



## NATIONAL ASSOCIATION OF COMMUNITY COLLEGE TEACHER EDUCATION PROGRAMS *Winter 2016 News*

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### ***A Message from the President***

*Carol Billing, Assistant Professor of Education-College of Western Idaho*



Dear Members,

While we are in the thick of the Fall semester, it's not too early to start planning for NACCTEP's next [conference](#), **March 10-12** in San Francisco. Now is the time to secure support from your college for this very important professional development event. The conference will offer sessions on a variety of topics, most notably the latest information on how ESSA is affecting community college teacher preparation programs.

After an extensive vetting process, we've secured an excellent keynote speaker, I'm so excited to see [Dr. Pedro A. Noguera](#) speak. He has such a unique perspective of our educational system developed over years of experience as a real classroom teacher, as well as a researcher and policy advisor.

Since our conference is so close to Silicon Valley, we're also developing a special feature on [educational technology](#) for Sunday. This new spin on our Sunday offerings is sure to be an efficient and effective way to enhance the educational technology instruction modeled within your programs.

In August, the Executive Board met at Rio Salado College in Tempe, Arizona. Our two-day meeting was not only fun, but yielded a well-crafted strategic plan to guide our organization over the next five years. In the coming months I am looking forward to sharing with you our plans for growth and association development. Each board member is taking an active role in one or more aspects of our growth. We've got some great plans coming together and I think you'll be excited to hear more about the direction and goals for NACCTEP in the immediate future. Until then, enjoy the second half of the Fall semester and the upcoming holiday season.



#### ***FALL 2016 Executive Board Conclave***

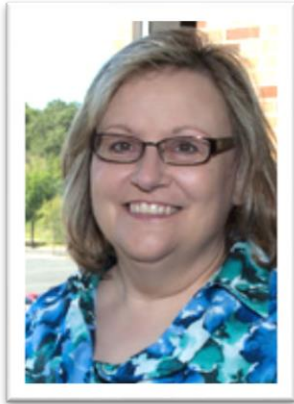
***Front Row:*** Steve Bautista, Fay Lee, Dr. Shereah Taylor, Dakota Guerrero

***Second Row:*** Kimberly Tobey, Linda Gronberg-Quinn, Carol Billing

***Last Row:*** Dr. Ashley Simpson & Danielle N. Johnson

***From HERE to THERE: Statewide Transfer Pathway for Elementary Education***

*Linette Manier, Ambassador-Great Lakes Region  
Director of Teacher Education, Normandale Community College*



After participating in the process described in this article, I encourage any of you who have developed articulation agreements successfully to share your knowledge at the upcoming NACCTEP Conference or via communications with other members! You are excellent resources for those of us currently undertaking these challenges.

In Minnesota, we are in the midst of developing a smooth transfer pathway for students who wish to begin their Kindergarten through Sixth grade licensure at a two-year college and complete it at a four-year university in the system. The pathway requires agreement across our system of fifty colleges and universities, so students transfer without accumulating extra credits. To begin this process, I sought information from NACCTEP members and found them to be terrific resources in the process.

The Minnesota statewide pathways action is a result of 2015 Legislative Session Laws of Minnesota 2015, Chapter 5, Article 3, Section 21 which require the Minnesota State system to implement transfer pathways in approximately 30 fields. Elementary Education and Special Education are included in these degree pathways. We are to develop a plan in each field of multi-campus articulation agreements that lead to baccalaureate degree completion upon earning the number of credits required for the degree minus 60 credits at a system university after transfer to the system university by a student with an associate degree from a system college.

NACCTEP members know that a large percentage of education students begin their journey at the community college level. This pathway project is such good news for our students who have faced different requirements for admission into each individual teacher preparation program at various universities in the past.

The Elementary Education pathway must be completed by January of 2017 and the Special Education pathway is to be completed by May of 2017. Since August, a team of approximately 20 team members, six faculty members from the universities, six faculty members from the colleges, four administrators, and representatives from advising and student life have undertaken the task. These team members volunteered and were ultimately selected by their faculty organizations and the system office.

Using the Minnesota Board of Teaching (BOT) Program Approval documents that include Standards of Professional Practice and Content Standards and the respective assessments, we have sought consensus of where each should be embedded at the two-year and/or four-year levels. We have invited the Executive Director of the BOT to dialog with us regarding challenges in making this process smooth. This has been a challenge we face, and we have requested that the Minnesota State system office, Minnesota Department of Education (MDE), and the BOT collaborate in assisting in the process.

