
A Message from the President

*Dr. Ashley Simpson, President
ECE/EDU Department Chair, Community College of Aurora*



If you have not already done so, please consider [joining](#) our partner organization AACTE.

The National Association of Community College Teacher Education Programs (NACCTEP) and the American Association of Colleges for Teacher Education (AACTE) have launched a partnership for 2018-2019 to foster collaboration among their memberships through the common goals of advocating for, advancing, and diversifying educator preparation programs.

This pilot partnership connects 4-year degree-granting institutions and community college educator preparation programs to grow and strengthen the teacher pipeline, bring diversity to the field, and advance the preparation of educators.

AACTE and NACCTEP welcome community colleges to apply for the partnership program. Institutions participating in this partnership have access to an array of AACTE and NACCTEP benefits including discounted rates for conferences and events, a subscription to the *Journal of Teacher Education*, and access to joint NACCTEP and AACTE programming at the AACTE Annual Meeting.

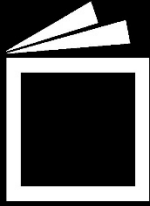
<https://www.aacte.org/membership/aacte-nacctep-partnership>

A Message from the Executive Director

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

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!





TEXAS ASSOCIATION OF COMMUNITY COLLEGE TEACHER EDUCATION PROGRAMS



TACCTEP Board:

Lisa A. Hill, President

Fay Lee, President-Elect

Elsa O'Campo, Secretary

Giao Phan, Treasurer

Annette Davis-Smith, Member-at-Large

Doug Hamman, Texas Tech University, University Representative

Lisa A. Hill, President

Happy New Year! As we embark on 2019, I cannot help but look back as we celebrate how far TACCTEP has come as a newly formed state organization, as well as plan for our future impact on teacher education in Texas. My college system includes “Better Together” as one of our cultural values, and I truly believe this inspires us to move ahead as we grow our organization.

Our organization has been accepted into the Consortium of State Organizations for Texas Teacher Education (CSOTTE), which is an organization dedicated to the continual support and refinement of preparation and development programs for certified school personnel in Texas and serves as the coordinating organization for four-year university programs for teacher education. TACCTEP is honored to be the first community college organization accepted into CSOTTE, and we had a great presence at the CSOTTE 2018 Fall Teacher Education Conference: *Embracing Change*, held last October. TACCTEP hosted a Board and General Membership Meeting with speakers Kim Tobey, Executive Director of NACCTEP, and Dr. Allen Michie, Program Director of Academic Quality and Workforce from the Texas Higher Education Coordinating Board. Kim shared the immediate need for passion and advocacy as we grow our organization and emphasized the importance and need for the community college teacher preparation “voice” to be heard at the state and national levels. She also updated us on the merging relationship with NACCTEP and AACTE. Dr. Michie shared with us that a state committee has been formed this year with community college representatives to examine the possibility of making the Associate of Arts in Teaching degree a Field of Study in Texas. This would support our students’ transferability to university teacher education programs across the state. TACCTEP Board Members Fay Lee, Giao Phan, and I presented, “Breaking Barriers: Building the Teaching Workforce with Strategic Community College and University Partnerships” and hosted a “Let’s Do Lunch” Networking Session entitled, “Partnerships: Community Colleges, Universities, ACPs”.

Fay Lee, TACCTEP President-Elect, is now serving on several state committees that were previously only open to our four-year partners. This participation is allowing our community college voice to be “heard” in Texas! Committee work involves a new pedagogy teacher certification exam, teacher certification redesign, accountability rates, core subjects review, EPP data collection, and many other topics that will impact our programs and students in the very near future.

So as I reflect on our past year, I cannot wait for us to begin progressing into 2019! It will be a year of change with new TACCTEP Board elections, but our mission and purpose will remain the same:

- A. Uphold the mission, purpose, and by-laws of the National Association of Community College Teacher Education Programs (NACCTEP) and the Consortium of State Organizations for Texas Teacher Education (CSOTTE), and serve as a partner in advancing quality community college teacher education programs in Texas;
- B. Create a cohesive affiliation of Texas community college teacher education programs and disseminate current information on pertinent data, exemplar programs and strategies for partnership in teacher preparation among community colleges, local school districts, and four-year institutions;
- C. Support equity and access to postsecondary education for students in Texas by promoting the community college role in the recruitment and preparation of teachers;
- D. Assist in developing seamless pathways from community college programs to Texas Educator Preparation Programs at Institutions of Higher Education, as one strategy for addressing state teacher shortages;
- E. Provide leadership for sound policy for educator preparation in Texas by forging strong relationships with Texas Educator Preparation Programs and maintaining close communication with the Consortium of State Organizations for Texas Teacher Education (CSOTTE), Texas Education Agency (TEA), the State Board for Educator Certification (SBEC), the Texas Higher Education Coordinating Board (THECB), the State Board of Education (SBOE), Texas Association of Future Educators (TAFE) and other official policy-making groups and individuals; and
- F. Seek external funding for projects with member institutions that would improve the effectiveness of programs at preparing graduates for high-need teaching certifications.

