



## NATIONAL ASSOCIATION OF COMMUNITY COLLEGE TEACHER EDUCATION PROGRAMS

### *A Message from the President*

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Hello and welcome to a new academic year! It is my pleasure to serve as your NACCTEP president. This year we have some wonderful opportunities on the horizon. The board is navigating new relationships with other associations to strengthen our ability to advocate for teacher preparation programs and better support our members. Given the new teacher preparation program regulations within Every Student Succeeds Act (ESSA), it is essential that we create a strong voice. As an association, we must clearly articulate the importance of teacher preparation programs at the community college level. There is no other pipeline for the creation of teachers that is as effective as ours. We produce teacher candidates from all types of ethnic, racial and socio-economic backgrounds.

We make college accessible for non-traditional, career changing and first-generation college students. When someone mentions a Grow Your Own program, in many cases, that is our mission. As NACCTEP members, we need to communicate this information better to our state government officials so they understand the unique ability of community colleges to recruit, educate and support teacher candidates that reflect their native populations.

In addition to a stronger national voice, I would like for our organization to renew its focus on grants, specifically providing training and mentoring for members looking to expand into this arena. Often community colleges are asked to participate in grants, but rarely are we initiating grant writing projects. I would like to focus on members sharing their experiences as leaders on grants, more grant writing research training, as well as grant writing mentorship opportunities.

While we all tend to spend most of our energy in the trenches, teaching future teachers, I want to work at telling our story better next year. We have amazing alumni. This morning for example, I dropped off my children at school and observed one of my former students leading her kindergarteners to class. I can't express how wonderful it is to see a former student grow into a successful teacher. We need to start making the time to tell these remarkable stories of success. These stories are not just for our administration to better understand the strengths of our programs. They are actually much more important for our future students to hear. We need to inspire that first-generation college student to consider becoming a teacher. By sharing these alumni stories, we begin to inspire future students to consider a career in education.

Over the next few months, we will continue to move forward on the initiatives presented by not only by board, but our ambassadors and members. Please know we are always interested in your ideas. Our goal is to continue strengthening our association by increasing our membership and creating more collaboration among our regions within NACCTEP. If you have a comment or suggestion, please email us at [nacctep@riosalado.edu](mailto:nacctep@riosalado.edu). We value your feedback!

A handwritten signature in black ink that reads "Carol Billing". The signature is written in a cursive, flowing style.

Carol Billing, President



## NATIONAL ASSOCIATION OF COMMUNITY COLLEGE TEACHER EDUCATION PROGRAMS

### *A Message from the Executive Director*

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Welcome to the new academic year and thank you for your continued commitment to educator preparation and community college students. Let's be honest for a moment, at NACCTEP we are highly aware of some of the financial struggles within our systems, concerns regarding declining enrollment in teacher preparation, and that ever-present conversation around the idea that we must continue to do more with less. Therefore, our goal at NACCTEP has been and continues to be the centralized organization that brings our vision and mission together under one proverbial roof. Now more than ever, it is essential to continue your membership within the organization so that we can actively advocate for new programs, pathways and partnerships that will benefit all of our institutions. I would strongly encourage you, if you haven't done so already, to submit your membership for the upcoming year and share with our team your needs so that we can adequately address them during our conferences or within our national level meetings.

Proceeding is a list of projects that NACCTEP board members, ambassadors, or the executive team have been involved with in just in the last six months. This is not an all-inclusive list but a strong representation of our involvement at the national level:

**OregonTeach** - Community colleges across the state of Oregon are actively seeking to formalize articulation agreements with universities in an effort to save their students money, ensure a seamless transition, and decrease the duplication of coursework once a student transfers. Additionally, we are working to provide support and direction related to expanding program offerings such as conferring degrees or designing 90/30 models which include an additional year of education coursework at the community college level; this conversation will talk place after the articulations are fully designed and accepted by four-year programs.