Other challenges have included:

- communicating with and receiving feedback from all stakeholders, including institutions not represented on the team and school districts,
- understanding the unique needs and limitations of both the colleges and universities,
- Developing a pathway that involves a licensing body outside of the Minnesota State system.

Far outweighing these challenges is the knowledge that our students will find smooth transfer in education in the future. Further, multiple faculty have expressed the importance of the dialog that should continue beyond this process in an effort to further enhance teacher preparation for students.

### ***Change Agents in the Making: EdRising & NACCTEP***

*Fay Lee, Executive Board Member-At-Large  
Professor of Education, Lead Faculty of Education/Associate of Arts in Teaching-Lone Star College-CyFair*



The Program for International Student Assessment, or PISA, collects test results from 65 countries for its rankings, which are released every three years.

The [latest results](#), from 2012, show that U.S. students ranked *below average in math* among the world's most-developed countries. They were *close to average in science and reading*.

"In mathematics, 29 nations and other jurisdictions outperformed the United States by a statistically significant margin, up from 23 three years ago," reports [Education Week](#). "In science, 22 education systems scored above the U.S. average, up from 18 in 2009."

In reading, 19 other locales scored higher than U.S. students — a jump from nine in 2009, when the last assessment was performed.

The top overall scores came from Shanghai, Singapore, Hong Kong, Taiwan, South Korea, Macao and Japan, followed by Lichtenstein, Switzerland, the Netherlands and Estonia (B. Chappell, 2013).

Many issues in our country, particularly in our educational system, have contributed to these scores. We can blame that the US has lost her way, prioritizing other matters because of the incredible sea of problems in our world today. We have war; we have poverty; we have violence; we have oppression. We must combat these problems, and we cannot deny that they exist. However, what is truly at the center, the root cause, of these issues? Could it be that education is inequitable; therefore, we have these problems? Or is it because of these issues, we put our educational system last on our list of priorities; therefore, creating a viscous cycle? Regardless, wouldn't our world be better when thoughtful decisions are made, when people understand others' perspectives, and when creativity leads us to significant progress? Education is at the heart of resolving many conflicts that we must combat today.

#### **How can we ensure that education is a priority and that our future will be more secure?**

One way is to prioritize our teacher training programs to produce educators who will inspire their students. Teachers, today, need to be skillful, innovative, passionate and purposeful about teaching our future leaders, innovators, inventors, great contributors and *teachers* in our society. It is time for a significant shift in the way we train our teachers to educate our youth.

The higher ranked countries greatly regard the teaching profession. Teachers in those countries are honored, lauded, and esteemed by the public. There should be a priority to make a positive change in the marketing of our profession. In the US, we need to re-brand the profession of teaching. This *can* be done. There has been an extensive stress on marketing STEM fields to influence more to choose these professions. Likewise, there's a significant push to influence young girls into engineering careers. These marketing efforts restructure our public's view on STEM fields and women entering into these fields. They provide a pathway that what was once overlooked--but now is a possibility. We can do the same in changing perspectives about the field of teaching.

With creative marketing, we must recruit many into the teaching profession. There is an enormously growing need for teachers across our nation. The pressure is on for all institutions that provide teacher preparation and/or alternative teaching certification to increase the teacher pipeline. More importantly, we must not neglect the value of producing *highly qualified* teachers.



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I have been given the great privilege of being a part of various organizations that have a passion to fill these needs and a passion to see that our children receive the best education that they should have. One: our very own NACCTEP; two: where I teach, Lone Star College-CyFair and lastly: where I have been able to contribute my experiences in order to build generations earlier in the field, *Educators Rising*, formerly known as Future Teachers of America.

The organization's mission is (Educators Rising, 2016): "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."

This past summer I was asked to be a part of their curriculum development team to help create micro-credentials and a high school teacher education curriculum that will be a national gold-standard for pre-pre-service teachers at this level. If we want to build highly qualified teachers to fill these needs and provide the best education for our future generations, why not start at the high school level?