I look forward to the challenges ahead in Texas, as well as strategic representation of our state community college teacher education programs and students toward success! TACCTEP hopes to inspire other states to follow our path, and make 2019 a year of change for community college teacher education programs throughout our nation!

Please let me know if I can help or answer any questions. We are truly “Better Together”!

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Arizona Community College Making an Impact on State-Wide Reform through CEEDAR

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Faculty Chair Education Programs, Rio Salado College
NACCTEP Member-at-Large*



A few years ago, I began hearing a new acronym in the Arizona educational community – CEEDAR. I was asked by others in the field if I had heard of it, what it was, and what did it mean for students and educators in our state. I had no answers to these questions at the time, but the invitation to send a representative to hear more was intriguing! This invite, four years ago, began Rio Salado College’s collaborative journey in strengthening educator preparation reform through the lens of special education.

As of August 2014, I was not familiar with the work of CEEDAR nationally. Why I had not heard of it is a mystery to me as the national CEEDAR Center had already been working intensely with several states and making great strides. It was the Arizona Department of Education who pursued this opportunity by applying to be a targeted technical assistance state to leverage resources and build capacity within the state. But what exactly was CEEDAR? I quickly came to learn that CEEDAR stands for “Collaboration for Effective Educator Development, Accountability and Reform.” AZ-CEEDAR, as it began to be known in our state, became our initiative to join the national CEEDAR Center supported through a grant from the U.S. Department of Education, Office of Special Education Programs. The CEEDAR Center consists of collaborators from the University of Florida, American Institutes of Research, Council of Chief State School Officers, and various other organizations interested in educator preparation and policy reform. After attending my first national convening for CEEDAR, I had a better understanding of the collaborators involved and the vision that other states had for their state-wide efforts.

What did AZ-CEEDAR mean for the students and educators in our state? The answer to this question became clearer as a team was identified through their active participation. What was missing in our state was the focused “collaboration” among educator preparation programs. While each of the institutions was aware of each other, occasionally running into each other at various meetings/conferences, there wasn’t a vehicle for in-depth, systematic conversations to take place. Over the years, AZ-CEEDAR has provided opportunities for national convening discussions, prioritizing initiatives, and creating a blue print for the advancement of our state goals. Through a mixture of various members from state and private institutions, as well as community college educator preparation programs, a unique platform of voices evolved to advance education efforts to benefit students and educators within our state.

The work has only just begun...four years into this journey; a state-wide blue print of goals has been established. The goals are:

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- 1) Educators will demonstrate competency in data literacy by effectively using data from multiple sources to drive evidence-based instructional decisions when working with students in a multi-tiered system of support.
 - 2) Increase the opportunity for educators to develop and demonstrate competency in using evidence-based practices and high-leverage instructional practices in the teaching of reading.
 - 3) Strengthen partnerships among local educational agencies, educator preparation programs and the Arizona Department of Education to enhance and support teacher and leader preparation in Arizona.
 - 4) Create a coalition to ensure sustainability of best practices for teacher preparation and retention (Arizona Coalition for Educator Preparation and Practice – ACEPP)

As work around these goals progresses, the span of outreach broadens to include representatives from local educational agencies, the Arizona Department of Education, additional staff members from educator preparation programs, and other interested organizations. Through the collaborative voices from across our state, including community colleges, an impact on state-wide reform through CEEDAR goals will positively impact the students and educators of Arizona.

Bachelor Degrees in a Community College?

Frank Kline, Ed. D.

*Program Manager, Bachelor of Applied Science in Teaching & Early Learning, Highline College
NACCTEP Member-at-Large*

Recommending teachers for certification has primarily been the role of four-year institutions since at least the 1970's. Recently, this has begun to change. More and more states are allowing Community Colleges to offer a Bachelor of Applied Science (BAS) degree. Currently offered in at least 17 states and authorized in 23, this degree is designed to provide an educational pathway forward for students who have already achieved an Associate of Applied Science (AAS) degree.

(<https://www.newamerica.org/education-policy/edcentral/four-year-degrees-community-college/>) The BAS is offered in a wide variety of technical fields including: accounting, computer sciences, interior design, health-related fields, diesel technology, human services, etc. The professional group for Community College educators involved in baccalaureate education is the Community College Baccalaureate Association (CCBA). They sponsor an annual convention as well as a webpage (<https://www.accbd.org/>).



