

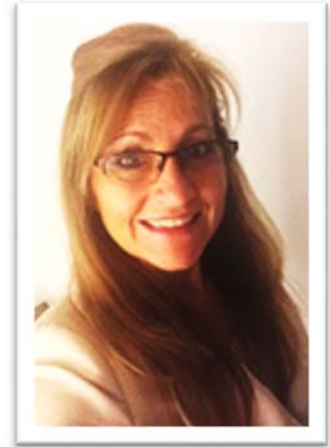
---

## *A Message from the Executive Director*

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

### ***Expanding Partnerships...Acting As One:***

Over the last five years I have had the privilege of serving on the advisory board for the Arizona Educators Rising Association – a state subsidiary of the national [Educators Rising](#) program and focused primarily on working with students at the high school level. It is highly likely that many of us remember this as the Career and Technical Education Program called Future Educators. During my time on the board I have participated as a judge and presenter at both the regional and state competitions for high school students from across the state. During the times that I get to participate with upwards of 500 future educators, I stand in awe of the fact that these students exemplify exactly what we desire in our future classrooms. I am witness to a room full of diversity from an ethnic, social, and gender level that we can only wish for within our educator preparation programs, yet it appears that collectively we are not doing enough to retain these same high school students and welcome them into our own professional learning communities. The question is...are we willing to change this narrative?



This June I will be attending the national Educators Rising event in Orlando, Florida and for the first time community college programs will be represented in EdRising's college/university fair! Additionally, I will be conducting a workshop on understanding how to embed social justice and civic engagement into all content and certification areas within the teaching field. While I don't think that I can adequately speak for the quality or processes for all 800 educator preparation programs across the country, I will do my best to engage these future educators to understand the important benefit of receiving a cost-effective, quality education within the community college system. I will assure them that we recognize their needs related to culture and staying within their community. I will assure them that community college faculty are just as passionate about education as they are.

More and more I am convinced that we must work collaboratively with all of our national education partners and that our two and four year programs must be intentional about sharing best practices and creating a seamless pipeline for all potential educators. It is comforting to read the mission of Educators Rising and recognize that NACCTEP has the same focus: *Educators Rising cultivates highly skilled educators by guiding young people on a path to becoming accomplished teachers, beginning in high school and extending through college and into the profession.* Therefore, we must act in partnership to create strong pipelines for our students who are transitioning from high school. I would strongly encourage NACCTEP members to begin investigating options for affiliating at the higher education level with Educators Rising so that students immediately recognize the brand they became familiar with in

---

high school and more quickly connect with the professional learning community within your college system.

Let's build our own pipeline of future educator programs at the higher education level so that we can take a diversified work force to compete at the national and local level. Let's ensure a seamless transfer for students from high school into both our community college programs and the four-year institutions. Educators Rising is a great way for us to build a professional learning community with all of our future students from their varied backgrounds. It's the place where we can build their voice and help them advocate for the profession.

If you already have an Educators Rising type of program on your community college campus please send us an email with the name of your school, the club name, and if you are affiliated with Educators Rising.

Pictured Below: Kimberly Tobey (third from left), Executive Director for NACCTEP with five Educators Rising students from Alhambra High School. Kim graduated from Alhambra in 1985.



---

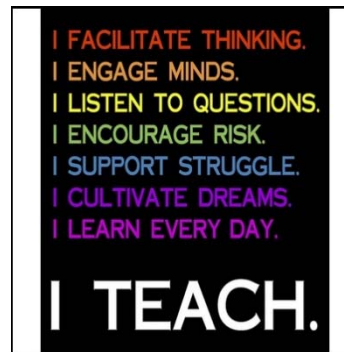
## *A Message from the President*

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

### *Thank You!*



Every year at the end of the semester, I take time to reflect on the major things that have, and are, currently happening in the world of education. From teacher strikes to state testing... my mind always goes to the quote:



*Author Unknown*

From this, I realize teachers do a lot without complaining or without being seen as professionals. The question that always stems from this is, “why?” Why would any person want to teach? The answer is simple, “A person teaches because they love education and love educating...it is their way of contributing to a much larger picture or cause.” As educators, we don’t always get the credit we deserve, or even hear the simple words “thank you” come from the mouths of politicians, parents, or students but we stay in the field because we know that each day we are making an impact on a child’s life. We understand that we are not just educator’s we are professionals. However, to understand and to prove are two separate issues. As educators, we have to prove that education is not babysitting but a true profession. So, how do we prove this? We start by defining professionalism in the context of education.

