
A Message from the Executive Director

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

NACCTEP Needs You in Baltimore!



I don't know about you, but I am, and have been, excited, about the work that's going on within our community college teacher education programs. Since taking this role as your Executive Director four years ago, NACCTEP has seen a huge shift in the number of partnerships developing between our four-year partners, national educational associations, and within legislative policy. We must be intentional with this momentum as we forge ahead with these opportunities within our states and at the federal level.

The first way that you can participate is by joining your NACCTEP partners at a pre-conference session on February 28th, in Baltimore Maryland (full conference details later in newsletter). NACCTEP has planned a four-hour pre-conference session, "[Preparing Community College Educators to Have Open Conversations on Equity and Social Justice in the Classroom](#)." Attendance at the Pre-conference is FREE, that's right no charge to our NACCTEP members. We'll have a keynote speaker who has promised our group a hands-on session that will be interactive and enlightening for you as an instructor and for your entire program.

Immediately following the pre-conference we'll have a reception and opening event with the four-year partners from AACTE. That's right, come join us for conversation and relationship building with other higher education partners who are interested in collaborating with community colleges so that we can ensure a "day one ready" candidate in the PreK-12 classroom.

Finally, join us for the AACTE 70th Annual Meeting where they've planned a strong conference focused on educational issues that will impact each of our programs. For years, we have cried out to be "at the table" when it comes to education and the time for this is now! **The cost to attend the AACTE conference is the same for NACCTEP members as AACTE members – that's right, AACTE wants us to join forces and they are standing behind their commitment to bring all of us together in the same room, to talk about the needs of ALL students.** I've said it before and I'll continue to say it, we cannot discuss equity and access within education, without seeking to include higher education and the needs of our non-traditional student population.

I hope that you will join us at this event. We need your voice and presence if we are going to continue this momentum. We'll have some free swag at the event and I have the pleasure of providing the keynote address with the Executive Director for AACTE; a first for two and four-year programs. I would love to have you join us so that I can look out into the crowd and see a few familiar faces that support our cause.

Each of you are appreciated.

Sincerely,
Kim Tobey
Executive Director, NACCTEP

California Educational Institutions Collaborate to Advance the Teacher Preparation Pipeline

*Megan Kaplinsky, MA
Associate Professor - Reading Department
Club Co-Advisor – Future Teachers Club
Long Beach City College*

As the nation faces a critical shortage of teachers, teacher education programs struggle to meet the workforce demand. California's crucial shortage areas include mathematics, science, special education, and bilingual education. Recent state legislation has shaped the state's response to the crisis. While State Assembly Bill 19 (known as the California College Promise) has allotted funding to pay for the first year of course fees for community college students, Proposition 58 lifted restrictions prohibiting instruction in languages other than English in classrooms. California educational institutions have responded to address this landscape in various ways. State Universities now may approve bilingual authorizations for teachers to be able to teach in dual language classrooms as well as having created unique credentials such as the Urban Dual Credential which blends a multiple subject credential with an education specialist credential for both general education and special education classroom teaching. Community Colleges are setting up College Promise programs and increasingly offer new Associate Degrees for Transfer in Elementary Classroom Teaching.



At the front of the California College Promise movement lies Long Beach City. Close ties between their educational institutions, built by a long history of partnering in this close-knit city, have allowed Long Beach to embark on a mission to create streamlined pathways between the local TK-12 school district, Long Beach Unified, Long Beach City College, and California State University, Long Beach that lead to college readiness and career opportunities. Fueled by the Governor's Award for Innovation in Higher Education, these ties were strengthened. Supported by the award, workgroups formed to strengthen these partnerships in various pathways, including an Education Pathway, which strives to better identify, recruit, and educate future teachers to enter local classrooms to address California's teacher shortage.

Utilizing the principles of Design Thinking, the Education Pathway Workgroup looked into addressing the strengths and needs of our cross-institutional pathway for future teachers. What stood out is the idea that students in the high schools lack a clearly defined pathway to become an educator, with the exception of one site which features an academy focused on education. In order to identify students who may wish to look into teaching as a profession, the team helped to foster the creation of Future Teacher Clubs as part of Educators Rising. Working with the Long Beach City College Future Teachers Club and California State Long Beach's Liberal Studies Association, the Education Pathway Workgroup has created shared events such as field trips and outreach events in addition to assigning current California State Long Beach liberal studies students as club mentors to partner with high school and city college student clubs. The establishment of student clubs served as a first step in understanding student needs. Currently,

the workgroup is looking to offer dual-enrollment opportunities for students to provide early exposure to fieldwork opportunities as well as increasing the education courses offered at the community college level to better prepare students for transfer.

