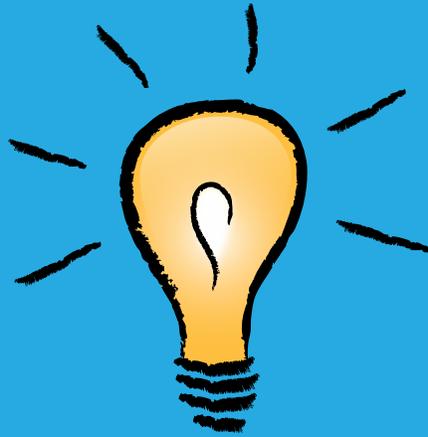




National Association of Community College Teacher Education Programs



The **NACCTEP** Executive Board

IDEAS INITIATIVES & INNOVATIONS

2011



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The NACCTEP Executive Board

The National Association of Community College Teacher Education Programs (NACCTEP) is led by an Executive Board that provides guidance and leadership to the Association. These champions for community college teacher education include a student board member, faculty, and administrators from across the country. Each of these individuals brings a wealth of knowledge and networks to NACCTEP. The goal of this publication is to share the Executive Board's passion, interests, innovations, and expertise with its membership and external partners. We hope you enjoy learning more about the Board and the Association.

The Mission

NACCTEP promotes the community college role in the recruitment, preparation, retention, and renewal of diverse early childhood and K-12 teachers and advances quality teacher education programs in the community college.

The Association

NACCTEP serves as a voice for community colleges in national discussions about teacher education; supports institutions and individual members by enhancing current community college teacher education programs and serving as a resource for those looking to develop new programs; and facilitates connections between community college teacher education programs and faculty.

NACCTEP is an organization of community colleges; administrators, faculty, staff, and students involved in teacher education programs; universities with teacher education programs; and industry partners and professional associations that work as partners with community college teacher education programs. NACCTEP is an American Association of Community Colleges (AACC) Affiliate Council.

NACCTEP member colleges offer a variety of teacher education programs on their campuses. Associates of Arts in Teaching (AAT), early childhood certification, 2+2 programs, baccalaureate programs, alternate routes to teacher certification, post baccalaureate programs, paraprofessional programs, and professional development are just a few examples.

Community colleges have the capacity not only to help meet the growing need for quality teachers, but to increase the diversity of the teaching force. Through accessibility, adaptability, and the fostering of innovative partnerships, community colleges are positioned to address teacher shortages and quality. Become a pioneer in this exciting and important Association and join today. Visit the NACCTEP website www.nacctep.org for a membership application.



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NSF Grants: Opportunities for Partnership and Innovation

The current emphasis on Science, Technology, Engineering, and Mathematics (STEM) has allowed for more funding opportunities for community colleges through the National Science Foundation (NSF). This is a trend that will continue for the foreseeable future. Specific areas of interest for teacher education include teacher preparation, teacher quality, and the development of more STEM educators. With declining resources and limited budgets at most of our community colleges, these funding opportunities provide forums for expanding partnerships and cultivating innovative programs.

From 2001 to 2006, Phi Theta Kappa conducted the project *Preparing Tomorrow's Science and Math Teachers at Community Colleges*, which was supported by NSF (Award No. 0101567 & 0302815). The goal of this project was to expand and enhance community college teacher education programs for future K-12 science, mathematics, and technology teachers. The report, *The Impact of a Grant-Funded Project on Selected Community College Teacher Education Programs (2007)*, outlines the impact the grant had on 36 community college programs. Data from the report reflects that funding for teacher education programs at community colleges impacts the college and teaching professionals at many levels and in numerous ways. The report states that: *The perceived overall impact on the teacher education programs in the 36 participating community colleges included improved curriculum development, the initiation and strengthening of a professional network, the acquisition of additional human and fiscal resources, improved enrollments, better articulation with 4-year partner institutions, and greater recognition for pre-service teacher education programs in the community colleges.*

There are many grant opportunities available to higher education institutions through NSF. The following are three that have been inclusive of community colleges and teacher education.

The **Robert Noyce Teacher Scholarship Program** seeks to encourage talented STEM majors and professionals to become K-12 mathematics and science teachers. The Noyce Scholarship Track provides funds to institutions of higher education to support scholarships, stipends, and academic programs for undergraduate STEM majors and post-baccalaureate students holding STEM degrees who earn a teaching credential and commit to teaching in high-need K-12 school districts.

The **Transforming Undergraduate Education in Science, Technology, Engineering, and Mathematics (TUES) Program** seeks to improve the quality of STEM education for all undergraduate students. It funds projects that develop faculty expertise, implement educational innovations, assess learning and evaluate innovations, prepare K-12 teachers, or conduct research on STEM teaching and learning.