Micro-credentials, as mentioned on their website, are achievements that showcase student skills and abilities in teaching and/or curricular development. The credentials are all competency-based where students submit artifacts to be judged by experts in the field. This is a novel idea for the high schoolers; they will have the opportunity to receive national recognition for quality work and quality performance in the field. These micro-credentials can set them apart from other pre-service teacher candidates who are applying for positions. Institutions across the nation can be producing teacher candidates to fill the growing teacher shortages, but it is *quality* that our children need in order to build a better future for our country. These students have a stronger pathway that will lead them to being *highly qualified* teachers.

Additionally, Educators Rising has plans to create a teacher education curriculum for the high school level. This curriculum will include various topics encompassed in an introduction to the teaching profession course. Students will gain knowledge and experience that prepare them for a more focused pathway toward their post-secondary programs. Not only are the students learning about pedagogy and the profession, they are learning important life and academic skills. All students, whether pre-service teachers or not, will learn how to think critically, research skillfully and communicate effectively. These are all skills for any academic and professional future.

I could not be more grateful to be a part of this organization and the great work that they are producing; however, more significantly, they are change agents who want to truly make a difference in students' lives.

Dan Brown (2016, p. 53, 54), co-director, shares:

"Educators Rising members are cultivating identities as young educators, giving themselves armor against discouragement, and sparking conversations in faculty lounges about how to nurture their nascent passion for teaching. . . . Educators Rising is embarking a new initiative to back-map the path to accomplished teaching starting into high school. In partnership with NEA and through a process co-facilitated by the National Board for Professional Teaching Standards, Educators Rising has just released standards for what teenage aspiring educators need to know and be able to do. . . . Educators Rising is building a gold standard grow-your-own program that any community can implement."

Educators Rising is starting at the high school level, helping young people see teaching as an invaluable career choice. Moreover, they are elevating teacher education by professionalizing it at an earlier stage. Students within their organizations share stories of inspirations. Although there are challenges in the realities of teaching, there are considerable rewards as well. Educators Rising is contributing to the cultural shift in how we envision teacher education. *Great teachers are not born but made.*



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All organizations that represent teacher education and the field of education as a whole should *own* how the public should view teachers—not the mainstream media and not ones who have tarnished the field.

Teachers truly are the ones that open doors for incredible opportunity. We are the ones that can shape our humanity and build a country that can be thriving, harmonious, productive and successful. We have the incredible honor to create a solid future. See [www.educatorsrising.org](http://www.educatorsrising.org) for more information.

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### ***Ambassador Welcome & Recruitment***

*Dr. Tawn Hauptli, Ambassador Liaison-Southwest Region  
Education Studies Faculty- Mesa Community College*



Greetings from Arizona! It is my pleasure to serve as the Ambassador Liaison to the Executive Board of the National Association of Community College Teacher Education Programs.

I want to take this opportunity to introduce myself and share my personal reasons for joining this outstanding organization and choosing to serve as an ambassador for the South Pacific region.

As an adolescent, I loved being involved in volunteering for activities such as volunteering as a soccer, camp counselor, and preschool aide. It was through these experiences I discovered my passion for teaching.

My teaching career began as a high school English teacher and soccer coach in northern California in 1991. My first school was located in an urban city with a population of roughly 110,000. The ethnic groups with the largest representation were approximately 35% white, 23% black, and 20% Filipino. The largest employer at that time was a naval shipyard; the unified school district for which I taught was the 4th largest. Gang activity was prevalent. In fact, I was summoned to court both years I taught there to testify on behalf of one of my students who was involved in a gun related incident. I loved the students I taught and still have fond memories of the amazing work they did in my English classes.

Economic circumstances brought me to Arizona in 1993. I was hired by a school district in Tempe, which while not as ethnically and socioeconomically diverse as my former school, my site was the most diverse in the district. Since we were located in a college town, the opportunities were greater, yet the challenges some of my students faced were on par with my former students. Again, I loved working with my students and was continuously impressed with the work they did in my classes.

At both sites I utilized student-centered, multi-modal methods of instruction. I developed a classroom environment which gave students voice and choice in the learning process. I encouraged them to share their insights and perspectives while requiring them to treat me and each other with respect.

During my last two years of teaching high school, I took on the role of staff development. I was initially excited by the opportunity to engage with my colleagues about best practices in teaching and learning, but I quickly discovered that attempting to influence teacher behaviors once they have embarked on their careers was almost difficult, to say the least. I came to the realization that if I wanted to make a true impact on teaching and learning in public schools I needed to reach teachers before they began their careers. In 2001 I was given that opportunity in the Education Studies Department at Mesa Community College. Being a teacher educator is my dream job. Students who take our courses are motivated, passionate, and have dreams of improving the lives of the students in their classrooms. On a daily basis I have conversations about the teaching and learning process and how to be effective teachers.