The BAS has also been offered in education. Building on AAS degrees such as Early Childhood Education, or Para-education, the BAS is a logical next step for equipping these already skilled professionals to enter the field of education. All states require at least a bachelor degree to become certified as a teacher (<https://teach.com>). Until the advent of the BAS degrees in education, educators who have an AAS could not aspire to certification without significant additional work required to get an associate degree that would transfer and then move on to a four-year school for their final two years.

The BAS program provides a way directly into a bachelor degree program and possibly state certification as a teacher for students who have an AAS degree. As mentioned earlier, each state varies widely. In Washington State where I live and work, there are now more than 70% of our Community Colleges that offer BAS degrees of one type or another. There are a growing number of Community Colleges offering a BAS degree in education that leads to certification as a Washington State teacher.

There are several arguments for offering a BAS that leads to teacher certification. One of the most important is the possible diversification of the teacher workforce. Currently, in the area where I serve, about 80% of the teachers are white and about 30% of the students are white. It's being recognized that this diversity gap can have profound impacts on the education of students of color. Since Community Colleges are known for supporting diverse students and are structurally equipped for such support, it makes sense that they could make major contributions to the education of a more diverse teacher workforce.

A BAS leading to certification can also provide a pathway forward for many classified personnel who already work in schools. These grow-your-own methods often lead to teachers

who are more persistent; they already are familiar with the culture of schools. Classified staff also more often reflect the diversity of their community than the teacher workforce.

Establishing BAS programs in Community Colleges that include teacher certification also can assist in addressing the teacher shortage that many areas are facing (<https://learningpolicyinstitute.org/news/resources-teacher-shortages-united-states>). By including candidates who have an AAS degree as well as a transfer associate degree, the pool of potential teacher candidates is increased. As noted previously, many of these candidates with AAS degrees already have significant experience as either early childhood educators or classified staff in school districts.

In summary, more and more community colleges are offering baccalaureate degrees in the form of Bachelor of Applied Science (BAS) degrees. These degrees are offered in a wide variety of technical areas including education. Offering a BAS in education that leads to teacher certification can help diversify the teacher workforce, provide a pathway for classified staff into the teacher workforce, and also help to address the teacher shortage by increasing the pool of potential candidates.

Frank Kline, Ph.D. (fkline@highline.edu)

Perseverance

Kimberly Griffin

NACCTEP Student Representative, Community College of Aurora



Hi, my name is Kimberly Griffin, and I am a first-generation college student at Community College of Aurora, and 2018 - 2019 student representative for the National Association of Community College Teacher Education Programs.

As a mother of two teenagers and a full-time employee I decided to embark on an academic journey to pursue my degree as an early childhood educator. Even though I was diagnosed with a learning disability, I made a conscious choice to pursue my goals and face the challenges as a college student. I chose the community college because of the community involvement, small class sizes, schedule flexibility, and supportive faculty.

My journey began in the fall of 2015, I started out as a full-time student, which was challenging because I was unfamiliar with the culture and the workload. However, the Community college of Aurora has a triple AAA class for first time college students. This class is an informative introduction into college culture which included pathway options, four-year college transfer, curriculum requirements, department chairs directory, student and staff safety, and much more. Taking this class challenged my critical thinking and helped me advocate for myself and others. Likewise, to navigate through the process, I relied on financial aid, academic advisers, teachers, and students.

Financial aid helped me with the FAFSA application, scholarships, and information about work-study positions. I also attended workshops and online trainings that allowed me to gain strategies for budgeting and money management. Gaining this information has also benefitted my personal life, for example I have gotten better at saving money and buying necessary life essentials.

Secondly, the academic adviser's dedication to ensuring that I was on the correct path for my degree of choice, helped me to choose classes and a schedule that met my needs so that I would be successful. Having an open communication with the advisory staff allowed me to learn about other programs such as TRIO and the student success center. I became involved in the TRIO program in 2016, which is an extended support service for first generation college students and ESL learners. I do believe I gained a true sense of belonging when entering into the classroom because of the environment the teachers set for student engagement. The vibe in the classroom was welcoming and the teachers were respectful. The teachers built a culture that allowed for other students to build partnerships that would support the classroom environment. Although, the class work was demanding I believe I made the right choice by starting at the community college. Lastly, I would encourage anyone who is becoming a college student to consider a community a college as their first choice.

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!



We look forward to seeing you this February in Louisville for engaging discussions and interactive sessions on topics critical to the educator preparation field.

<https://www.aacte.org/professional-development-and-events/annual-meeting>