THE ROLE OF COMMUNITY COLLEGES IN PREPARING CTE TEACHERS
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>>BUDKE: Welcome to the National Dissemination Center's webcast on the role of community colleges in preparing teachers through CTE pathways.
I'm Wes Budke, associate professor, department of human and communicative resource development, at the Ohio State University. There's a critical need for quality teachers to ensure excellence in education, meet public measures of accountability, focus on academic standards and ultimately close the achievement gap.
Today we're fortunate to have with us Dr. Cheri St. Arnauld, national director of teacher education programs, Maricopa Community Colleges, and the executive director of the National Association of Community College Teacher Education Programs.
Cheri's presentation will focus on four essential elements that demand the transition in teacher preparation programs.
Cheri, welcome.
>> ST. ARNAULD: Thank you, Wes.
And thank you to the National Dissemination Center, Ohio State University, and the Office of Vocational and Adult Education for inviting me to speak here today on future teachers.
I also want to thank each of you for containing the time out of your busy schedule to be here as well.
I wanted to share just a few things about my background. My background is education.
I worked for public schools for many years, where I taught, I worked with teachers, and I implemented a rigorous high school to college reform program.
I also have a faculty appointment and teach a variety of courses in teacher preparation and teacher professional development at a higher education institution.
I've worked with the community college system for several years now, and am honored to work with community colleges across the country. I'm always amazed at their entrepreneurial spirit and it is important to me to support this creativity and initiative.
I passionately believe in three things.
I believe that all children should receive the best possible education from the most qualified teachers.
I believe the community colleges have a significant role and do make a difference in quality teacher preparation.
And I believe that alignment of educational institutions within communities is the way to improve teacher quality and student achievement.
Career and technical education can play a significant role as a catalyst for aligning curriculum, programs, and ultimately institutions to achieve this.
Today I would like to accomplish four things. I would like to briefly discuss the critical need for quality teachers. I want to explore the role of community colleges in preparing their teachers. I want to share current programs and trends in teacher preparation at community colleges. And I also want to provide a model for alignment of educational institutions through a program of teacher preparation as a career and technical education pathway.

As background information, I would just like to briefly share a little bit about the institution that I work at, the Maricopa Community Colleges, in Phoenix, Arizona, and my role at the district. Maricopa serves more than a quarter of a million students annually through ten separately accredited colleges, some with multiple campuses, and we have two skill centers. We have over 1,000 business partnerships, two charter high schools, and many, many programs in advanced health care training, biotechnology opportunities and a lot of other courses as well as teacher preparation. Each of our ten colleges offer a teacher education program and each one is unique and serves the community in their local school districts.

My role as the national director of teacher education programs really has three primary responsibilities. One, to serve the colleges and program at Maricopa. Two, to support statewide initiatives in education in Arizona, specifically convening several groups who address a wide range of issues facing the state, including preparing quality teachers, as well as sporting a seamless 220 educational system, and lastly I serve as the executive director of the National Association of Community College Teacher Education Programs, or NACCTEP. NACCTEP has an executive board with representation from across the country. We work closely with partners. Our partner is the League for Innovation in the Community College and the American Association of Community Colleges. NACCTEP is housed at the National Center for Teacher Education, where my staff and I implement, provide leadership, and support many initiatives that impact teaching and education. And I'll share a little bit more about NACCTEP later on in this presentation.