With an emphasis on two-year colleges, the **Advanced Technological Education (ATE) Program** focuses on the education of technicians for the high-technology fields that drive our nation's economy. The ATE program supports curriculum development; professional development of college faculty and secondary school teachers; career pathways to two-year colleges from secondary schools and from two-year colleges to four-year institutions; and other activities. Another goal is articulation between two-year and four-year programs for K-12 prospective teachers that focus on technological education (National Science Foundation, 2010).

As I prepared my first NSF grant proposal three years ago, I was told by a colleague that planning was the key to submitting a successful proposal. I asked, "What is the second most important thing?" The reply was, "More planning." I have to share that this first proposal was not funded. After incorporating the reviewer comments, strengthening the planning team, and learning from the previous process, the project was funded in its second submission (Achieving Technological Literacy for Arizona's Students and Teachers, Grant No. 0802487). On average, proposals are 80 percent planning and 20 percent writing. The review, preparation, and creation of partnerships are essential components in developing a quality proposal. Reviewers can easily gauge the preparedness of a proposal through its detail, flow, and content. Below are a few hints, ideas, and tips.

- Read the program solicitation in detail. Make sure your institution is eligible, identify the deadlines, and familiarize yourself with all the requirements.
- Contact NSF Program Officers with questions. They are very responsive and welcome questions. This is especially true with colleges applying for their first grant or submitting their first proposal.
- Original ideas make a proposal more competitive. Become familiar with any similar projects in the field. Reviewing previously funded NSF projects will yield extensive information.

- Include partners early on in developing and planning the grant proposal. Numerous ideas can be generated and partners will have ownership in the proposal and the potentially funded project.
- Establish a proposal development timeline. Keeping on track will allow adequate time to plan, develop, communicate, refine, and focus your proposal. This process should occur many times.
- Consider serving as a grant reviewer. This process will give you excellent insight into the grant process and a particular grant program, as well as the opportunity to network with colleagues.
- Assemble a leadership team (PI and Co-PI's) that leaves no doubt you have the expertise and capacity to make the project successful. Team members' backgrounds and skills should reflect the goals and objectives indicated in the proposal.
- Indicate how the project will be sustained once funding has ended. How will the knowledge continue? Be sure to include a solid evaluation plan with timelines and benchmarks.
- Contact and work with your Grants Development Department (if you have one). If not, connect with colleagues at your institution who have previously managed and worked with NSF grants.
- Follow directions! Be sure to follow page limit and font size guidelines. Always include the criteria areas of "Intellectual Merit" and "Broader Impacts" in the proposal.

Below are some resources to assist you.

Become an NSF Reviewer

www.nsf.gov/bfa/dias/policy/meritreview/reviewer.jsp

Proposal and Award Policies and Procedures Guide

www.nsf.gov/publications/pub_summ.jsp?ods_key=nsf11001

Grants.gov

NSF.gov

Each year NSF conducts grant information sessions at the NACCTEP national conference. Through these interactive sessions faculty and staff can learn about opportunities, network with program officers, and connect with current grantees. Information about the next session may be found at www.nacctep.org. Please contact me if you have any questions or need assistance.

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A New Teacher's Vision

The literature on departure rates across occupations shows nationwide levels are around 11 percent, but these same data show the teaching turnover rate is 15 percent (Ingersoll, 2004). In addition, these data show after the first three years 29 percent of all new teachers have left teaching, and after five years 39 percent have left teaching. Some reports say 50 percent of all teachers leave within the first five years of teaching (Shann, 2001; Viadero, 2007).

For many teacher candidates, mental images of schooling originate with the imaginary school where many children play with their siblings or neighbors in their childhood. Students loved their work, which consisted of coloring and activity books, and they also probably loved their teacher, unless they were mad at the brother or sister who played the role of the teacher. This dream school was operated and taught by the teacher who developed fun and exciting lesson plans and never had any discipline problems. In fact, if someone wanted to quit going to school, he or she could leave and come back later and play again.

The schoolroom was a comfortable and natural environment where learning was enjoyable. Some children played school in their homes, by the pool, or on the picnic table. Playing school was fun, and many children probably looked forward to it during the summer or other long breaks. While this dream school may seem idyllic and unrealistic to an experienced teacher, the childhood image remains in the minds of many undergraduate students when they enter teacher preparation programs and even into their first year of teaching.

Each year thousands of new teachers enter the field, but why? Teacher preparation programs should encourage teachers to explore their ideas about teaching. Why do they want to teach? What ideas do they have for the classroom? What do they want to leave as a legacy for their students? Do they view teaching as a craft?

What is important to them regarding their students, classroom, school or the field of education? Additionally, advisors in teacher education programs should encourage all students to follow their vision or as Senge would put it, their personal mastery. The statement “I am my position” means one cannot be separated from one’s job (Senge, 1990). The teaching profession should be part of a personal vision.