As an ambassador for NACCTEP I have the opportunity to network with fellow teacher educators across the nation who have the same passion that I have. We currently have regions that are in need of representation. I would love to extend a personal invitation to join me and my fellow ambassadors to help shape the dialog on teacher preparation in the nation. Currently we are recruiting for Ambassadors to represent across the states. Please [click here](#) for more information about our Ambassador program.

***NACCTEP at the National Community College Hispanic Council (NCCHC)***

*Steve Bautista, Executive Board Member-At-Large  
Counselor/Coordinator, Center for Teacher Education  
Co-Coordinator, Freshman Experience / Learning Communities II-Santa Ana College*



Last month, I had the opportunity to attend the 21<sup>st</sup> Leadership Symposium of the National Community College Hispanic Council (NCCHC) in Costa Mesa, CA. It was an incredibly inspiring experience to attend and interact with dynamic leaders such as Dr. Maria Harper-Marinick, Chancellor of the Maricopa Community Colleges, Dr. Chris Bustamante, President of Rio Salado College, as well as the Chancellor of my own district, Dr. Raul Rodriguez. All of whom also serve on the Executive Committee of NCCHC.

The symposium provided a broad mix of sessions including strategies to improve outcomes in the academic arena, improving cultural proficiency on campuses, as well as model student services programs targeting homeless, foster youth, undocumented, and Career Technical Education (CTE) students. Additionally, high profile Latino leaders were on hand and spoke about essential areas of leadership and how leaders can work collaboratively to close the achievement gap. One of the more powerful sessions was the Friday keynote by Francisco C. Rodriguez, the Chancellor of the Los Angeles Community College District titled “Why Diversity and Equity Matter: Leadership Reflections on Courage, Coraje and Canela.” Chancellor Rodriguez shared his personal and professional journey and powerfully re-framed his challenging upbringing with the statement, “I became the leader that I am today, not in spite of my obstacles, but BECAUSE of them!” He also reminded attendees something that we all firmly believe at NACCTEP, that “Education is THE social justice issue of our time.” He also shared how proud he is of his own daughter who is currently in a K-12 classroom as a teacher in the Northern California area.

The most inspiring session was Friday afternoon’s general session titled, “Student Voices on Student Success: Challenges and Opportunities.” It included a current community college student panel who shared about their backgrounds and experiences, what they liked most about their college experience, and what colleges could do more to support Latino students. Their powerful testimonies included some sharing about their journeys to the U.S., some as undocumented children, living in poverty (then and now), overcoming incarceration, learning English, K-12 and community college teachers who believed and supported them, and services they received to help them be successful. All served as witnesses to the grit and perseverance we know our students possess and use to propel themselves forward on a daily basis. Many of the participants were student leaders on their respective campuses - ASB Presidents, College Ambassadors, and one was the Student Trustee (and a Teacher TRAC/Future K-12 teacher student) at Cerritos College. It was a great opportunity and an incredible learning experience to attend NCCHC on behalf of NACCTEP.

As an organization, NACCTEP will continue to examine key recruitment strategies to diversity the teacher pipeline and partnering with organizations who can help us tell the story and develop best practices.

***Where Are They Now?—NACCTEP’s Alumni Connection***

*Feature Story: Alyssa Scarbrough-Gump*



Always interested in the role that educators are portraying in the lives of students, NACCTEP recently contacted former 2012-13 Student Board Member, Alyssa Scarbrough to update us on her career outlook and how the community college played a role in her success. Here is Alyssa’s account in her own words.

**1.** How was your experience attending a community college?

I had a great experience attending my community college, West Virginia University - Parkersburg. One of the things I loved the most about going to a community college was the personalized experience I received. Our graduating class was not as large as if I would have went to a university, so I enjoyed the small class sizes and one-on-one attention. I felt like I received a better education because my professors actually knew me by name.

**2.** Did you attend a community college? If so, what is the name and major at that time?

The main reason I chose to attend a community college was to save money. I knew that I would receive just as good of an education without having to go into debt. I had heard many good things from graduates about the Elementary Education program, so I knew that I would learn what I needed to know before beginning my teaching career. I was able to go to school for my Masters at Fairmont State University immediately after I graduated because I was not in debt from my undergraduate degree.