The Merriam-Webster dictionary defines professionalism as “the conduct, aims, or qualities that characterizes or marks a profession or a professional person.” It goes on to define a profession as “a calling that requires a specialized knowledge and often long and intensive academic preparation.” To look at this in terms of general attributes the definition includes those that have a specialized knowledge, demonstrate specific career competency, have honesty and integrity, and practice accountability and self-regulation. In addition to this, and to add a teacher education perspective, Norton (2010) states that a professional:

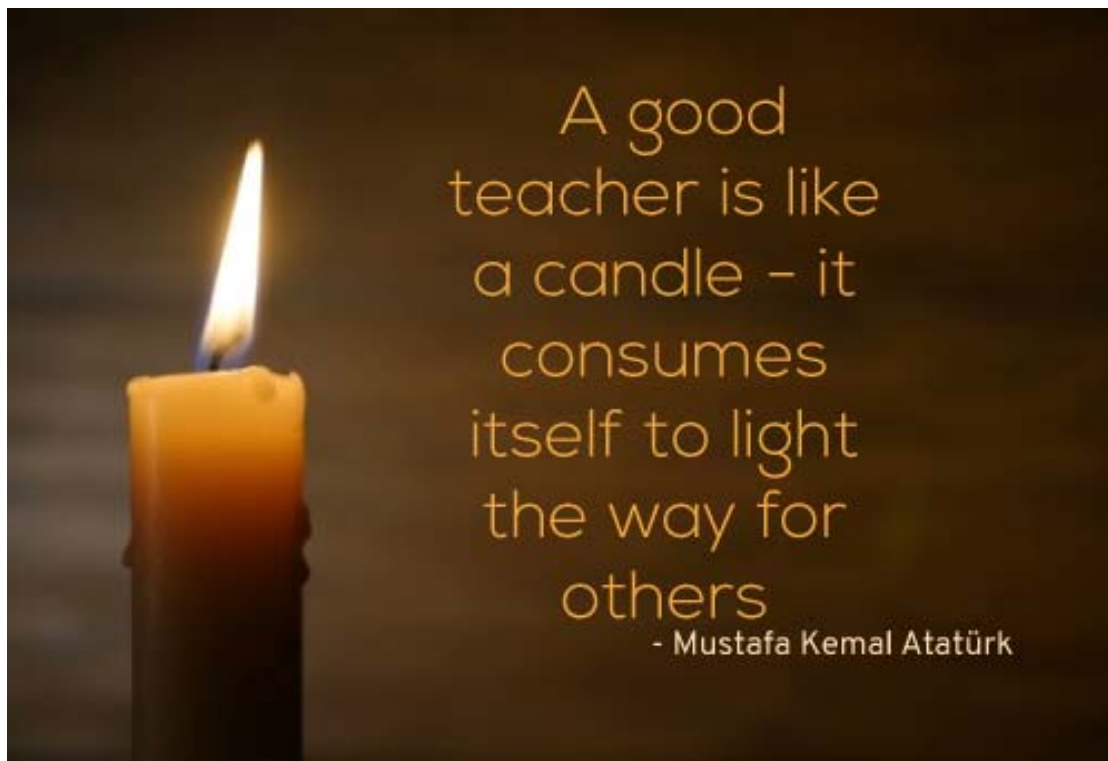
Puts customer’s satisfaction first, does more than expected, does what you say and says what you can do...sound familiar? Communicates effectively, praises peers

---

and not themselves, shares their knowledge, always finds a way to thank others, and keeps a smile on their face and the right attitude in their heart.

Educators are called to teach. And, we accept that calling by going to college and taking rigorous state test to become licensed. Afterwards, we go into the classroom and teach using both pedagogical knowledge and psychological knowledge. We follow policies that we may not agree with...policies that may not always serve the students we teach or are too expensive to fully implement effectively. And, at the end of the day, if all else fails and no one recognizes our hard work we smile...we smile and motivate those around us, specifically the children. Why? Because we care and love each child in our classrooms like they are our own. That is what makes education a profession and us professionals.

As each educator wraps up their year, I want to say on behalf of NACCTEP and myself...THANK YOU for being the **Professional Educators** that you are!