Personal mastery plays a significant role in taking pride and satisfaction in work and goes beyond competence and skills. Personal mastery is when one approaches life as a creative process, continually clarifies what is important, and learns how to see the current reality more clearly. Senge (1990) believes when people are truly following their personal mastery, their jobs are a central part of their lives. In addition to competent advising, teacher preparation programs need to focus on relevant and meaningful curriculum. Fuller and Brown (1975) argued that pre-service students sometimes complain some education classes are not relevant to the classroom or their needs. Fuller proposed a personalized education plan or curriculum based on the student’s professional needs. Therefore, classes for pre-service candidates include classroom management, subject area knowledge, and the student’s control over the classroom. Cruickshank (1991) thought reflective teaching and simulation exercises make pre-service students more insightful on their teaching. Students prepare brief lessons then teach them to their colleagues. Afterward, the students and teachers discuss the results. What did they learn about teaching and learning? Cruickshank and his group also implemented simulations in college coursework.

Each candidate assumes the role of the teacher in a simulated classroom. After an orientation to the simulated school and classroom, the student receives several folders containing information about the pupils in the class. Also, the teacher encounters student, parent, collegial, and administrative problems throughout their classroom experience. These two programs along with several others mentioned in *Preparing America’s Teachers* (Cruickshank, 1996) should be reviewed and considered by educators in community colleges and four-year universities.

Teachers have the opportunity to become immortal in their students’ eyes (Eisner, 2006). Teaching provides teachers with a chance to bring their subject to life for their students and to make a difference in their lives. They leave a legacy to thousands of children enabling them to invent a unique product or idea. Teachers have the opportunity to educate a multitude of students on how the democracy and government works, so someday the children are ready to lead.

Teaching requires unique individuals who can handle the pressure of dealing with disruptive children, complaining parents, distant colleagues, and unsupportive administration. At the same time, the teacher still enjoys the reward of a child's eyes lighting up when grasping a concept or when, after years of teaching, sees a former student who is doing well in life.

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Looking Inward – A Community College Examines Its Tradition of Developmental Education

As community colleges strive to offer programs and training in teacher education to meet the nation’s need for qualified teachers, they find that many of the students coming to them are not ready to be successful in college courses. Many traditional and nontraditional students entering our colleges require up to a year of developmental skills courses before they are ready for college level coursework. These circumstances often lead to frustration and failure to persist through the developmental sequence to reach the goal of entering a degree program. This is true of students who aspire to any field of study, including teacher education.

Faculty at West Virginia University at Parkersburg have begun an examination and revision of developmental education services. The goals of the review process include increasing the success rate of students enrolled in developmental courses, increasing program completion rates for students entering the college through developmental education, and accelerating the developmental sequence for students. After a review and research period, the decision was made to begin with a renovation of developmental math offerings at the college.

To assist students in need of skills development in mathematics, the college has embarked on a journey to redesign its developmental math program. After receiving a grant from the National Center for Academic Transformation to support the effort, the college is redesigning math instruction with the use of the Emporium Model. A team comprised of faculty, staff, and administrators have worked since May 2010 to develop the program. The first students began the new developmental math classes in January 2011.

The college plans to increase student success rates in developmental mathematics through the redesign of its current program. Currently, students in developmental mathematics take a sequence of two courses delivered as traditional lecture classes.

An academic year is required to complete the sequence. Students must rely on the college's Student Success Center to obtain tutoring outside of the classroom to assist them with math skills development.

To improve overall student retention and success in the math sequence, the college is adopting strategies associated with the Emporium Model for instructional delivery. In this model, students work through mathematics problems and skills in a computer lab. Faculty work as facilitators of learning and lab assistants are utilized to assist faculty in meeting individualized needs of students. The two course sequence for developmental math has been broken into nine skills modules. The modules are delivered in a 48 seat computer lab setting using My Math Lab as the instructional platform. Students are required to be in the lab for a minimum of three hours each week. The lab is overseen by a math faculty member and students work in a self-paced modularized program without traditional course progress restraints.

The college faculty believe the redesigned math program will benefit student learning in several ways. The My Math Lab platform will generate reports that will assist faculty in identifying problem areas for students before they fall behind or fail. In the lab setting, all students will be actively engaged throughout each class session, which will lead to higher skill attainment. The interaction between the faculty member and the students is individualized and meaningful. Students are engaged in doing math and receive attention based on their specific needs. It is possible that a student could complete all nine modules successfully in one academic term. The student is not held back. On the other hand, at the end of a term there are no "failing" grades for a course – the student need not "fail" and start over. The student simply continues from where they ended with the modules at the beginning of the next term.