Research tells us that across the country, even though we have sufficient numbers of prepared teachers to meet the market demand, finding and retaining exemplary teachers is a concern for many schools nationwide. New data suggests that teacher shortages and school staffing problems have more to do with teacher attrition rates than retiring teachers or
teachers leaving their jobs -- they leave their jobs for a variety of reasons. Ingersoll states that the turnover due to retirement is relatively minor when compared to job dissatisfaction, poor working conditions, lack of administrative support, and/or teachers pursuing other jobs. Salary was also a serious consideration for teachers leaving the career. Estimates of teacher attrition rates from 20 percent to as high as 50 percent for our schools in high poverty areas. However, the average age for teachers is 44. And significant retirements will still impact geographical areas around the country. Researchers also agree that amid climbing student enrollments we will need more teachers as well as a more diverse teacher work force. The US census projects student enrollment are increasing by 28 percent. There's a high demand for ethnically diverse teachers to reflect the current changes in the public school classrooms. Only 13 percent of our US teaching force is comprised of ethnic minorities. Most elementary and secondary teachers are female, 74 percent, and white, 87 percent. However, by the year 2010, 40 percent of our school-aged children will be children of color, and a diverse teacher work force is critical. This slide depicts Arizona's statistics that show the disproportionate ratio of diverse teachers to the student population. Recruiting a diverse teacher work force is a top priority in Arizona. Even more alarming than the turnover rates is the data that suggests that effective teachers leave the profession at the highest rates. A study of superintendents interviewed in the Midwest reported that from 75 to 100 percent of the teachers that left their districts were considered highly effective. Doser found that new teachers who scored in the top quartile of college entrance exams actually left the career faster more than students who scored --were twice as likely to leave than students with teachers scoring at the lowest quartile. Research shows the actual shortage lies in the distribution of teachers, particularly in those schools serving low income students or students of color. There's also a shortage in certain geographic regions in the country, and there are not enough qualified individual teachers in the areas such as special education, bilingual education, or the sciences. This is a quote from Gene Carter, the executive director of the Association for Supervision and Curriculum Development. He says, "We must aim to keep new teachers in the profession long enough to become effective teachers. Continual turnover of new teachers in schools where children are in most need of quality teachers is unacceptable."
In turn, states respond quickly with a variety of new incentive and training programs to attract more people into the candidate pool. States have offered relocation benefits, signing bonuses, student loan forgiveness packages, and some waive preservice training, and programs attracting retired teachers back into the work force. Still others argue that simply recruiting more candidates alone will not necessarily affect the high turnover rate. Quality induction programs and support for new teachers should be the focus for districts to retain their effective teachers. New teachers need and want support, but often veteran teachers feel overburdened and are not available for -- as mentors.

The issues are complex. Yet the fact still remains that almost every state has areas where they have trouble finding quality or well-prepared teachers. School districts are under fire to hire teachers for these hard-to-staff schools. Often districts will hire less qualified teachers, assign teachers trained in another field or grade level, or over utilize substitute teachers just to fill the classrooms. Many students nationwide are taught by teachers who lack the necessary skills for quality instruction. The evidence is also quite compelling regarding the loss of achievement in students who have one, two, or three years of ineffective teachers. Low achieving students with effective teachers are perfectly capable of catching up and meeting the standard. Low achieving students with ineffective teachers are losing in achievement year after year. Further evidence from the education trust shows that classes in high poverty and high minority schools are more likely to be taught by teachers out of their field of expertise, or are more likely to be taught by inexperienced teachers. We know good teachers matter in student achievement. A quote from Kati Heycock states that, "The more we know and understand about teachers, schools and students, the more we come to realize that good information about teacher quality can be leveraged to improve almost every important aspect of our education system." This loss of achievement then is a contributing factor to the drop-out crisis. It's estimated that those who dropped out of school will earn $212,000 less than high school graduates and $812,000 less than college graduates in their lifetimes. Social promotion contributes to the financial burdens of colleges and businesses to train high school graduates in areas as basic as reading. The Brookings Institution estimates that one billion dollars is spent each year on remedial reading instruction for incoming freshmen at US colleges and universities.
Clearly the teacher shortage is creating a major crisis in providing quality education for America's youth, and a long-term impact on our economy.

At the federal level, this crisis has led to national policy for public accountability, through No Child Left Behind. School districts are scrambling to meet the requirements, and recently the US Department of Education issued new guidance to clarify issues surrounding teacher quality and the assessment of highly qualified veteran teachers, trying to ease the confusion at the district level. However, a new brief by the Southeast Center for Teaching Quality states that it's too little, too late.

Struggles for effective implementation, according to critics, are the result of many factors, including the failure to effectively align disparate elements of the teaching quality under the law. The nation's ability to provide quality education for all children is threatened by our inability to provide teacher preparation that meets the demands of the K-12 schools.

States must ensure that all teachers have the knowledge and skills necessary to bring about improvements in student learning. And teacher preparation programs must ensure that all students are highly qualified when they leave their institutions. We must respond with teacher education reforms that can educate teachers who are prepared to meet these demands and reestablish teaching as a noble profession.

I believe our intentions are good. But I believe we often miss the mark.

Let's talk a little bit about teacher preparation. There is no longer a traditional or one model of teacher preparation. Programs vary from four-year baccalaureate programs at the university and some at the community college; post baccalaureate programs, also at the university and at the community college; master's certification programs, generally at the university, but some community colleges are partnering with private institutions to offer these programs upon completion; and alternative routes to teacher certification which are happening in many different places.

While program formats vary, considerable debate still exists about which method of teacher education provides the best preparation, what quantity of subject matter should be included, how much instruction and pedagogical knowledge, where should the clinical experience fall, and how much classroom experience really should be included.