**3.** Why did you choose to attend a community college?

During college, one of our Reading classes was taught by a Title I teacher. I had never heard of a Title I teacher before, but I was very intrigued by her job. I found out more about what she did every day and realized that I would love to do that one day. That is what led me to pursue my Masters in Reading. I am now doing what I love because I was able to have an in-depth understanding of what her job was like.

**4.** What piece of advice would you give to students considering a career as an educator?

I would tell future educators to spend as much time in various classrooms as possible. It is so important to make sure that this is the career you want to pursue. Teaching can be a very difficult job and it is most definitely not for everyone. I would also tell them to learn as much as they can while they are in school, but also realize that nothing can prepare you for the first day of school.

**5.** What do you enjoy about the education arena?

I love working in education because I have such a passion for helping my students succeed. I typically work with students who need a little extra help and I enjoy seeing their progress throughout the year. So many of them do not have a good home life and I am so thankful that they have a place to come and feel safe. I enjoy being able to show them love when they might not receive it at home.





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**6.** Where has your job taken you?

Like I previously stated, I began working on my Masters as soon as I graduated. I was lucky enough to be offered a graduate assistant position and was able to work at the university while taking classes. I was so thankful that the university paid for my Masters. After two years of working as a graduate assistant, I graduated and started the job search. In October of last year, I began working as a Title I teacher at Adamston Elementary School with K-2<sup>nd</sup> grade. I am now beginning my second year in the same position and I love it.

**7.** What is the most valuable information you learned while you were in school (community college/university)?

During college, we had so many opportunities to be in different classrooms and learn as much as we could from the teachers. I learned the most during student teaching. I was pushed out of my comfort zone and I believe that experience has made me a better teacher. I struggled the most with classroom management in the beginning and was able to see a vast improvement in the students and myself at the end of my time with them.

**8.** What is the most valuable information you learned while you were in school (community college/university)?

One of the biggest lessons I learned from my college career was the importance of professionalism. I am able to effectively communicate with others because of the multiple opportunities I had to practice during college. Beginning my career last year, I felt like my professors prepared me as much as they could have. I felt like I had a good understanding of cooperative learning and how to implement it.

**9.** How did receiving the NACCTEP scholarship and working with the organization impact your college or professional career?

Although, I did not receive the NACCTEP scholarship, I was a Student Representative for the Executive Board. That was such an amazing experience for me. I had the opportunity to make a presentation at a national conference. That really helped me to feel more confident in my public speaking abilities. The experience also helped me to realize that the education issues that others were facing were happening nationwide, not just in my small hometown.

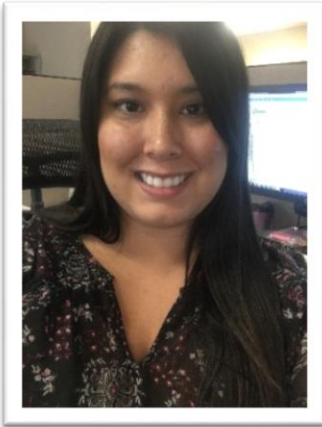


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***Welcome New 2016-17 Student Board Member***

*Dakota Guererro, Education Major-College of Western Idaho*



The following [podcast](#) was produced by NACCTEP's President, Carol Billing and is provided as an opportunity to highlight the role of the NACCTEP student board member! The podcast is meant to be very informal but does touch on the needs of our non-traditional students, how community colleges are impacting the education pipeline, and the benefits for our students in choosing to attend community college instead of a four year program (all without sacrificing quality and rigor).

If you have a student that you would like to highlight please let us know by submitting your name so that we can follow up with you at a later date. We'll consider a podcast presentation or feature your student in the NACCTEP newsletter.



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***NACCTEP NEWS ALERTS!***

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

In preparation of our 15<sup>th</sup> national conference in beautiful San Francisco, California NACCTEP would like to inform you about a few updates. At this time, NACCTEP will not be offering membership with conference registration. 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](#). We look forward to seeing you all in March.

**WHERE ARE THEY NOW?**

**CALLING ALL COMMUNITY COLLEGE GRADUATES IN TEACHER PREPARATION!!** We need your voice and participation. If you know or are a graduate of a community college teacher preparation program, we would love to hear about your achievements, career plans and future aspirations. Visit our website and submit your information via our [Alumni Connection](#) form.