The model will actually produce cost savings for students and the college. Purchasing My Math Lab will be less expensive for students than the textbooks currently used for the two traditional courses. Faculty costs will also decrease for the college. The redesigned math classes will accommodate 48 students per section as compared to 35 students per section in the traditional math classes. It is expected that, even with larger classes, students will have more individual assistance in the classroom than before. Faculty will no longer stand in front of the group and lecture; rather they will be engaged with small groups and individual students throughout the class time.

All stakeholders know that there will be bumps in the road as we implement the redesign plan for math. Self-examination and change related to it is never easy. However, faculty understand the need for change and have taken ownership of the project. As the redesigned developmental math courses are implemented, we know that we cannot rest. Plans have already begun for the redesign of developmental reading and English. New teams will form, we will learn from our math experiences, and forge ahead to better meet the needs of our students as they enter the college.



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Transforming Teacher Education: Preparing Education Majors for 21st Century Teaching

On November 9, 2010, U.S. Secretary of Education Arne Duncan released the national educational technology plan. "The plan recognizes that technology is at the core of virtually every aspect of our daily lives and work, and we must leverage it to provide engaging and powerful learning experiences and content, as well as resources and assessments that measure student achievement in more complete, authentic, and meaningful ways" (Transforming American education: Learning powered by technology, 2010). It lays out a comprehensive vision for how to improve teaching and learning via technology in America's schools. While the plan was created with the input of multiple stakeholders from public and private industry, and educators from K-12 and higher education, it will be the primary responsibility of K-12 educators to bring this plan to life.

Why has the use of technology for education garnered so much attention? It is because we live in the digital age, a time which can be characterized by the concept of immediacy. Virtually anything can be accomplished faster or more efficiently utilizing computing technology. Invitations to a party can be sent, videos can be viewed, and text-based synchronous conversations can be had via computer. Today's generation of young people, who were born between 1979 and 1994 and are variously referred to as Generation Y, Generation Next, Echo Boomers or the Millennium Generation (Neuborne & Kerwin, 1999), have grown up in this time of instant access. They have had a tremendous impact on business and industry marketing patterns. They are accustomed to instant gratification in their leisure activities, and schools must find ways to effectively respond to the educational needs of these digital natives.

Those of us involved in education recognize that teaching is a complex endeavor which encompasses the multiple components of lesson design, lesson delivery, and lesson evaluation. These aspects of teaching can be expedited by computing technology. Despite the general consensus that technology can simplify many

facets of the teaching process, many current teachers resist the use of it in their classrooms. Numerous studies have documented that the lack of time to develop technological competency is one of the biggest barriers in-service teachers cite for not using technology (Davidson, 2004; Ellis, 2003). Other studies found additional barriers of the “lack oftools, training, and support” (Davidson, 2004, p. 11; Smerdon et al., 2000).

Developing the requisite technology skills for most in-service teachers can be daunting. Rosenthal (as cited in Adams & Petty, 2003) “cites a survey done by the National Center for Education Statistics (NCES 2003-003) [that found] only 20 percent of the nation’s 2.5 million public teachers [felt] comfortable using technology in their classrooms” (Adams & Petty, 2003, p. 29). However skill alone is not enough to change practice. In-service teachers must want to use technology and must believe it will improve teaching and learning in their classrooms. Davidson (2004) found that even when the barriers of lack of time, support, and access were removed, some teachers simply did not care to use technology or view it as an effective instructional method.

An obvious solution to these barriers is for teachers to enter the profession with general technology skills and experience with using technology in teaching and learning contexts. Many researchers have concluded the best place teachers develop the requisite skills and desire to use technology effectively was during their teacher preparation program (Bansavich, 2005; Gambill, 2001; George, 1995; Hornung, 2002; Rader, 2005; Wilcox, 2005). Those skills and desire developed when pre-service teachers were required to use technology for authentic purposes to seek information and present knowledge. My research findings suggest that there is a strong correlation between faculty modeling and pre-service teacher use of technology, and in-service teacher intent to use complex technologies and their acquisition of technologies for assessment and evaluation (Hauptli, 2008).

Prior to entering the classroom, pre-service teachers should receive thorough training and experiences with the use of technology in their undergraduate courses, and should specifically have technology integrated throughout their education coursework. Fortunately, there are a plethora of ubiquitous technologies that teacher educators can tap to assist their pre-service students to develop these skills. In particular, Google Applications has a suite of productivity tools that faculty and students can use for a variety of tasks.

For the last three years, students in my foundations courses have used Google Documents to create and present group projects about current issues in education. The project guidelines require them to define their topics, research their topics, and present their findings. They are able to work collaboratively using the tools. The experience of having to use technology for an authentic purpose provides them with valuable lessons as students, which they will be able to build upon as teachers.