Teacher preparation programs are springing up in areas that are outside of the four-year institution. A few examples of those. The Carnegie Corporation of New York's project called Teachers for a New Era calls for reform in current teacher education models. Key among the design features is a focus on the extended pupil learning as a result of good teaching, and on teaching as a clinical experience.
The initiative also requires a clinical faculty that has a master's degree, and a two-year induction period for graduates into the profession. The project stresses the importance of formal collaboration between schools of education, traditional arts and sciences faculty, and principals and classroom teachers. Kathleen Szuminiski talks about developing career and technical education teachers through a teacher development model combining teacher education, mentoring, induction and professional development. These models are very successful for teachers entering from industry, who often have some background but lack the specific skills necessary for classroom instruction or classroom management. Private institutions offer successful teacher preparation programs in alternative formats around the country. Almost all 50 states are developing alternative routes to teacher certification. One example is the Massachusetts signing bonus program, which hopes to attract highly qualified and motivated recent college graduates and mid career professionals into the profession. They offer signing bonuses and special teacher training. They provide assistance in job placement among participating districts. The candidates must agree to stay in the public schools for four years. And they begin with an eight-week accelerated teacher credential program that includes classroom management, lesson planning, instructional methodologies, in addition to a 100-hour student teaching experience. While recent research claims that these teachers were most likely to leave public school teaching, the Massachusetts Department of Education reports that in the first year they had over 800 applications from 36 states and four countries, but only 59 people were admitted. The principals seemed satisfied with the quality of the new teachers and rated them as performing as well as or better than other beginning teachers. Ninety percent of these principals interviewed would be willing to hire another bonus program teacher. In Texas, 16 percent of new teachers enter the classroom through alternative certification routes. New Jersey certifies 22 percent alternatively, and California certifies eight percent of its teachers via alternative certification programs. The debate is heated among professionals who view alternative routes helpful and those that view these routes as insulting to the profession. School districts are now judged on ability of their students to pass or fail a battery of tests and to meet the scrutiny of No Child Left Behind.
They must hire teachers prepared to meet these academic challenges. This places another responsibility on preparation programs to ensure that teacher candidates are prepared to measure up as they enter teaching.

*So the debate on the best delivery of teacher preparation continues. So who's doing the research to find out? Well, Education Commission of the States published eight questions on teacher preparation, what does the research say. I'm going to give you just a digest version of that.

The report was based on 92 different studies of solid research on teacher preparation, to ascertain what evidence the research truly provides and its implications for policy.

There were 500 programs that were reviewed for this report and these 92 were chosen.

The first question had to do with subject knowledge and how much subject knowledge is really important for effective teachers.

The research report was limited. It dealt mainly with mathematics and showed only moderate support for the importance of solid subject matter knowledge.

The data was actually inconclusive as to the importance of subject matter major versus just a number of courses.

Now, this doesn't mean that knowing your subject matter is not important. It simply means that the data is inconclusive and we need more research.

The next question had to do with pedagogy and how much pedagogical coursework is important for teacher effectiveness.

This one of the most heated debates among traditional versus alternative route preparation.

The research again provides limited support on the amount of pedagogy needed.

Again, this simply means that the data is inconclusive.

The third question deals with the high quality field experience to certification and how much does that affect teacher effectiveness.

While there is broad consensus that practical experience is important, the research is often suggestive and ultimately considered inconclusive.

Number four says -- talks about alternative route programs and how are they in developing effective teachers and how are these teachers retained in the system.

No issue has generated more debate among professionals than the issue of alternative route preparation programs. Overall the research provides limited support for the conclusion that alternative programs work or don't work.

More research again needs to be done on the effectiveness and the attrition rates of alternatively prepared teachers.

Five talks about teacher preparation strategies and are there any effective strategies for working with urban schools and low-performing
schools. And there were very few studies that meet the criteria for the report. Therefore, the conclusion was drawn that there is limited support for deliberate efforts to prepare teachers for the urban areas.

The sixth question dealt with strengthening entrance requirements. If we strengthen our entrance requirements of who comes into our colleges of education, will that ensure teacher effectiveness? Two studies, however, did find a correlation between the strength of teachers' academic success and direct or indirect knowledge. However, there was no research that addressed the impact of selective screening of candidates for teacher preparation.

This seventh question had to do with accrediting our teacher preparation programs. Does that ensure teacher effectiveness? And the report stated that every state but Arizona requires programs to undergo formal accreditation process. Arizona's programs require the approval of a state board of education, as well as a review by the state department of education. There are only three studies on this issue that focused on accreditation of teacher preparation programs and they all were focused around NCATE, the National Counsel for Accreditation of Teacher Education.

While limited, the report states that whether teacher certification is an adequate predictor of effective teaching is subject to serious question.

