, and it led to the correct answer: 592. Teachers did not like it when I did that sort of thing, however. I learned early on that autodidacts are not welcome in school. Fortunately, I believed in myself.

Making meaning in trauma

According to Holocaust survivor Viktor Frankl (1946), "If there is a meaning in life at all, then there must be a meaning in suffering. Suffering is an ineradicable part of life, even as fate and death." When a drug epidemic engulfed my community in the late 1980s, I was traumatized, watching my mother, my uncles, my brothers, and my friends' mothers struggle with this new merciless, and unforgiving thing called "crack." My teachers did nothing to help me understand my suffering, but

eventually, I found my way to make sense of things. As Tupac Shakur (1995) put in his undying song, “Dear Momma,” “I hung around with the thugs, And even though they sold drugs, They showed a young brother love.” Plus, as I spent time with my homies, hanging out, and watching movies like *Menace II Society*, I taught myself a lot about mathematical conversions. For example, marijuana was measured in pounds, and cocaine was measured in kilos. It didn’t take me long to figure out the relationship between these two different systems of measurement. Mr. Hodgson, my science teacher, was shocked by how quickly I could convert grams into ounces into pounds. Living in a crack house had some educational benefits.

Cultural lessons

Not by choice, the drug culture was my culture and its particular sociocultural beliefs and practices – such as “no snitching,” hyper-masculinity, hustling, never writing anything down, and doing numbers in your head – helped shape me. Growing up around adult addicts and teenage drug dealers played a central role in my approach to life.

Little did I know that this trial by fire would equip me decades later with the necessary compassion and empathy toward others needed to be an educator. I understand high school bullying because I was bullied verbally. I understand hunger because most days in high school I only ate once a day. I needed to go to the dentist; I needed a haircut; I needed a coat, shoes, and a jacket. Being able to see my mom, other moms, dads, and close friends struggle with addiction and being near the dealers allowed me to see that both sides were being oppressed and the schools and teachers were silent on the matter. So, I did not objectify them because I understood the struggle.

The books I was reading in school, such as *Lord of the Flies* and *The Old Man and the Sea*, simply did not help explain my reality. They addressed struggle but not my struggle. I could relate, somewhat, to Tom Robinson from *To Kill a Mockingbird* and Holden Caulfield from *The Catcher in the Rye*. But I was well aware that my school wasn’t teaching me much that helped make sense of my world, beyond occasional lessons about slavery and the civil rights movement.

It turns out that there was a lot I should have learned. Little did I know that the sentencing policies of the “War on Drugs” era caused an exponential growth in incarceration. In the 1980s, the number of people in jail increased by 500%, which can be attributed mostly to changes in sentencing guidelines, not an increase in criminal activity (Alexander, 2010). For the most part, my teachers were not prepared to discuss such issues. Fast forward 15 years or so, while earning my teacher certification, my classmates and I had no opportunities to learn about poverty and dysconscious racism (i.e., the racism that accepts white standards as the norm; Brownlee, 2020; King, 1991). Nor were we encouraged to confront the xenophobia and ethnocentrism embedded in the curriculum, largely because of the teaching profession’s cultural homogeneity of white middle-class customs and mores.

You can say that, yes, I made it. I have a doctorate. But I am lucky. Poverty, imprisonment, and racism are tangled together in the United States. Ample research evidence shows that poverty is both a cause and a result of incarceration. We often do not think of teachers perpetuating this cycle

– but that is what they do when, as Rist described in 1970, they allow their biases, even if unconscious, to shape their expectations and drive their instruction.

Self-fulfilling prophecy vs. Pygmalion effect

Educators and activists who are reading this, please hear me. We have tremendous power to influence and impact young minds, adults who are seeking career development, and first-generation students seeking to uplift their families and communities out of poverty. I suggest, as educators, we turn the negative self-fulfilling prophecy on its head in favor of the Pygmalion effect, a term that refers to the phenomenon in which the greater the expectations placed upon children, students, or employees, the more they achieve.

So, in limited words, teachers can be emancipators or captors – what power to have unchecked! How we view students could have either a highly uplifting or deeply damaging effect on a child's success in the classroom and beyond. School districts develop their own cultures, and we need to make sure that these cultures focus on understanding and encouraging students. Positive expectations influence students' performance positively, and negative expectations influence students' performance negatively. How we see students will have an impact on their success. So it starts with us.

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*This article appeared in the March 2022 issue of *Kappan*, Vol. 103, No. 6, pp. 56-57.

Easy Practices to Support Emerging Leadership in New Teachers

Becky Garske – Member-at-Large

Professor & Coordinator, Early Childhood Education – Mott Community College



One of the unfortunate lasting effects of the COVID -19 pandemic is the exodus of experienced professionals in education. There is a mass shortage of teachers in both early childhood education programs and K-12 school systems across the country. An unintentional consequence of this is the simultaneous loss of leadership in the profession. When teachers are supported and encouraged, they tend to feel valued and to see themselves as leaders in the field and therefore are more apt to remain in the profession. It is important for those who have more experience to share their expertise with those who are in the beginning stages of their careers. Below are easy strategies we all can do that encourage and support new education professionals in becoming the strong future leaders our profession needs.

