
A Message from the President

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

Thank You!

As we bring closure to the spring semester, it is with mixed emotions that I write my last President's Message for NACCTEP. It has been an adventurous and exciting 3-year journey and I want to thank every one of you for all your support and for entrusting me to advocate on behalf of NACCTEP and the community colleges it represents.

Nationwide community college instructors and program directors work tirelessly to provide high quality education for future childcare providers and teachers. These people are committed to supporting each other and their students because they know one day these students will have direct influence on the molding and shaping of young minds...and these young minds will one day run the world in which we live. Without this hard work, education for students just does not happen. I've always believed that, 'it takes a village to raise a child' and from day one as your president I have not only practiced this belief but those around me have shown this belief to not only be true but also the driving force behind NACCTEP's mission and values.



I have been blessed to be able to work with a dynamic group of leaders who will continue to advocate on your behalf and the behalf of all the students we serve. These individuals are selfless and work day in and day out to ensure that the voices of community college students are heard in every aspect of education...from policy making to curriculum design these people don't stop.

My leadership style has followed my belief – “every day be the best that you can be and leave the world a bit better.” I also believe that everyone needs the necessary tools and knowledge to help them be their best. These tools are steadily being developed by:

- The AACTE-NACCTEP Partnership
- NACCTEP representation in the legislative conversations
- Scholarship opportunities to support teacher education
- NACCTEP hosted/sponsored webinars

Again, I want to thank you for the support, understanding, and the memories I have as past NACCTEP Vice President and current (past) NACCTEP President. I know NACCTEP will continue to grow and succeed with the **NEW** President, Dr. Linda Gronberg-Quinn.

Thank you,

Dr. Ashley Simpson

Dr. Ashley Simpson

NACCTEP President

#CommunityCollegeStrong

A Message from the Executive Director

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

Creating Equity for our Community College Education Students and Programs



George R. R. Martin is an American novelist who became known for A Song of Ice and Fire...a book later adapted by HBO and turned into the now famous series “A Game of Thrones”. While some of you may be surprised that your NACCTEP Executive Director has never viewed a single episode of the series, I hope I will quickly regain your approval when I share one of Mr. Martin’s recent quotes about diversity, “Different roads sometimes lead to the same castle.” This statement is powerful especially in the context of the work that we continue to do at NACCTEP in advocating for the role that community college educator prep and early childhood programs play in diversifying and impacting the overall teacher pipeline. It is essential to remember that not every student will take the same road to the “castle” and therefore the timelines and struggles may look different but in the end we want all future education professionals to make their way to the castle so that they begin making a difference in the lives of children and our communities.

This idea of recognizing the different roads and accepting the various pathways towards degree and certification completion was recently highlighted during my visit to the State University System of New York (SUNY). On April 2nd, community college teacher preparation administrators and personnel were invited **for an inaugural convening of two-year programs**. The convening provided community college partners with the opportunity to highlight their programs, call attention to their impact on the teacher shortage in their state, and discuss the need for continued collaboration between the two and four-year institutions of higher education.

Outcomes from the meeting included the development of a communication mechanism across and between SUNY campuses, generating new ideas on how to collaborate across all levels of the P-20 system to impact education and to invite community college partners to actively participate in state-wide committees on education; an invitation that had not been previously extended to our two-year partners.

NACCTEP is thankful for the SUNY system and their willingness to now include community college teacher education programs at the proverbial higher education table. We strongly encourage you to talk with your own state department representatives to discuss how the two-year programs are included in certification regulations, annual meetings, and pipeline discussions. NACCTEP is watching as states like Oregon, Texas, Arizona, and California are choosing to organize on their own behalf so that their voices can be heard. Let us know how your state is advocating for the important work taking place at the community college level and if you would like me, your NACCTEP Executive Director, to open the lines of communication.

We must, as George R.R. Martin stated, remind individuals and the systems that these individuals represent, that there are always different roads to the same castle and that everyone from each of these roads must be included in conversations; otherwise equity in education is not truly something that we are all concerned about!

Pictured below are the participants from the inaugural meeting of New York Community College Educator Preparation and Early Childhood Programs:



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.

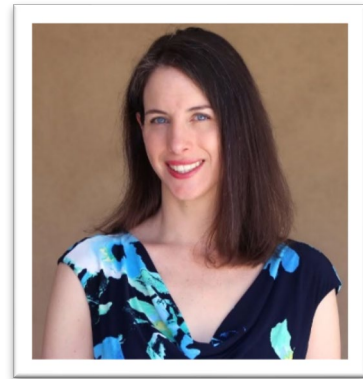
AACTE and NACCTEP welcome community colleges to apply for the partnership program. Institutions participating in this partnership have access to an array of AACTE and NACCTEP benefits including discounted rates for conferences and events, a subscription to the *Journal of Teacher Education*, and access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

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

Turning the Tide in California: The Reconvening of ACCCTEP

*Megan Kaplinsky, MA
Associate Professor of Reading and Education, Coordinator of Teacher Preparation
Long Beach City College
NACCTEP Secretary*

Launched in 2006, The Association of California Community College Teacher Education Programs (ACCCTEP) emerged as a consortium with the goal of educating state and local constituencies about the role community colleges play in teacher preparation. Recently receiving a 501(c)(6) status, ACCCTEP has reconvened after nearly a decade of dormancy with the guidance and expertise of three original founders and new interim board members.



Aligning with the mission and goals of NACCTEP, ACCCTEP promotes the establishment, advancement and sustainability of quality teacher education in California community colleges as an essential component of higher education. It provides a structure for communication, advocacy, the advancement of partnerships, and support for the sustainability of teacher preparation programs in California's community colleges.