The final question talks about institutional warranties. If we guarantee our students, will we guarantee teacher effectiveness? and the report recognizes that such warranties will imply that we are responsible enough in our programs, but there is limited research as to how effective our new teachers will be.

So what does the research say? Ultimately it says that there isn't a lot of data to support any one delivery method superior to another and that a lot more research is needed to determine the most effective strategies for instruction and provide any proven practice in any areas of teacher preparation. Therefore, any institution developing a teacher preparation program should build in methods for data collection and program review to support their chosen delivery method.

The common thread among all the data continues to be around quality teachers, and that quality teachers matter most in student achievement. Let's examine the role of community colleges in teacher preparation. Community colleges are emerging as a viable and credible resource for preparing future teachers, including CTE teachers. In the fall of 2000, more than six million students were enrolled in community colleges.

Research shows that more than half of all university graduates begin their education at a community college.
Large numbers of current teachers started out in community colleges, and community colleges may provide the only technology training and most of the general content area instruction that future teachers will receive.

In an Education Commission of the States recent policy brief, it states that four out of ten teachers have in some cases completed almost all of their math and science courses at community colleges. Community colleges are geographically located and better situated to recruit a variety of students from their respective communities that better reflect the classrooms and the changing face of our populations, as well as to recruit students from -- for their specific programs.

According to the Education Commission for the States, community colleges are a conduit for minority and nontraditional teacher candidates. Community colleges can help increase the diversity of the teaching force, because they have higher percentages of minority, low income, and nontraditional students than four-year institutions.

And community colleges are more likely to meet the needs of students who do not fit the regular college schedule. Potential CTE teachers leaving industry are often candidates for nontraditional delivery methods.

Research suggests that more diverse teacher workforce can become important role models for students in ethnically diverse schools.

Community colleges can be a recruiting ground for new CTE teachers, recruiting from industry and providing education background, or channelling current teachers into programs that provide industry certification.

And lastly, community colleges are teaching colleges. Their mission is teaching and learning. They're an excellent opportunity to model good teaching strategies for preservice teachers. They're flexible in their program delivery to meet the changing demand for college students. They are entrepreneurial and respond quickly to the needs of the communities and schools, and they have strong partnerships with their K-12 school districts, which make them perfect recruiting grounds for future teachers.

So what do community college teacher preparation programs look like? Community colleges are already broadly involved in teacher education and are placing an increased emphasis on preparing new teachers, paraprofessionals, and offering professional development. Community colleges are known for their ability to be responsive to the needs of the communities and their local schools.

While some university programs are being criticized for their focus on research and philosophies that do not necessarily support the current needs of K-12 schools, community colleges are often turned to to offer programs in flexible and cost effective ways.
Harvard graduate school's Dr. Ellen Laidman stated in her recent address, "I suspect the professors of teacher education teach what they know, which may or may not include cutting-edge research about instruction."

Many quality teacher preparation programs have emerged from community colleges, and many articulated programs are growing between high schools, community colleges, and universities. The majority of the teacher preparation programs are two-plus-two models, or partnerships that include community colleges preparing students in the first two lower division years and transferring to universities who generally teach the upper division courses, and this is done through an articulated and transfer agreement.

Many of these programs offer introductory teacher education coursework and generally some observation coursework as well in the community college portion.

Some colleges offer grow-your-own programs, which are agreements between colleges and school districts that draw upon teacher aides and support staff in local school districts supporting them through and into the teacher pipeline.

These students often go back to their original districts, where they are guaranteed interviews, and some even guaranteed jobs.

College faculty and K-12 teachers have programs offering some professional development opportunities, especially in the summer for current teachers.

The strongest of these programs have been in the areas of math and science. Charter high schools have been created and are connected to and within community colleges.

In Arizona, Maricopa has two charter high schools, and one is designated solely for teacher preparation students. It's using the early college model.

Community colleges are masters of flexible delivery methods of education courses and programs, including on-line delivery via the Internet. Rio Salado College has an on-line post baccalaureate program designed for working adults who wish to enter the teaching profession.

The program incorporates teacher certification requirements into a curriculum that offers essential skills for students to become highly effective teachers.

Rio has more than 2500 students in their teacher pipeline.

It's also a viable option for preparing CTE teachers.

Training courses for substitute teachers enhances the community college to help with substitute teacher crisis.

Courses address issues important to substitute teaching, as well as many include practicum components along with that.

Community colleges provide a variety of training courses and programs and certificates and early childhood education.