Before they become teachers, the vast majority of public school educators obtain their degrees from a formal college of education. Knowing that they will be required to use technology effectively for teaching and learning, it is the responsibility of teacher educators to ensure that education majors are provided with every opportunity to develop those skills. While K-12 teachers must bring the goals of the national technology plan to life, teacher educators must first provide the opportunity for pre-service teachers to give birth to their technology skills, and then nurture them through the process of using those skills for authentic teaching and learning purposes.

If you would like more information on how to I have incorporated Google Applications into my courses, please feel free to contact me.

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Recruiting Paraeducators into the Teaching Profession

For the past 15 years, I have been recruiting paraeducators to become fully qualified teachers. At first, in the mid-nineties, it was out of necessity. I was working for a school district as a Behavior Specialist and qualified special education teachers were at a premium. Several teacher aides, or as I would rather refer to them, paraeducators, were forced into becoming de facto teachers, as the teacher in name did not have the skills to run a special education classroom. I took a few of these excellent class managing paraeducators under my wing, helped them register for classes at the local community college and then on to the appropriate teacher education program. These teachers were some of the best that I have ever encountered.

Why Paraeducators?

Several factors make it attractive to recruit paraeducators for certified teaching positions. First, paraeducators usually represent the culture or cultures of the surrounding area (French & Pickett, 1997) and are committed to residing in and enriching their community. In the current state of affairs in public school education, one of the most often cited challenges is attracting culturally diverse teachers to work with students of backgrounds of equal diversity (Obiakor, 2001). Developing a paraeducator-to-teacher program as one way to support a diverse teacher pool (Jorgenson, 2001). Heimbecker, Minner & Prater, (2000) describe a program that recruits paraeducators to be teachers in Northwestern Ontario, as many of the paraeducators spoke the native language of the local village, a necessity for a beginning teacher working in this remote area.

Secondly, paraeducators have experience working in classrooms, and already know that they are drawn to and find satisfaction in working with children. They are also aware of the hierarchies and some of the politics involved in working in public education; the challenges, the social culture, and “working the system”.

Even though some may have little formal education beyond high school, many paraeducators might be interested in a user-friendly program in teacher certification. One program director reported that after special education paraeducators in one school were offered on-site teacher education courses, many "indicated an intention to continue college level study and pursue a career" as a certified teacher (Gittman & Berger, 1997). The impetus was a user-friendly start; a community college course offered on-site at the school where the paraeducators taught.

How can Community Colleges help?

Community colleges have long been the most user friendly place for first generation college attendees. When I first began working at Central Arizona College (CAC) in 2000, I was hired as the director of a federal grant that guaranteed tuition and other support to paraeducators who wanted to become special education teachers. Outreach was my first task. I traveled from school district to school district in our rural county in central Arizona to speak to paraeducators individually and in groups.

Paraeducators had many questions. What if they were not ready for college level courses in math, reading and/or writing? How would they be able to balance their lives as paraeducators, mothers, caregivers, and students? What if there was an emergency and they had to stop their studies for a semester or two. What if they could not complete the program? We had some of the answers and told them that we would try to find the answers that we did not know.

We did know that CAC had an excellent program for developmental education. Many of the 65 paraeducators we recruited in the first two years of the grant were mature women who had never taken a college course. Some did have college credits, and a few even held an associate degree. We met with each participant individually to set an appropriate program. We did try our best to create cohorts of students whenever possible to provide the peer to peer support that can be the link to success. Very few of the students could attend college full time, and we had to convince other disciplines that evening and night courses were needed.

What was the outcome of the grant?

Fifty of the original 65 students in the first grant achieved at least a highly qualified paraeducator status, an associate degree, by the end of the four year grant. Only six became fully certified teachers in those first four years. I approached the Arizona Department of Education and asked for their help to continue the work that was started in the first federal grant. We then became a part of the State Improvement Grant, and then the State Professional Development Grant and I have been able to continue to support paraeducators for the past eight years. Over these years, over 25 highly qualified special education teachers have been added to our rural county.

We need to continue this important work

Even though my emphasis has been on recruiting paraeducators to be special education teachers, they provide a culturally diverse pool for the teaching profession as a whole. I encourage all of us who work in Teacher Education programs in community colleges to remember that some of the most successful pre-service teachers that we recruit might come from the ranks of paraprofessionals.

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Teachers as Leaders: Learner-Centered Educational Entrepreneurship

Imagine stepping into a learning environment where students are engaged, actively learning, and creating their future with an educational leader. Scratching your head you wonder, is this what education should be or is this education as we see it in all of our PreK-16 classrooms? In reality, under-achievement with students and teachers in education permeates all levels – primary, secondary, and post-secondary. I know if we model and develop exceptional teacher leaders, the learning environment will change so the scene just described in the opening statement is the norm, not the exception.