Kicking off the reconvening, ACCCTEP hosted *Strengthening our Community of Practice* at Cerritos College in December 2018 with a large group of new and former members. The revitalizing of ACCCTEP was the heart of the event, based on building a community of practice with colleges that have well-established programs to those with the goal of starting an incubator program. Teacher Education Program faculty, program coordinators, directors and staff from community colleges across the state gathered with the purpose of sharing best practices, engaging in dialogue about the needs and role of California Community College Teacher Preparation Program students and programs, and how California Community Colleges fit within the Guided Pathways framework.

The immense size of the community college system and the complexity of teacher education in the state of California (their community college system is the largest higher education system in the nation) means that coordination and communication is a challenge between programs. Over the years, various grants, external funding sources, and some local funds have helped to develop a variety of campus centers, courses, coordinators and programs. These loosely tied programs have a history of little to no list serv, website, system-wide support, or directory. Recent efforts from the California Community College Chancellor's Office such as Education Futures and Regional Strong Workforce Initiatives have supported the re-establishment of a cohesive statewide network and have contributed funds to start the process. ACCCTEP's revitalization will assist in the long-term efforts to solidify and continue these critical efforts to address the state's teacher shortage and need to diversify the teacher pipeline.

ACCCTEP's goals include the following:

- Advocate for and promote the role of community colleges in teacher education.
- Establish and maintain a credible and collaborative voice to contribute to statewide teacher education policy making.
- Develop and advance partnerships and pathways for community college teacher education.
- Strengthen and sustain highly effective community college teacher education programs through collaboration.

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- Promote the institutionalization of community college teacher education programs.

For more information, please contact the co-chairs of the ACCCTEP Board:

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AACTE holds its Annual Meeting, the premier educator preparation conference in the nation, in late February/early March each year. The Annual Meeting provides a forum for educators to engage in meaningful discussions, share research and practices, and become better equipped to drive change in the educator preparation field. Join the nationwide conversation on educator preparation's future, while connecting with over 2,000 education leaders and suppliers, and let us help you achieve your most ambitious goals by attending our Annual Meeting.

The 72nd Annual Meeting, themed “**Disrupting Inequities: Educating for Change,**” will be held February 28 – March 1, 2020 in Atlanta, Georgia. Sessions will take place at the Marriott Marquis Hotel. Mark your calendar and prepare to join us next year!

AACTE is currently accepting session proposals and reviewer applications for the 72nd Annual Meeting. **May 15** is the deadline for AACTE members to volunteer as a proposal reviewer. **May 29** is the deadline to submit session proposals.

Under this thematic organizer, a variety of interactive sessions will be grouped in four strands:

- Strand 1 - Equity and Inclusivity in Preparation and Practice
- Strand 2 - Activism and Innovation for Transforming Democracy
- Strand 3 - Establishing a Sustainable and Diverse Profession
- Strand 4 - Clinical Practice and Community Engagement

Read the full theme and strand descriptions in the [Call for Proposals](#).

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!

The Imperative Role of Community Colleges in Teacher Preparation-- Including Mine

*Lennon Audrain, M. Ed. Candidate
Reading and English Teacher
Shepherd Junior High School – Mesa Public Schools*



When we think about teacher preparation, our instinct might immediately prompt us to think about programs in the context of four-year universities. Recent research in the field of education, however, discusses the imperative of having a diverse teaching force in the classrooms who represent the diverse students they serve. With this in mind, we need to expand our thinking and considerations about teacher preparation programs to encompass the places and spaces where the most diversity is often found: community colleges.

My experiences in the Rio Salado Community College teacher education program were nothing but exceptional: the coursework was rigorous, meaningful, and practical. I was required to engage in both in-person and virtual fieldwork--opportunities that are easier to orchestrate at the community college level because of the small, cohort like model--and an experience that is usually not required of four-year university students until their junior or senior years in their programs. I interacted with diverse faculty, diverse staff, and diverse, fellow students. ‘

I graduated from Rio Salado Community College with my AA in Elementary Education in January 2017, five months before I graduated from high school at Brophy College Preparatory. I had the honor of representing Rio Salado on a national level as the 2017-2018 National President of Educators Rising, an organization with 44,000 high school and collegiate students who are interested in the education profession. It was through this opportunity that I promoted the value of my AAEE degree on a local, state, and national level, and how it has helped me to achieve my goals, like starting a full-time junior-high teaching position in Mesa Public Schools in Arizona and completing my M.Ed. in Curriculum & Instruction at Arizona State University--all at age 19.

As part of my Master’s Applied Project, I am exploring the implications of a Virtual Teachers Academy--an online space where high school students can explore the teaching profession, enroll in coursework that will earn them microcredentials, leading them to paraprofessional certification so they can work their first two years of college in classrooms, and potentially high school and college credit. While physical Teacher Academies exist across the country, not nearly enough schools have a Teacher Academy or see the value of growing their own teachers. With this online space, students will not be limited to whether their school has a Teacher Academy to begin exploring the teaching profession: they can start at any time, any place and gain the same rigorous, meaningful, and practical experiences and opportunities I did while I attended Rio Salado. We can reach a diverse population of students through this VTA.

A Virtual Teachers Academy is just one step closer to ensuring that our future is filled with highly-prepared and diverse teaching force. I hope to continue exploring the potential of ‘teacher preparation starting in high school’ and the ‘role of community colleges in teacher preparation’--especially since community colleges have shaped me as an educator--as I move on to my next adventure starting this Fall 2019: pursuing another Master’s at Harvard University in Technology, Innovation, and Education.