University models also exist where partnerships exist with local universities that offer the junior/senior level courses on the
community college campus. Often these programs exist due to geographic needs, student demand, and other programmatic issues. Several community colleges in many states offer post baccalaureate certifications for mid career changers, and endorsement courses and programs for current teachers. These programs are set up for a variety of models to best suit individual colleges and communities. Some provide intensive training for four weeks in the summer, and courses are developed sequentially to provide coursework and school practicum experience together with their academic experience. So they do coursework, practicum, deeper application, and then move on to the next content area.

The National Association of Community College Teacher Education Programs is currently conducting a national profile survey of member institutions, and we will be developing a report that will better explain these programs, where they're offered, and how many students are currently enrolled.

Articulation or alignment is really the heart of the high school to community college to university process. When this articulation doesn't happen, or worse, opposes one another, it can harm students and ultimately affect the quality of education. Teacher education students often find systems that are lacking for aligning courses across institutions. Not all courses transfer because of problems with course equivalencies. Most institutions have different general education requirements so credits can be lost or classes have to be repeated, which makes it longer to graduate.

Teacher education majors who start their careers out in a community college want assurance they will not lose credits when they transfer. Some states have developed statewide associate in arts and some kind of teacher education program to better align systemic processes for all community colleges within the state to all universities within that state. They generally consist of a block of 60 core undergraduate courses that transfer completely to an upper division institution in the state. As students move from institution to institution, they will be assured of alignment of courses for transfer and quality and for seamless services for students. Some community colleges have also started to offer baccalaureate degrees in education. According to a recent Education Commission of the States policy brief, it states the majority of community college officials as well as industry and employers welcome this addition. Colleges that continue to offer primarily associate in arts degrees but also a few baccalaureate degrees include Nevada, at Great Basin
College; two in Florida, both at Miami-Dade Community College and Saint Petersburg Junior College. Utah has a program at Utah Valley State and Arkansas at the University of Arkansas at Fort Smith. Community colleges are developing their teacher preparation programs around the following characteristics: Concrete applications in general academic courses. They expose students to actual classroom practice. They provide students with opportunities for observation and reflection. They provide students opportunities to experience a variety of instructional strategies. And they involve students in collaborative group opportunities. They provide applications for technology in both their teaching and their learning. If community colleges offer all content area instruction to future elementary teachers, then community colleges must consider the highly qualified aspects that will best prepare students for classroom instruction and accountability. Across the country individual community college faculty in specific content areas are working together to offer subject instruction to students, including future teachers, in different ways: Modeling the kinds of instructional strategies that K-12 teachers are expected to use when they become teachers, modeling inquiry-based instruction; immersed technology programs; using real time data to support math and science instruction; in addition to problem-based learning and Socratic discussions. The National Association of Community College Teacher Education Programs was created through the efforts of many dedicated community college professionals and partners like the League for Innovation, and the American Association of Community Colleges. It's a new association committed to promoting the community college role in the recruitment, preparation, retention, and renewal of preK-12 teachers, as well as advancing quality teacher education programs in the community college. We have close to 400 members from 168 institutions and 38 states. There is an 11-member board of directors who is elected to oversee the growth and direction of the association. And board members are represented from across the country. The association offers quarterly newsletters such as a compilation of NACCTEP news regarding membership, upcoming events, community college highlights, and the newsletter gives a voice to colleges and an opportunity to submit articles for publication. We also offer a monthly policy brief, which is to provide resource for teacher education professionals, administrators, and students from which teacher preparation programs and policies can be developed. As a service to the members, this document synthesizes the most up-to-date national information specifically affecting teacher
education initiatives.
We also have a national scholarship program. It's designed to financially assist community college students to complete their education. Awards range from up to $1,000 for two semesters, and I'm proud to say that we now have just awarded five of those scholarships to students for this fall's session.
Congratulations to all five of you.
We offer access to a national consultant group as well, which provides expertise to community college professionals to further program development in their colleges, and other opportunities. And I would be remiss as an executive director if I didn't let you know that each year NACCTEP sponsors a national conference. This year it will be held at the Marriott Marquis in New York, March 4th through the 6th.
The call for proposals is currently out, and you can locate information, we hope that we see some of your quality CTE teacher preparation programs of any kind that you'll be sharing with the community college audience, and you can find the call for proposals on the web site on your screen.
So how can we work to strengthen our community college relationships with our K-12 schools and strengthen teacher education as a career pathway?
This past year has seen an emerging trend for teacher education as a viable career pathway in career and technical education programs. I've been privileged to be a part of a program that is blazing new trails in career and technical education by incorporating new pathways in teacher education.