**American Association for State College & Universities Education (AASCU)** -Taskforce on Teacher Preparation. NACCTEP has been fortunate to have Dr. Jolanda Westerhoff serve on its Executive Board and share her wealth of knowledge related to state schools and educator preparation programs across the country. This summer our organizations actively worked together to discuss the current needs of higher education and how partnerships can be enhanced between two-year and four-year programs. The task force consisted of about 12 representatives (presidents, provosts, program experts and thought-leaders – all with the goal in mind of unifying our voice; creating a survey around the essential needs of quality teacher preparation.

**TX – NACCTEP** – For the last three years the NACCTEP board has discussed the concept of creating state-run chapters; believing that strength comes in numbers and consistent messaging. Therefore, thanks to the efforts of Fay Lee, Lisa Hill from Lone Star College and few other faithful members, we should have our first state-chapter meeting during the month of September. Our vision for this group is to have them share best-practices associated with building a local organization and then leverage our state-chapters to create change within their state; to formalize the needs of our programs from a more local perspective.

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*Kimberly (Kim) Tobey serves as the Director of Community Partnerships -Educator Preparation Field and Student Teaching Experiences of Rio Salado College and the Executive Director of the National Association of Community College Teacher Education Programs (NACCTEP), both in Tempe, AZ.*



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More information will be forthcoming. We plan to offer webinars and workshops in the near future to encourage participation from other colleges across the country.

Once again, we can only represent our community college programs if we have your input, membership and partnership. I am excited about the strategic plan implemented by Carol Billing, our new president, and look forward to our national conference in the beautiful city of [San Francisco](#). You won't want to miss this transformative conference!

Kim Tobey, Executive Director

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## WHAT FIRST YEAR TEACHERS SHOULD KNOW BEFORE THEY GET TO THE CLASSROOM!

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**A**s I reflect back on my first year in the classroom I am left to the simple thought of, “Why didn’t I learn any of these skills in school?” I mean, sure I had a great experience while I was working on my bachelor’s degree in education. My instructors were great and the hands on experience was a great preparation to what I should have expected when I gained my own classroom full of students, but still there were some lessons that were missed or glossed over with research and theory. Fast forward 4 years later to my first year in the classroom and I can tell you my experience was exciting and overwhelming all wrapped in one, but I wouldn’t trade any of it for a million dollars, ok maybe I would trade some of it for a million dollars! My first year was a 8<sup>th</sup> grade science class full of students from the same community (this could be an advantage and a disadvantage...but that’s a story for another time), and although my principal was great in helping get whatever I needed; she still had a budget which was not as large as some of the surrounding schools. As I entered into my second year of teaching I was asked to help mentor new incoming teachers...can you believe it? I was being asked to share my insights (trials, tribulations, and successes) to new teachers in the field and I was still fairly new myself...I guess you can say I did something right to be noticed, or at least I SURVIVED my first year and was bold enough to sign on for another year. As I began the mentoring process I can remember saying the following to my mentees prior to the first day of class:



1. **You’re a Student:** Yes, you’re the teacher and the students are always going to be looking to you to know all the correct answers, but you always have to keep in mind your students are ever changing “beings” with personalities that can change at the snap of a finger...it’s up to you to keep up with those changes. It’s also up to you to stay up to date with the current trends that effect your students learning process this includes: research in the field, fashion and music trends, and trends within the community and across the globe. Remember students are affected by what’s around them and if you want them to learn key concepts then you have to keep your lessons up to date and current...real world relevant. With this being said you will find yourself continuously learning. I can remember having to print a dictionary of text codes just to be able to keep up with my students lingo...I know your probably saying, “text codes aren’t standard English and you should be teaching standard English” your right, but to get the students to use standard English I had to compromise and show them that I was willing to learn their lingo, and at times use their lingo...if they would give me the same respect and learn and use my lingo.
2. **Be Flexible:** Students constantly change, the world around them is constantly changing, and you have to change with both. Being flexible doesn’t show weakness in teaching style or strategy it shows that learning is taking place in a different way. Howard Gardner said it best, “Anything that is worth teaching can be presented in many different ways. These multiple ways can make use of our multiple intelligences.” The key is be flexible in your instructional approach and keep in mind that your students are all unique and different, and they may not understand what your teaching the way your teaching it...which is ok, you just have to be willing and open to finding another way to reach your students.