An encouraging movement in California is the changing view of the teaching profession as a Career Technical Education pathway. Formerly, teacher education has been viewed as solely a transfer pathway. However, the California Community College Chancellor's Office has recently called for regional partnerships of community colleges with teacher preparation programs. Long Beach City College, part of the TEACH Los Angeles Regional Collaborative, has applied for an Education Futures Incubator Grant to develop their teacher preparation program. Additionally, the college applied for Strong Workforce Program direct funding for the launch of their program. Although their California TOP Codes (state level codes used for data collection/reporting of programs and courses) are not CTE codes, the state is working on a major revamping of codes that is likely to consider teacher preparation as an approved CTE pathway. This is a major shift in the funding of teacher preparation, and will help California Community Colleges to better address their critical shortage of highly-skilled educators. Model community colleges, such as Cerritos College, serve as regional leads offering a variety of customized pathways for community college students including Associate Degrees for Transfer, stackable CTE certificates, as well as partnering with numerous TK-12 districts and CSUs. In addition to regional collaboration and close partnerships with the Long Beach College Promise partner institutions, Long Beach City College aspires to launch their teacher preparation program in the next year and offer an Associate Degree for Transfer in Elementary Classroom Teaching.

Tips for Transfers

Christina Harrod

NACCTEP Student Board Representative



My younger sister (shout out to her on her birthday when I am writing this) introduced me to a TV show that is pretty popular among my nerdy friends, *Doctor Who*. Rather than starting chronologically, she sent me into the series with Season 3 | Episode 10 “Blink.” This episode, along with the saying my mom keeps telling me, “hindsight is 20/20,” has me reflecting upon recent events in my life that led me to where I am on the way to becoming a teacher, but more importantly, would I have done things this way if I knew how crazy it would be? Sometimes that’s part of what keeps you interested - being thrown into the madness without any chronological order and finding a way to make something out of it.

What made me choose Special Education?

People. Specifically, my pediatrician, my 3rd grade teacher, and my mom. Dr. Michael Gerald, “Doc Mike”, truly was a superhero for me. He passed away recently but his legacy and love for Spider-Man lives on. He and his wife adopted over 50 children with different levels of dis/abilities, but most people know their family by the individuals diagnosed with Down’s Syndrome. My mom would invite a few of them over to my family’s gatherings when we lived in Miami. Whether for an Easter-Egg hunt, Thanksgiving dinner, Christmas gift exchange, or Saint Patrick’s Day, my mom would always make them feel like part of our family. My third grade teacher was another major factor in my career choice as she had such a tremendous impact on my childhood. She was supportive of my family during our most difficult years as we were recovering from a chaotic divorce. Her passion and care for each student as individuals - no matter how much trouble they caused - has always stuck with me. Even now, I think about how something as simple as providing cereal on the day we had our state assessments to make sure we all had full bellies before taking the test can leave such a strong impression on a student. My mom was my first teacher and she definitely influenced my decision to become a SpEd teacher as well. I didn’t see teaching as a career at first because I was homeschooled through second grade and always assumed that that was the norm and just part of being a mom. While all mothers naturally teach their children lessons in life (regardless of intention), my mother has always been an advocate for her children, including those of us with ADHD such as myself. I want to teach my students to become self-advocates just as my mother continues to teach me.

In the spirit of passing on knowledge, I would like to offer a few tips to anyone *looking* (pun intended) into a teaching career.

1. Open your eyes - you’d be amazed by how far you’ve come and what you know now if you just stop to recognize your success. Think back to when you were in elementary school, what ambitions did you have then? How have they changed?