The US Department of Education's Office of Vocational and Adult Education and the League for Innovation in the Community College funded 15 partnerships in several occupational areas for the College and Career Transitions Initiatives, or CCTI.
CCTI is designed to ease student transitions between the high schools and the postsecondary institutions, and to help improve academic performance at both levels.
The model that I would like to share with you is the career pathway for teacher preparation. The project supports the principles established in No Child Left Behind by investing in strategies that close the achievement gap, create meaningful options for a diverse student body and student backgrounds, and ensure that students attain at high levels.
The outcomes for this teacher preparation model are to decrease the need for remediation when students enter community colleges. Currently large numbers of students do enter remediation courses when they come to community college.
Increase the enrollment in our teacher education programs and the persistence through their postsecondary experience.
And community colleges again are masters at recruiting students into
their programs.
To increase the academic and skill achievement at both postsecondary and secondary levels, and building more rigor into that high school curriculum.
Increasing attainment of postsecondary degrees and really supporting the persistence through the educational process, and increasing the entry into employment to further education.
And three community colleges' sites were identified for implementing the teacher education project.
One is Anne Arundel Community College in Maryland.
The other is Lorain County Community College right here in Ohio.
*And the Maricopa Community Colleges in Arizona.
*Each of these institutions has a little different model for achieving the objectives of the project.
So today I want to describe Arizona's model and the work towards a statewide career pathway for teacher education.
The Arizona project is designed around the development of a coherent, articulated sequence of rigorous academic coursework and career courses in the OVAE occupational area of education and training.
I believe that alignment is the strength and the core of the Arizona project. Alignment at the policy level, alignment at the programmatic level, and alignment at the faculty level.
To align systems at the policy level Maricopa created a unique opportunity to develop and work with other statewide efforts.
The project is partnered with the Arizona Department of Education Career and Technical Education Division and Professions program.
Ed professions is a new high school career and technical education curriculum program that's designed to address students who have an interest in pursuing a career in the field of education.
The program is impacting high schools in Arizona by offering direction and coursework for viable career paths for high school students.
They help address the growing need for teachers through these recruitment efforts, and provide students with tutoring and mentoring opportunities.
Ed professions is a new program, but it's already implemented widely in many high schools in Arizona.
The partnership with CCTI helps to identify cohorts of students and articulate services for entry into the community college, moving students into our statewide AAEE degree, our associate in arts in elementary education.
The degree is accepted at all statewide universities, and it focuses on a seamless transition between systems for teacher preparation of students.
This framework from high school to community college to university is the foundation on which we build all of our alignment discussions.
To align programmatically, once students are identified as CTE ed profession students, the project provides early assessment for college course placement, some dual enrollment, some concurrent enrollment.
In addition to looking at the courses and maybe taking some different options at the high school to be better prepared when they come to the community college, using the information from the course assessment, each student will work with faculty and advisers from both the high school and the community college to develop an individualized college and career plan. The plan provides a framework for meeting student academic needs and career goals. Once developed, the high school to college CCTI team determines what resources are needed to meet the needs of and achieve the goals for each student. Those students are currently identified at the high school level. The goal of the project would be to provide intervention even earlier so that students can consider stronger academic options for coursework in the junior and at the senior high level. Another unique goal of the high school ed professions program is to graduate students from a rigorous high school curriculum that will enable them to pass our statewide approved test for paraprofessionals to become highly qualified. This will significantly increase entry into employment and enable students to be highly qualified for employment in education, in the education field, directly out of high school. Aligning faculty expectations is another key factor in the success of the project. This is done through discussions around individual program components. Another unique feature of our project is the implementation of a project wide E portfolio system. This particular E portfolio system is actually more than simply a portfolio. It also provides web-based tools for K-12 learning communities and teacher education communities. CCTI faculty uses this system to create portfolio templates and assess student portfolios on line. It can also be used to create and share standards-based lessons and units with assessment rubrics. This makes it easy for students to create, organize, and share electronic portfolios that actually demonstrate standards compliance. All three -- this is unique to our program. All three of our public universities, our largest for-profit university and our community college baccalaureate programs, have all chosen to use the same E portfolio system. In addition, the ed professions classes this year at the high school will also begin to utilize this program so that a statewide seamless coursework approval system can be achieved. Faculty from all institutions have begun conversations to strengthen the articulation component of the program. This has provided faculty with an opportunity to build discussion aligning portfolio components and expectations, but ultimately program
expectations as well. Conversations have also begun around statewide articulation for this career pathway.

In one month Arizona will host the first of a series of conversations around expectations for career pathways and teacher preparation. Issues like dual enrollment, faculty qualifications for teaching dual enrollment courses, teacher expectations, are all open for discussion. This will also provide excellent opportunities for research to identify the strengths of our statewide program over time, including teacher effectiveness.