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3. **Management is the Key:** Yes, I know I said be flexible, but you also need to have strong classroom management. Keep in mind that poor classroom management creates a poor learning environment. The key is to allow your students to help in creating classroom expectations, and consequences...by doing this you will be showing students that they have value in the classroom and in the way the classroom is ran. They are also saying that they understand your expectations of them and if they mess up they understand the consequences to their actions, especially because those consequences are consequences they helped developed. Once you have created the expectations and consequences **STICK TO THEM**...don't negotiate or create new rules, stick to what you have in place. I have seen teachers try multiple management strategies over the course of the year, and in the end the student sees an ill-prepared teacher that they can run over...creating an unpleasant environment for both you and the student.
4. **Ask for Help:** Whether you're a veteran teacher or a new teacher there will come a time when you just can't figure something, or someone, out...don't be afraid to ask for help. In our world...the world of education...we collaborate on just about everything and why should this be any different when you stuck trying to figure out a problem happening in your classroom with your students? Always remember if you don't ask people won't know you need help, or how to help you.
5. **Have Faith:** There will be days when you just want to throw in the towel and walk away...You have taught your soul out and the students just don't get it, that's ok! We all have those days. The key is to have faith in what you're doing and in yourself. Go to work every day with your head held high and show your students that you're confident in what you're doing...when students see your confidence they emulate that confidence in their work and in themselves. A great cartoon to show Bandura's Social Learning Theory: ↑



Teaching can be a stressful profession, but the key to teaching is to create an environment that students want to be in, and to be the teacher that students enjoy and respect. If you can create this harmonious balance you will find that the good days outweigh the stressful days, and signing the contract for another year will be a joy.



## NATIONAL ISSUES: CCSSO'S NETWORK FOR TRANSFORMING EDUCATOR PREPARATION

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In 2013, the Council of Chief State School Officers (CCSSO) formed the [Network for Transforming Educator Preparation \(NTEP\)](#) giving states the opportunity to work together to activate key policy levers around licensure, program approval, and data as they sought to transform [educator preparation](#) at the state level. Aligned to recommendations outlined in the Chief's report, [Our Responsibility, Our Promise](#), these policy changes promote the development of a quality teaching force by ensuring that all teacher candidates entering their first classroom are prepared to positively impact achievement for all students.

The network, which began with 7 states (Connecticut, Georgia, Idaho, Kentucky, Louisiana, Massachusetts, Washington) and grew to 14 in November 2015 (California, Delaware, Missouri, New Hampshire, Oklahoma, South Carolina, Tennessee, Utah), incubates and informs strong policies that promote the continuous improvement of educator preparation programs and build structures for collaboration across P-20 stakeholders.

A key feature of NTEP is its ability to cultivate cross-state sharing that promotes effective design and implementation of policy throughout the network. With three national convenings each year, states bring together their core team members representing preparation programs and state agencies to work alongside other state teams in creating clearly articulated action plans that align with each state's overarching theory of action. These meetings also provide important opportunities for states to connect with national organizations, like the National Association of Community College Teacher Education Programs (NACCTEP), and experts from the field who bring relevant experience and research to the educator preparations reform efforts.