1. **Networking:** create opportunities for new teachers to spend time with more experienced teachers and build supportive relationships. When teachers are invited to join and engage in professional organizations, they feel valued and empowered to hone their own emerging leadership skills. One way to do this is to ask a co-worker to join you to attend a professional organization meeting with you or arrange to hold a meeting in your building and encourage co-workers to attend and network with others in the field.
2. **Professional Development:** all teachers need opportunities to share their knowledge as well as continue their own learning. It provides them with ideas and renewed energy to continue when times are difficult. Invite colleagues to attend local, state, or national conferences and workshops with you and if possible, offer to sponsor their registration fee for an upcoming event.
3. **Community of Practice:** Form a Community of Practice with the teachers in your building or community. Take this opportunity to conduct a deep dive into a particular book on pedagogy or social issues impacting education or the children and families in your community. An example might be for teachers across your community coming together and sharing lessons learned from going remote during the pandemic.
4. **Mentorship:** volunteer as a mentor or coach to a new teacher in your building or community and share your expertise with them. Share your knowledge as a presenter in conferences, accept invitations to participate in community initiatives that advocate for education issues, students, teachers, and schools.

Taking time to network, engage and support teachers reduces the sense of isolation that many new teachers feel during their first few years in the field. Through these simple acts, seasoned teachers can help create new educational leaders focused on building community, encouraging a culture of ongoing improvement and inclusivity.

Fostering Reading: Supporting the Educational Journeys of Ohio Foster Youth

Evette Harrell
AYA English Education – Class of 2023, Miami University

College students around the state are supporting foster youth in a new partnership. Fostering Reading, a virtual tutoring program that began in January 2021 under the guidance of Miami University educational psychology professor Dr. Leah Wasburn-Moses and undergraduate researchers, is growing into a statewide initiative that is supporting the needs of both Ohio foster children and future educators.

Last spring, with the assistance of Hope's Closet, a nonprofit supporting foster care, the Fostering Reading pilot program provided free virtual reading tutoring for 15 southwest Ohio elementary age foster children by pairing them with 15 teacher education majors at Miami University. Research showed the tutoring relationship produced academic and emotional benefits for both foster children and college student tutors. Participants all saw evidence of increases in the tutees' skill level and content knowledge, and tutors overwhelmingly reported feelings of fulfillment with the relationship they made with their tutee.



Evette Harrell and Dr. Leah Wasburn-Moses

Foster youth said their “tutor helped a lot and helped [them] become smarter,” they “felt more confident in their ability to do their work,” and they “really liked [their] tutor and missed them.” Tutors experienced many of the same thoughts and feelings, one tutor remarking that she was so happy to see her tutee gradually become more “excited to do the problems...open up to [her] a lot more...and actually enjoy hanging out.”

Fostering Reading has since expanded, with the sponsorship of Miami University and the M.I.A.M.I. Women Giving Circle, an organization that has granted around \$450,000 to projects at Miami University that are affecting change. Through this grant, foster youth around Ohio have been matched with community college tutors for reading tutoring with the help of Paige McClain at [Hocking College](#), Carla Rhoades at [Cincinnati State College](#), as well as Kara Walsh and Marti Blackburn from [Zane State College](#).

The goals for the future are to continue scaling up Fostering Reading with the help of the training website (<https://wasburh.wixsite.com/fosteringreading>) and support the development of similar programs by teacher educators. The training website includes curriculum resources for tutors, as well as tools for reading assessments, lessons, and activities.

“This project is a win-win...it serves our foster youth, and it serves our future teachers,” said Dr. Leah Wasburn-Moses, educational psychology professor at Miami University and founder of Fostering Reading. “In teacher education, it’s so important to make connections with students and to learn about trauma-informed teaching. With foster youth, making a connection with a trusted adult is a big resilience factor.”

Clear Definitions and Strong Equity: Considerations for Continuous Improvement

Lennon Audrain, Ed. M - Member-at-Large
Ph.D. Student, Arizona State University



As the number and proportion of students of color in the United States continue to rise, it will be essential that teachers are trained with the knowledge, skills, and dispositions necessary to meet all their needs. Teacher education will need to reconsider how to train their teacher candidates to make space for diversity and belonging and to teach with an equity and social justice lens in their classrooms.

One of the first considerations teacher preparation programs can take toward incorporating diversity, belonging, equity, and social justice is to define their terms. As Grant & Agosto (2008) note, “a definition of social justice is rarely included in teacher education policy statements, practices, or the expectations for teacher candidates” (p. 194). Indeed, while their writing is aimed at social justice, often, teacher preparation programs do not define their other terms, either. Defining these terms, used in statements, and acting as promises and commitments, are necessary to clarify expectations for teacher candidates, teacher educators, and the community in which teacher candidates are being prepared because these terms can mean different things in different contexts. In your teacher preparation programs, it will be essential that you tease and parse these words and what they mean and clearly convey them to stakeholders.