The CCTI project is acting as a catalyst for collaboration and partnership with organizations and agencies that play a role in the decision making and the funding for implementation of current efforts in the development of a career pathway and also strengthening teacher education as a viable CTE pathway.

There is a document on the web site that reviews our career pathway template for the high school education profession, as well as the community college component, if you'd like to access that.

I hope you have a little better understanding of the complexity of the need for quality teachers to ensure excellence in education, meet public measures of accountability, focus on academic standards, and ultimately close the achievement gap.

I hope you recognize the merging role of community colleges in preparing new teachers, going beyond the traditional approach and modeling effective pedagogy and instructional practice.

I hope you stimulate discussion in your own institutions around best practice and teacher preparation and the role of community colleges in the process.

And I hope that each of your states look for ways to align educational institutions with -- in your communities to improve teacher quality and increase student achievement.

And now I would be glad to entertain questions.

BUDKE: Thank you very much, Cheri.

Cheri has agreed to respond to questions from our studio audience and our chat room participants.

But before we do this I'd just like to take a moment to summarize some of the highlights of Cheri's presentation today.

First, there's critical need for the quality -- for quality teachers to ensure excellence in education and public measures accountability and focus on academic standards and ultimately close the achievement gap.

She also mentioned that there's an emerging role of the community college in preparing new teachers that must go beyond the traditional approaches.

Third, there is a need to stimulate discussion around best practice in teacher education that begins with the review of the current programs and trends, and finally, she shared a model that aligns educational institutions within the communities.
During your presentation, Cheri, there's been a number of questions that have come in from our viewers and also from the studio audience. They tried to cluster them, but they kind of fly all over the place, so I'll kind of start from the top of the pile here and work down through it.

One of them, I'll start with this one, this is one of our webcast viewers, it says our community is in the process of starting a community college.

We also have a local university. How would you recommend the community college become involved in the teacher preparation program without conflicting with the programs of the college of education at the local university?

>> ST. ARNAULD: Well, I think one of the things that I would begin doing is working with the local K-12 schools and finding out what their needs are, doing kind of a needs assessment and seeing if there is a role the community college could fill. And it might be working with their current teachers, might be doing some professional development, and it certainly could begin with asking the high schools and the elementary schools, the local districts, about what they would like to see from the teacher preparation students. Those students are coming through the community college and getting all of their academic coursework, then maybe there is some things we could begin to offer in our academic coursework that might make a difference in teachers when they graduate and if they stay in that area.

>> BUDKE: Another viewer asks does Arizona offer statewide associate in arts in teaching degrees. If so, who spearheaded that effort, and what recommendations would you make to the state who is interested in doing the same?

>> ST. ARNAULD: We do have a statewide associate of arts in elementary education. And what's interesting is that it was not an easy process and it took some time. We used the vehicles, the articulation task forces that currently existed, the decision-making bodies about course equivalencies and those sorts of things to begin the discussions, and they actually set off a separate work force committee that worked through a lot of issues, and the issues -- you know, they ended up with a framework. And the framework is actually on our web site. And it's on the Maricopa web site and my National Center for Teacher Education web site. You can access it from there. And it does show a block of 60 courses and there are options for EDU courses within that framework. And they do transfer to the university. We just elected somebody to spearhead that effort that came from the community college and came from K-12 and then came from the university, and the two co-chairs from the community college and from
the universities work very hard to align discussions, and, again, it wasn't easy. But it did take some time. And we did have some initiatives where we wanted to move it forward fairly quickly. And it happened. So somebody would have to take the lead in that, and if you have a governing body in your state around articulation of courses, articulation of alignment of programs, that might be the body to start with.

>> BUDKE: Okay. Thank you.

You mentioned that there's -- or explained that there had been a number of different teacher education models. Is there any particular model that seems to be rising to the top as being the most popular, the most effective?

>> ST. ARNAULD: No. I think all of the models are really focused around the needs of the communities and the local schools, so depending on what your school districts are facing with all of the issues that K-12 schools have to meet right now, what the needs are, it could be professional development. It could be, you know, teachers who need more in content areas, more technology in their courses. And again, I would really encourage talking to the K-12 schools and find out exactly what the needs are and then building your teacher preparation programs around some of those strengths.

You know, it also depends on the market demand. You know, we do have some very successful post teacher certification, you know, once they have a BA they come in and get teacher certification courses, and our state department of education has accepted those from three different community colleges that I know of in the state of Arizona right now that have this program and there is a demand for it. There's a need for it. There are teachers that want that, mid career changers, you know, there's variety of students who really want that pathway. So it's been very successful.