At a time when many states are looking to manage emerging teacher shortages and declining enrollment in educator preparation programs, the network provides added support to participants by establishing a coalition innovative policymakers committed to building preparation systems that maintain rigorous entry standards into the profession, while ensuring that the pathways available to future teachers meet the varied and diverse needs of high school graduates, career-changers, or recent college graduates. NTEP states remain focused on promoting quality while addressing the workforce needs of the state and individual districts. An example of this effort comes from Washington State where the Professional Educator Standards Boards (PESB) is supporting the approval of teacher preparation programs housed in community colleges. This fall, Pierce College in Puyallup, Washington will begin accepting applications from paraeducators interested in becoming elementary school teachers in Sumner, Clover Park, Steilacoom and Puyallup School Districts. The program will enroll candidates who hold an Associate Degree in Early Childhood Education, and will allow the candidates to be fully employed while completing online, evening and weekend coursework. Following the successful completion of the prescribed coursework, candidates will participate in a classroom-based residency where they will co-teach with a trained mentor teacher. The program is the product of growing interest across the country in "growing your own" teacher workforce and seeks to remove barriers for those interested in entering the teaching

profession. Furthermore, the state includes sees these programs as part of a larger effort to increase the racial and ethnic diversity of the educator workforce.

In looking ahead to end of year three, CCSSO remains focused on illuminating important lessons and progress from network states with the continued goal of informing future efforts to reform educator preparation. The hope is that states seeking to implement educator preparation reform policies will have a rich body of collected knowledge to call in shaping and designing their own policy and implementation efforts.

For more information on the Network for Transforming Educator Preparation, please contact Saroja R. Warner, Ph.D., NBCT, Director for Educator Preparation Initiatives at [saroja.warner@ccsso.org](mailto:saroja.warner@ccsso.org).



## WHERE ARE THEY NOW? CATCHING UP WITH OUR ALUMNI

*"There are no bad kids; just kids that can't express themselves."*

-Heather Leckey, Mesa Community College Alumna

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*I had the pleasure of catching up with Heather Leckey, who I met when she was enrolled in my foundations class at Mesa Community College in the fall of 2005. When MCC hosted the Maricopa Community Colleges annual Future Educators Conference, Heather emerged as a leader. She was instrumental in planning the conference and was amazing at organize her peers. Over the years we have kept in touch, which has been made infinitely easier thanks to social media. Last fall Heather agreed to be a guest speaker for two events held in the fall 2015 semester: as a guest panelist at both a film screening and a multicultural education conference. We met for coffee on a Saturday morning this past June.*

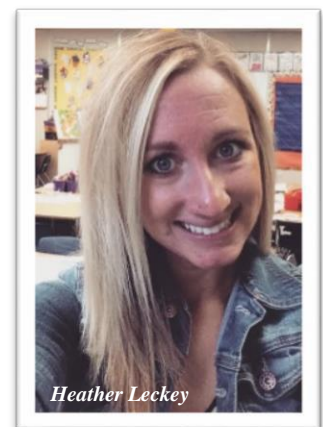
Heather attended Mesa Community College for three years and completed her undergraduate degree at Arizona State University. In 2009, she began her teaching career in Globe, Arizona where she taught for six years. Globe's four day school week helped her to pursue and obtain a Master's in Education from Grand Canyon University.

Heather's current teaching assignment is at an elementary school in Tempe, Arizona where 96% of the students classify as Title I eligible. Each student is offered free breakfast and lunch. Students wear uniforms and frequently take food baskets home on the weekends. They are able to "shop" for clothes on campus. The school makes the goal of college attendance a focus. Each classroom has a college they follow, and Heather's class has selected Ohio State.

Heather is currently seeking National Board Certification. She was inspired to do this by someone she met during her student teaching experience. Three years into her first teaching assignment, a staff member from the Arizona K12 center conducted an information session about the NBC process. Heather decided to go for it. While she acknowledges the NBC process is extremely rigorous and challenging, she believes the requisite reflective activities have been immensely beneficial as she has completed her first year in her current assignment. The reflective component has helped her maintain a positive attitude toward her students. As she states, "You can teach standards all day long, but unless you reflect on what and why you are teaching, the importance of why you are teaching is not as powerful."