Have a Great Summer,  
*Dr. Ashley Simpson*  
NACCTEP President



---

## ***2018 Spring NACCTEP Scholarship Recipients***

*Submitted by Jennifer Gladis  
NACCTEP Executive Assistant*

The NACCTEP National Scholarship Program was founded to help member college students realize their dreams of becoming an educator. NACCTEP is continuing its commitment to provide its annual \$1,000 scholarships to two eligible candidates.

On behalf of NACCTEP Executive Director, Kimberly Tobey and our Executive Board, we extend a warm thank you to our scholarship committee for their consideration, dedication and hard work during this process. Additionally, we congratulate our scholarship recipients on this wonderful achievement.



Adriana Alvarez of [Santa Ana College](#) is one semester away from graduating with two Associate degrees, one in Elementary Education and one in Humanities before moving on [California State University Fullerton](#) to complete her studies and earn a multi-subject teaching credential. Her dream is to one day attend Bank Street School for Children in New York City as well. She currently carries a full course load while working part-time and serving as an Executive Board member for the Student California Teachers Association among other community service opportunities. She plans to use her scholarship to cover the cost of books and materials for the next year.

Rebecca “Becky” Smith is finishing up her studies at [Santiago Canyon College](#) as a re-careering mother of two young children who decided she can better influence and impact the future as an elementary education teacher. She is planning on transferring to CSUF to earn both her bachelor and master degrees as well as her teaching credential. Rebecca is planning to use her scholarship money on books and to repair or replace her existing laptop.



---

## ***Educators Rising National Student President – Lennon Audrain***

*Article initially appeared in the February 27, 2018 edition of [The Maricopan – News About The Maricopa Community Colleges for Employees](#).*

Dual enrollment graduate from [Rio Salado College](#) (RSC), Lennon Audrain, is devoted to advocating for higher pay for K-12 teachers, and enhanced career and dual-language programs, all at the age of 18.

Audrain quickly realized the importance of having highly-qualified educators in schools after coming from a family of teachers. He also had impactful language teachers while attending Brophy College Preparatory that helped him discover his passion for education. Now, his career and educational goals are tailored around addressing issues in Arizona’s school system.

While in high school, Audrain enrolled in the Dual Enrollment (DE) program at RSC to earn his associate degree in Elementary Education. The DE program allows current high school students to take courses for college credit. In January 2017, five months before he graduated from high school, Audrain graduated from RSC with two associate degrees.



While enrolled at RSC, he joined [Educators Rising Arizona](#), a national organization for aspiring teachers and mentors. Within this network, he competes in performance-based events for teens to demonstrate their knowledge, skills, and leadership in education. In 2016, he took first place in the nation for a TED-style talk on student voice, as well as first place in the nation

for impromptu and public speaking on recruiting more teachers of color in 2017. He now serves as the National Student President, allowing him to participate in numerous national engagements and events.

After high school and community college, Audrain enrolled into [Arizona State University](#) (ASU) where he is pursuing a bachelor’s degree in International Letters and Cultures in Classics, and a secondary education certificate in history and Latin. He is on track to graduate in 2019. He plans to continue his education career at ASU and achieve his master’s degree in Counseling or Education, and ultimately a doctoral degree.

Maricopa County Community College District is proud to offer programs like Dual Enrollment for ambitious students, like Audrain, to have a positive impact on our community.

---

## ***Alumni Connection: Reconnecting with Community College Graduate & Educator – Ana Tinoco***

*Submitted by Jennifer E. Gladis  
NACCTEP Executive Assistant*



Ana attended [Tarrant County College](#) (TCC) in Fort Worth, Texas where she focused on teaching Early Childhood through 6<sup>th</sup> grade. She chose to begin at a community college because it allowed for smaller class sizes and the ability to get one-on-one time with her instructors and other staff members when she needed help. Ana feels that TCC lives their mission statement by providing affordable and quality learning. Noting that all her instructors and academic advisors were helpful and accommodating, Ana singles out Dr. Shereah Taylor as an instructor who is a true mentor and inspiration to her students.

From Tarrant County College, Ana moved on to [Texas Tech University](#) to complete her education studies. Growing up Ana always knew she wanted to be a teacher, but through her community college and university courses her reason changed from wanting to work with children and taking charge to wanting to help dual language students achieve their potential. Reflecting on her own childhood where she spoke English in school and learned about American culture and spoke Spanish at home where she learned about her Hispanic culture, Ana feels she can share her perspective and relate to dual language students in a way that other teachers cannot.