For decades, the role of preparing teachers for exceptional instructional leadership has been researched, explained, and discussed. Yet, when one uses the many search engines or references to discover what is actually being done through community colleges in teacher education leadership, very little is disclosed. There is a significant amount of research about teacher education at the university level, but there are few substantive research studies about teacher education programs at community colleges (Gerdeman, 2001). And so, my story begins.

Ever since second grade I wanted to teach. The oldest of eight children and a child of welfare, I was fortunate to be surrounded by relatives who are exceptional teacher leaders. As a first generation college student in my family, and Jackson Community College nearby, I creatively found a way to attend college and earn my teaching degree. After 27 years of PreK-12 classroom teaching, I joined the ranks of community college faculty preparing future teachers. The rest is history.

Education is my passion, my life, and remains my continuing ambition. I know learning is the path to self-discovery, improved socioeconomic living, and an active experience based on an insatiable appetite to discover. With this realization, I ventured down the path of researching what actually takes place in community college classrooms to prepare teachers. I valued my early preparation and know

since the late 1990's community colleges have embraced teacher education preparation. Here is where the plot thickens. Little is known about community college teacher education and yet, over 50 percent of teachers attend community colleges as part of their teacher preparation (NACCTEP, 2009). So, why is this story not read on every front page newspaper? Why do many across the country know so little about community colleges and how they prepare teachers? I might offer many answers to these important questions, but paramount to this discussion is what I discovered by visiting community colleges to uncover exactly what occurs in teacher preparation in some of Michigan's community colleges.

I was thrilled to interview, review documents, and read stories about the community college from the "champions" of several teacher education programs in Michigan. Knowing every Michigan community college and certification university is autonomous in their program development creates a fertile setting for innovative entrepreneurship. Also, important is such autonomy creates a myriad of complexity for all transfer pre-service teachers.

Even though community colleges are part of early postsecondary preparation for teachers, and some education programs are recognized nationally, little research or knowledge about community college teacher education programs or their components exists. In addition, as expectations for educators continue to grow, additional preparation and support by community college teacher education programs may be a cost effective and efficient avenue for all teachers, pre-service and certified. Based on the data derived from my study, there are many potential implications for community college teacher education programs and four-year institutions that offer teacher education degrees.

Patricia Cunniff's (2006) investigation and analysis of seven award-winning community college teacher education programs were part of a 2005 Phi Theta Kappa and National Science Foundation collaboration. Cunniff's work was one of the initial attempts to share community college 21st stories about pre-service teacher education. The programs were selected because they best met the needs of students becoming teachers in mathematics and science (PreK-12). The Cunniff model, Features of an Exemplary Student-focused Teacher Education Program, shows 11 areas of an exemplary student focused program.

Using Cunniff's model as a foundation, I expanded on her model to visually share the more in-depth picture of teacher education preparation at community colleges. Briefly, here is what I uncovered about community college teacher education programs. Every "champion" of a well-respected community college teacher education program is an innovative educational entrepreneur. Their passion, no matter what position they formally hold in the institution, is to support, nurture, and expand horizons for future teachers. Based on program student enrollment, community needs, and administrative support, future teachers' innovative experiences within pedagogical curriculum are offered.

Core to each program are many service learning experiences in authentic traditional classroom situations. Also, community colleges offer future teachers authentic service experiences in non-traditional teaching environments such as museums, art centers, science centers, STEM exploration events, Junior Achievement, early childhood Head Start support, campus early childhood centers, special education, and Special Olympic volunteers to name a few. These examples are some of the many innovative teaching/learning sites common to several teacher education programs.

In addition, community college future teachers offer local schools additional support. Extra tutoring, math reviews, field trip opportunities with faculty promotion, links to the area community college for at risk youth, collaborative speaking events for area high school students with future teachers, and more, strengthen the role of future teachers attending community colleges.

As I researched Michigan community college teacher education programs, I discovered key elements were an essential part of their success in teacher preparation. The Belknap Model, depicting Connections, Commitment, and Curriculum evolved from the qualitative study about community college teacher preparation programs. Not only was the college "champion" a leader, but these "champions" displayed educational entrepreneurship throughout their many levels of involvement with creative active learner centered curriculum, strong partners with transfer institutions, continued involvement and mentoring with future teachers, collaborating with colleagues, and many community agencies and programs. Future teachers are influenced by these "champions", both in the classroom and with them in their community endeavors. Future teachers witness the need and influence of educational entrepreneurs and are included to begin their journey as educational leaders.

For now, as this part of the story draws to a close, I am honored to be the 2011-2012 President for NACCTEP. The road to such a position has been more than rewarding. I have been influenced by education leaders all over the country. Where would I be today if it was not for the many educational entrepreneurs during my formative years in teacher education?