I asked Heather to share her thoughts about beginning her education at a community college. Without batting an eye, she shared she felt was well prepared for ASU compared to her classmates who had gone straight to the university. A key for her was the collaborative group assignments and early field experience required in her foundations class.

In the future, Heather would love to see more national board certified teachers. She believes it is a good thought process for educators to better understand the choices and decisions they make. It causes one to carefully plan out each lesson, and to reflect on why certain choices are made. She believes that if more teachers were that deliberative and reflective, there would be more positives in public education. In her ideal world, more resources and time would be available to help teachers develop the reflective mindset.



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*Dr. Tawn Hauptli has been a residential faculty member in the Education Studies Department at Mesa Community College since 2001. She is a NACCTEP Ambassador for the South Pacific Region which includes California, Nevada, Arizona, and Hawaii.*



## FUTURE EDUCATOR: JOSE MAGAÑA, FUTURE BILINGUAL EDUCATOR

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My name is Jose Magaña, and I am a bilingual instructional assistant at Four Corners Elementary School. Beyond being an instructional assistant, I also have other responsibilities at the school. I'm the Positive Behavioral Interventions and Supports (PBIS) instructional assistant representative, and last year I led the school's 5th-grade math tutoring program. We expect to implement it again sometime this year. My goal is to become a bilingual classroom teacher, preferably for late

elementary; the skills I've gained in my position have been preparing me to do so.

I had taken a few classes to start my education to become a teacher, but the cost was a real barrier, and I had not made the progress I desired. When I heard about the [TeachOregon](#) program at Chemeketa, I was excited about the financial support and convenient schedule of classes. I realized I could take classes again, while working and reach my goal! I met with Cecelia Monto, Dean of Education and Humanities and received tuition assistance through TeachOregon. I took classes full-time in the summer, and got excellent grades! I am now taking two classes this Fall and preparing for the remainder of the year. I take classes in the evenings and this schedule has proven to be very effective. I really appreciate the tuition assistance I have received from TeachOregon.

After I complete all the courses at Chemeketa, I plan to transfer and get my bachelors in elementary/middle school education, and teach a variety of subjects. Because I am bilingual, I will be able to help students who speak both English and Spanish. I already do this as an Instructional Assistant and I will be even more helpful as a teacher.

NACCTEP is proud to highlight students who are beginning within one of our community college programs. We will continue to monitor Jose's progress and provide future updates.



## NEWS ALERT!!

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### NACCTEP'S 15<sup>TH</sup> CONFERENCE-SAN FRANCISCO, CA

Dear NACCTEP Community:

In preparation of our 15<sup>th</sup> conference in beautiful San Francisco, California NACCTEP wants to inform you about a few updates with the event. At this time, NACCTEP will not be offering membership with conference attendance. If you attended last year's conference in Chicago, you have automatic membership for the 2016-2017 academic year. For those who did not attend last year's conference, you can submit for membership renewal by visiting our conference [website](#). Payment options have changed as well, as ***we are only accepting payments via credit card or check***. Additionally, if you haven't registered for our upcoming conference, please visit our [website](#) to learn more about the conference venue. The deadline date to register is **Friday, January 20, 2017**. **Prices will increase after this date**. For more information about our conference policies, please visit [CONFERENCE FAQ's](#).

If you missed the first call to submit a proposal, we will have a second opportunity beginning **September 1-October 15**. Please consider submitting a proposal by visiting our website [here](#).

### WHERE ARE THEY NOW?

**CALLING ALL COMMUNITY COLLEGE GRADUATES IN TEACHER PREPARATION!!** We need your voice and participation. If you know of, or are a graduate of a community college teacher preparation program, we would love to hear about your achievements, career plans and future aspirations. Contact our office by emailing [nacctep@riosalado.edu](mailto:nacctep@riosalado.edu), please be sure to include **"Where Are They Now?"** in the subject of your email.