Reflecting on her own learning environment as a child where teachers tended to lecture and hand out worksheets to assess learning, Ana learned through her courses both at TCC and TTU that students all have different ways to learn and lessons need to accommodate those needs. In her own classroom she tries to create lesson plans that accommodate the different needs of her first graders, which is not always easy. Her collegiate coursework also taught her to reflect on the assignments she completed which she applies to her own teaching by reflecting on whether her lessons are effective or how she can improve the lessons to get better results from her students.

Currently a 1<sup>st</sup> grade dual language teacher at [T. A. Sims Elementary](#) in the Fort Worth Independent School District, Ana feels her job has given her not only the opportunity to help children learn, but also to constantly learn herself. Stating that there are always new resources for teachers to learn to use to implement and enhance students' learning she enjoys going to professional development where she can learn new ways to teach and make learning fun for

---

her students. As a young teacher, Ana also has the opportunity to speak and give advice to students who are thinking about becoming educators.

Noting that at just past the halfway point of the school year she is happy to see how much her students have grown academically. She has learned that if she sets high expectations for her students, they will rise to meet those expectations. Advice that she gives to students interested in becoming teachers themselves is to understand that they will impact their students' lives, whether in a big or small way, they will have changed that child's life. Additionally, Ana advises getting support and advice from other teachers. What is learned in textbooks and college courses is not always how it is in the classroom and those other teachers who have experience in the classroom are a valuable resource.

The most important thing Ana learned while in school was how to persevere. "There were times at TCC and TTU where I felt I couldn't do it anymore and where I just wanted to quit." Ana didn't give up and kept her eyes on the prize of one day having her own classroom to keep going with her studies. She states, "As a teacher there are good days as well as bad days. It is easy getting out of bed and going to work when you had a good day, but during those difficult days I just persevere and think about my students" noting that those students are ready to learn and are not going to let anything stop their brains from growing.

*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!*



---

## *Spotlight Teacher - Molly Milillo*

*By Jennifer Baek and Fay Lee – Lone Star College-CyFair, Cypress, Texas*



Ms. Molly Milillo was honored with the Spotlight Teacher recognition at Gleason Elementary with Cypress-Fairbanks Independent School District for the 2017-2018 school year.

Molly Milillo was a part of the Paraprofessional Cohort at Lone Star College-CyFair during the 2015 academic year. This program is designed for paras in the surrounding school districts to gather and connect theory and practice in the classroom setting.

Each evening consisted of rich conversations pertaining to the topics from the text and observed on their campuses. The flipped classroom design allowed these particular students to apply their knowledge learned from the online components of the course material to their work environment as a paraprofessional. This is truly a perfect example of early clinical experiences within the field.

The cohort program is designed for networking and allowing the students to take classes together as they progress through their teacher education pathway. She furthered her degree by completing her bachelor's degree at the University of Houston-Downtown, a long-time university partner with Lone Star College-Cyfair.

From Molly Milillo: "You BOTH were big parts of me finishing my degree! Fay, you spurred me on when I thought it was going to take too long to finish, and Jennifer, you helped instill confidence in me with each conversation and class we had! Without the flexible scheduling, I would not have been able to finish my degree. Not everyone is fortunate enough to get to walk away from their day jobs in order to attend class. The cohort program provided everything I needed including incredible hours spent with like-minded students who were also learning how to become teachers while still getting that daily experience in the classroom."

Our Education Department takes great pride in students like Molly Milillo: First year teacher and Teacher of the Year. We truly believe in the cohort model as it gives students collegial partnerships to reflect and pursue their dreams of becoming teachers together.

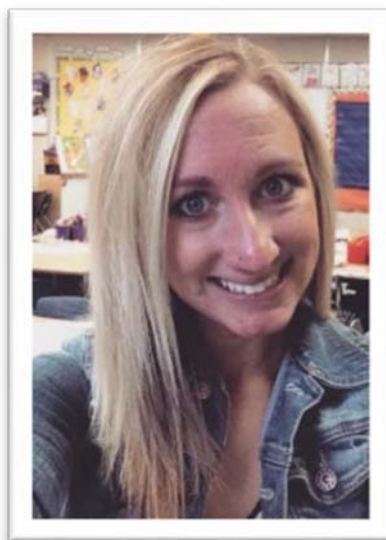


---

## *Educator Feature-Heather Leckey*

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."

Heather shared her thoughts about beginning her education at a community college. Without batting an eye, she shared she felt 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.

*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](mailto:nacctep@riosalado.edu) with your ideas TODAY!*