Another consideration is how your program is incorporating what Cochran-Smith et al. (2017) call “strong equity.” Strong equity acknowledges that there are multiple in- and out-of-school factors that influence achievement, including the intersections of “historical, economic, social, institutional and political systems” (p. 4) that create inequitable access to teachers. Shifting away from the idea that schools are panaceas and can fix inequity, strong equity recognizes that policymakers and other social movements at the aforementioned intersections will be vital to transforming our education system. As you think about your teacher preparation program, how is it both acting in and portraying a strong equity perspective? How is this made clear to stakeholders?

Changes like these are both programmatic and systemic and will not happen overnight. These changes will not be linear. And changes like this are both a process and a goal (Bell, 1997). Because it is always changing, it is difficult to measure. That is why collecting multiple forms of evidence from stakeholders—quantitative evidence, such as surveys, and qualitative evidence, such as interviews and open-ended questions—can help to set your teacher preparation program up for continuous improvement that is preparing teacher candidates to meet the needs of *all* learners.

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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 or visit nacctep.org.

Highlighting a NACCTEP Partner Organization: National Association of State Directors of Teacher Education and Certification (NASDTEC)

*Troy Hutchings, Ed.D.
Member-at-Large – Partnerships & Collaborations
Senior Policy Advisor, NASDTEC*

Since 1928, NASDTEC has served as a membership organization representing state departments of education and professional standards boards/commissions that are responsible for the preparation, licensure, and discipline of K-12 educational personnel. Jurisdiction members include all 50 states, the District of Columbia, the Department of Defense Education Activity, Guam, and the Canadian province of Ontario. Associate members include constituent organizations with an interest in the preparation, continuing development, employment, and certification of educational personnel.¹



While NASDTEC collaborates on the national level with many education organizations, including NACCTEP, I would like to highlight three specific NASDTEC initiatives that speak directly to the organization's mission as related to educator licensure and professional ethics:

1. The **NASDTEC Interstate Agreement** facilitates the mobility of educators among the states and other jurisdictions that are members of NASDTEC and have signed the Agreement. Although there may be conditions applicable to individual jurisdictions, the Agreement makes it possible for an educator who completed an approved program and/or who holds a certificate or license in one jurisdiction to earn a certificate or license in another state or jurisdiction.
2. The **NASDTEC Educator Identification Clearinghouse** is the national collection point for professional educator discipline actions taken by the fifty states, the District of Columbia, U.S. Department of Defense Educational Opportunity schools, and Guam. NASDTEC, through the Clearinghouse maintains a database of all disciplinary actions reported by NASDTEC members and disseminates this information to all participating NASDTEC jurisdictions. The goal of the Clearinghouse is to provide each NASDTEC member with a notification of an action taken against the certificate/license of an educator by other member states/jurisdictions and in doing so, to protect the interests of children served by the professional education community within the United States and beyond.
3. NASDTEC facilitated the development of the professions only unified code of ethics – the **Model Code of Ethics for Educators**. Between 2012 and 2014, NASDTEC organized a series of purposeful initiatives – symposiums, surveys, webinars, presentations, meetings with professional organization partners – to affirm the need and assess the support for the development of a professional code of ethics.

In the spring of 2014, professional educational organizations selected a diverse and representative group of P-12 stakeholders from across the country – practicing paraprofessionals, teachers, school

¹ <https://www.nasdtec.net/page/About>

administrators, district superintendents and state department of education officials from around the country – to serve on the MCEE Task Force. After numerous face-to-face and virtual meetings, the MCEE Task Force disseminated a draft edition of the code for public comment in February 2015. Based on the feedback it received, the final draft of the document was unveiled at the National Press Club in Washington D.C. on June 25, 2015.

NASDTEC continues to develop MCEE resources and thought leadership in the field of educator professional ethics.

Calling all Education professionals... we want to make sure to share that the upcoming NACCTEP's 2022 COVID, Community College, and Teacher Education Panel Discussion is FREE! Come hear from four Education Professionals and participate in discussions about what new practices (post-COVID) they have found beneficial in their role and how they have positively impacted their current work in preparing quality teachers.

Don't miss out on these valuable discussions with the following panelists:

Dr. Lewis "Andrea" Brownlee, Mesa Community College

Dr. Jacob Ashby, Frederick Community College

Camille Catlett, The University of North Carolina at Chapel Hill

Theresa Robinson, Community College of Baltimore County

Secure your spot today!

<https://www.nacctep.org/2022-spring-panel-discussion.html>



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>

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COMMUNITY COLLEGE
TEACHER EDUCATION PROGRAMS**



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- National Lobbying and Advocacy
- Ambassador Program
- Annual Conference

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