Reflecting today, as a critical and thoughtful practitioner, about the influence of community colleges and teacher education, I know first-hand based on research, our roles are daunting and important. As an educational entrepreneur, working early with future teachers through community college programs, helps to develop strong teacher leaders. What is even more rewarding is to step into a PreK-12 classroom of a former student and see the firsthand influence of educational entrepreneurship. Students are engaged, actively learning, and creating their future with an educational leader. What greater joy can I ask than to see a former community college pre-service teacher leading students in a learner centered environment. If future teachers can benefit this much from beginning their career path at community colleges, we should be spreading the word and reading more about such learning environments. The setting in which future teachers learn about their profession is critical to their potential classroom success (Darling Hammond, et.al, 2005).

Please join me and many other leaders in our national organization, NACCTEP, as we guide and support future teachers through our superior teacher education community college programs. Help to share the news about the many leadership roles of community colleges in teacher preparation. These programs in teacher education help to improve learning and educational entrepreneurship, directly and indirectly, by supporting the process to prepare highly qualified teachers who will touch the future PreK-12 students of the country.

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Can you really train people to become teachers online? Yes, you can!

I was teaching and evaluating student teachers in the College of Education at an Arizona university that produced the highest quality teachers in the state of Arizona when Rio Salado College (RSC) came knocking at my door. RSC is one of the 10 Maricopa Community Colleges. RSC asked if I would come and start a teacher preparation program. The Arizona State Board of Education had just changed Board rules allowing other entities besides the state universities to offer teacher preparation programs and RSC wanted to step into that arena.

What a dilemma! I had been teaching in a traditional, in-person college. It was so traditional that they did not even offer night or week-end classes. The first question I had to ask myself was, "Did I really think you could produce competent, effective teachers by training them online?" I was not sure. However, I decided I was interested in the challenge.

As a former elementary teacher, I began exploring this new adventure. I felt that traditional teacher preparation programs had ignored a viable resource when designing their programs – the K-12 world. I decided if I was going to design a program that produced fabulous teachers I should take advantage of this resource. So, I began meeting with teachers, principals, and superintendents. I asked them what skills and knowledge they thought teachers were missing.

I realized that I had another resource. I was a member of the National Consortium of Instruction and Cognition (NCIC), which is a group of college professors that traces their academic genealogy back to B.F. Skinner and beyond to Wundt. I decided I should ask my colleagues. This group meets yearly and many of them are college presidents, deans, and professors in Colleges of Education. I decided to do a "best practices" search among this group.

In addition, I began asking myself questions such as, "What makes you think you can train someone for a 'human interaction' profession with no human interaction?" Well, the answer is, "You cannot!" I decided that I needed to design an apprenticeship model. Research indicates that teachers benefit from spending time in classrooms early in their program. In the past, many college students have gone through their entire teacher preparation program without working with kids until their last semester when they completed their student teaching experience. Sometimes they discovered they did not even like kids. However, they had spent at least four years and tons of money, so they finished their program and became teachers anyway. I'm sure all of you can identify teachers that you have met who really do not like kids. So, when designing this program it was determined that students would get into the classroom at the beginning of their program in order to decide if they really wanted to become a teacher.

RSC weaves real-world experience throughout the program by having future teachers complete approximately 120-150 clock hours in the classroom prior to student teaching and they begin these in-person practicums from the very beginning of the program. They then complete a traditional, in-person student teaching experience.

In addition, I learned very quickly that as a teacher preparation program we had to rely on schools to identify which teacher and classroom our students could spend time in observing and participating with students. Schools and principals did not always choose the best teachers. We could not control this, so we decided to videotape excellent teachers. We identified excellent teaching, videotaped these classrooms and provided these Virtual Practicums to RSC teacher preparation students. Students observe excellent teaching, stop the video, and reflect on what they are observing. Interactivity is embedded in the Virtual Practicums including; true/false questions, fill in the blank questions, games, drop and drag activities, writing of their reflections, and comparing their answers to expert, veteran teachers.

Because of the large volume of in-person clock hours this program should probably be labeled hybrid rather than online. There are actually four in-person components to this program. These in-person components include; practicums, in-person midterms and final exams, Master Teacher Seminars, as well as student teaching.

In this program students come with a bachelor's degree, so this is considered a post baccalaureate program. Another way of ensuring RSC's future teachers have adequate content knowledge is to have students successfully pass a basic skills test at the beginning of the program and the Arizona Educators Proficiency Assessment (equivalent to Praxis) prior to being placed in student teaching.

Master Teacher Seminars are three-hour workshops where current practicing teachers speak in-person and describe what it is really like to teach. RSC students are required to attend six (6) three-hour seminars on multiple topics such as: Classroom Management, Data Driven Decisions, Assessment to Promote Learning, Differentiated Instruction, Integrating Technology in the Secondary Classroom for Math and Science, and much more.