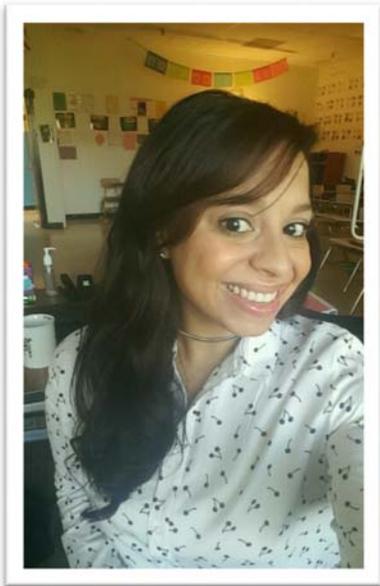
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2. Look (it) up - it's important to study and all that, but also make sure you take time to look up from your phone/textbooks/computers and enjoy the time with the people around you. They are an intricate part of your support system. If you get the chance, [read this article called "Find Your Marigold."](#) My first instructor at the University of Northern Colorado Center for Urban Education, Jessica Hovland, read it to our class and it gave me enough push to keep going. If you look around at all the resources available to you, you will be sure to succeed.
 3. Always look to the future - do not be afraid to ask questions. It was like a wild goose chase going back and forth between my community college and my transfer university to make sure that I had all my ducks in a row for graduation. There were so many times I felt like giving up, but I kept my eyes on the prize and focused on the fact that I need my license to teach if I want to get in my own classroom.
 4. Rest your eyes - getting sleep is super important. To that note, take care of yourself. If you can't care for yourself, you can't care for others. Your students need someone who is excited to help them, but if you're burnt-out by the time you graduate, you might not be very helpful to them.
 5. Don't blink - time flies! Don't just close your eyes and avoid the problems that you find yourself struggling to manage. Making lists can help you accomplish tasks in a timely manner while staying focused on your more important goals and remembering to reward yourself for the steps it takes to get there.

References:

- Gonzalez, J. (2013). *Find Your Marigold*. Retrieved from <http://www.jennyray.net/uploads/1/2/9/7/12975776/find-your-marigold.pdf>
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Alumni Connection: Reconnecting with Community College Graduate & Educator – Ariana N. Peralta

***Submitted by Jennifer E. Gladis
NACCTEP Executive Assistant***



Ariana Peralta’s journey to becoming a high school Spanish teacher began with the decision to return to [Montgomery College](#) (MC) as a young single mother of two. The thought of going back to school in those circumstances seemed nearly impossible, but the appeal of a small college with small class sizes and an affordable program that would be transferable to the [University of Maryland](#) (UMD) proved the perfect choice. At MC, Ariana encountered caring faculty who would go above and beyond for her and their other students to support them in getting and staying on the right track towards their goals. She credits Dr. Baca’s Education 101 course with beginning her love for teaching and changing her life.

After graduating from MC, Ariana transferred to the UMD where she obtained not only a bachelor’s degree in Spanish, but continued on to complete a Master’s of Education before beginning her career as a middle school Spanish teacher at a high needs school. Through that experience, Ariana made the decision to work at a diverse, high needs high school where she feels she can make even more of an impact.

While Ariana admits that at times the job of teaching can be very stressful, it is the reward of hearing that she’s made a difference in students’ lives that makes it worthwhile. She credits her education with teaching her the importance of good work ethics and to be a teacher that students can trust and feel safe around. Ariana feels the most valuable information she learned was to not think of students as just another grade in class or as a statistic, but to realize they are people and some may have experienced trauma or other circumstances that can impact their behavior and academics. By showing students that she is there for them and cares about not only each of them, but also their lives, Ariana has made a real difference in her students’ lives. She learned these skills through both her community college and university experiences.

When asked what advice she would give to someone considering becoming a teacher and wanting to make a difference, Ariana replied, “Do it.” She cautioned that the differences educators make may not be something seen right away, but rather over time. Her final advice is, “to not be discouraged if you cannot change the world because changing the world starts with changing the minds and hearts of one student at a time.”

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

NACCTEP National Conference February 28th – March 3rd

The National Association of Community College Teacher Education Programs (NACCTEP) is excited to announce that it will partner with the American Association of Colleges for Teacher Education (AACTE) for its 2018 national conference in Baltimore, Maryland.

NACCTEP will host a FREE workshop for all of its members and a combined reception for our two and four-year partners on February 28th and then we will participate in a joint conference with AACTE from March 1-3rd. NACCTEP members pay the same conference registration cost as AACTE members!

For more details please visit the following link at <https://nacctep.weebly.com/2018-pre-conference.html>

Final Notes:

Keep an eye out for an announcement regarding a need to recruit local two and four-year partners to conduct research related to the completion rate and success of students who transfer from our community college programs into four-year partner institutions. More information coming soon.

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!