This program has been in existence for 10 years and has produced 1,300 teachers. How can we prove we are credible? RSC must go through the identical approval process at the State Department of Education that the four-year state universities go through. All programs are held to the same standards. What indication does RSC have that the teachers they produce are effective? RSC conducts focus groups with school personnel and college supervisors who evaluate student teachers as well as interviews principals who hire our graduates. This information is used to enhance or modify the program.

To revisit the title of this article: *Can you really train people to become teachers online? The answer is a definitive.....***Yes, you can!**

PS: Upon completion of their program, RSC graduates began asking if their coursework could be accepted into a master's degree. As you know, workforce development is definitely the mission of the community colleges, but partnering for a master's degree is not usually within our purview. Could it be done? Why not try! Would we be able to convince a university that the courses taken at a community college were equivalent to their master's level coursework? We asked them to ignore the actual 200 level number in the course prefix and just examine the content. We were successful! We have since developed partnerships with three universities where they accept 15 or 18 credit of RSC's teacher preparation courses toward their 30 or 36 credit master's degree.



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The “IT Factor” : Building Resilience before The Last Straw

Estelle Getty in her role as Sophia (Spirelli) Petrillo Weinstock on the hit sitcom *The Golden Girls* would take listeners on a visualization journey by inviting them to “picture this”. To understand the magnitude of resilience before the last straw, “Picture this.” A small frame black American girl with long black hair wearing big brown framed glasses, a regular casual top and blue denim jeans sits at the top of the bleaches in a middle school gymnasium. She is there alone, void of friends and starts to cry. She prays a short prayer to ask God for strength or a hiding place – just a safe place to get away from the teasing, the physical abuse, the constant taunting, and the name calling, which all come at the hands of her female classmates. She sits and waits on a heavenly response or divine sign that maybe something is going to change. Realistically, she knows that she cannot fight them all but the desire to is there.

This is her third year dealing with these girls, girls she has known since preschool. Now they are causing her emotional, physical, mental, and spiritual pain. She is tired of telling teachers who just say “Don’t worry about those girls; they are just jealous.” She did not want to tell her mother because she is working and taking time off from work would have been too difficult. Her father is a workaholic with little time for this kind of drama. Her sisters and her brother are in college and working. This would have been too trivial for them. Therefore, the only source of refuge, power, and promise for things to change was her faith in God.

Bullying is not a new phenomenon. It is not a phase. It is not a passing fad. It has no panacea. Bullying has been a social misdemeanor for centuries. There are incidents that our country is all too familiar with when it comes to bullying. Luke Woodham in 1997 and Pearl High School and then the 1999 Massacre at Columbine, are both horrific incidents in which students had retaliated for allegedly being bullied and feeling rejected by their peers.

Now, with the new aspects of cyber bullying through texting, social networks, and other social media, bullying has been tossed into the frontline of media attention. The estimates regarding the amount of cyber bullying have been changing exponentially.

Through 2010-2011, national media has spiraled with the bullying crisis in school through cyber bullying, with students who have committed suicide and others who have tried. A study entitled *Finding from the National Education Association's Nationwide study of bullying: Teachers' and Education Support Professionals' Perspectives* (2010) reports that in a survey "over 40 percent of respondents indicated that bullying was a moderate or major problem in their school, with 62 percent indicating that they witnessed two or more incidents of bullying in the last month, while 41 percent witnessed bullying once a week or more." Additionally, it is estimated that 8,824,833 people have been affect by bullying either as the perpetrator or as the victim (High 2001).

With this many people who have fallen victim to bullying, there must be a concealed factor that transcends the burden of the act that has kept the majority of those who are victimized balanced. Educationally, this factor is called resilience. Resilience has been defined as a dynamic process encompassing positive adaptation within the context of significant adversity (Jindal-Snape, 2008). In other words, the ability to spring back quickly into shape after emotional elasticity has been stretched. Resilience builds when the appropriate support systems are in place and increases momentum as the person develops and new support system replaces or adds to the others. Researchers have identified factors that appeared to be shared amongst children who were effectively dealing with difficulty, such as social acceptance, loving and solid connections with family, and the wider community serves as strong support for resilience (Jindal-Snape, 2008). Additionally, people who are targets of bullying yet show resilience often have an "IT factor". In other words, it is not that they are "social outcast" they are "social ranger". These "magnets of attention" have that "IT factor" that makes them stand out in a crowd and get attention without seeking. One researcher stated the following, "In simpler, terms, children who are strong in themselves experience robust positive relationships in their family and those who separately and collectively positively connect to their community are most likely to thrive" (Gorman et., 2005). There is a need to develop the "IT factor" in children through opportunities, conversations, and mentoring that lead to enhanced resilience.

So what happened to a small frame black American girl with long black hair wearing big brown framed glasses, a regular casual top and blue denim jeans sitting at the top of the bleachers in a middle school gymnasium? She grew up to be me.

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