But again, the majority of the programs are really the transfer models where the first two years of lower division are at the community college and they transfer to the university. So I would really say that the model that fits the needs of your community and the model that fits the demands of the college students in your area is probably the one that you can strengthen, of course, just with setting up some accountability and some data collection and some research to support what you're doing.

>> BUDKE: One of the questions is really focused on the two-by-two programs, and it asks -- the viewer is asking how successful has
two-by-two programs been in reducing the time it takes to receive a four-year degree?
Is credit actually being transcripted?
>> ST. ARNAULD: Again, it depends on the program and it depends on the commitment of the faculty that align most programs.
You know, if the programs have good transition services to students, then it's more likely that students can move through the systems very quickly.
But in community colleges many of the students are part-time students and so they go in addition to working, they go in addition to having families, they go when they can.
And so that impedes a smooth four-year process.
For those students that are full time and do work through the program in a cohort model, which we do have some very strong cohort models, I would have to say the two-plus-two program cohorts tend to be fairly successful, and again it simply is the transition strategies and the services that are provided to students that really make that difference.
>> BUDKE: One of the questions regarding funding, the question is are community colleges prepared to adequately fund higher quality teacher preparation programs given the tendency of state legislatures to reduce funding for education.
Are teacher education programs more expensive, or what's been your experience with that?
>> ST. ARNAULD: Well, one of the driving forces for the market for community colleges is that, of course, they are more cost effective than universities, but in terms of funding programs, it just depends on if the teacher preparation program is a priority at the community college in your area, and if you have a strong demand for it and you find ways to educate your legislature about those demands and really push for that program development, and again, a lot of that is about marketing, is about informing, is about teaching, is about letting people know exactly what you're doing.
>> BUDKE: Is the early field experience in student teaching a part of the community college program, or does that go over to the university?
>> ST. ARNAULD: No, actually we believe that students need to be in a classroom right away.
And so almost all of our -- we also have education courses built into our first two years.
Three -- actually five of them are core courses now.
And three of them require a field-based component in there.
And we believe why wait until they get to the university or why wait till student teaching to find out if they want to do this or not, that they really need to get into classrooms right away.
>> BUDKE: So they have a certain period of time that they spend in school?
>> ST. ARNAULD: Yes. It's specific.
It's so many hours and here is the expectation and here is what you're accountable to.

>> BUDKE: Another viewer asks or mentions that you mentioned in your opening remarks that keeping teachers in teaching is a major problem. What do community colleges do in their programs to help ensure that students remain in teaching after they enter the field?

>> ST. ARNAULD: You know, one the challenges to -- even a lot of the research for community colleges is that if it's a two-plus-two model and they have to follow their teachers into teaching then it's hard to monitor and hard to study that after the fact.

Our post baccalaureate programs are in a much better position to be able to do that, but induction is really the key to helping -- to following teachers along, making sure that either districts have strong induction programs for future teachers or that community colleges can help build strong induction programs to work with new teachers, but a connection to an induction program.

And the Arizona K-12 center has a web site and it talks about nine critical elements of a quality induction program. They've done a lot of research on it and it's very good information, but quality induction programs are really the key for universities and community colleges to be able to really help teacher attrition.

>> BUDKE: How do you promote the importance of participation in professional development opportunities for your new teachers? That's part of maybe what you've just responded to, but is professional development a large piece of that as far as follow-up?

>> ST. ARNAULD: For districts it certainly is. I think K-12 districts all have some sort of professional development component built into it.

One of the reasons that I believe it's important to listen to K-12 is simply because they have had to spend a tremendous amount of money and time in building induction programs and building professional development for teachers when they come out of higher education institutions.

And that's kind of been the catalyst of a lot of what's happening and what's taking place.

I don't know if -- as a new teacher you never forget your first year of teaching, and I certainly had a first year of teaching, and I think that you're so overwhelmed with everything that's going on that you really wouldn't choose to go out and take more classes on top of what you already have to do.

But structure, induction programs, and mentoring programs expect that, and I think that ultimately when you do do some of that that you are better prepared and you do feel more comfortable and at least you feel like you're connected to something and somebody out there cares about what you're doing your first year.

>> BUDKE: Throughout your presentation and on many of your slides you have the word teacher effectiveness on there. Do you have a list of criteria that is guiding that particular
process?
>> ST. ARNAULD: You know, I don't, because teacher effectiveness
currently is tied to how effective a teacher is means how do their
students test on their test scores.
While that's a whole another debate I probably won't get into today,
that is the measure for teacher effectiveness today is how well do
their students perform, and again, I think that we are really only
beginning to get into the realm of following teachers into their
testing abilities for students and supporting them through that
process.
So I don't have a set of criteria at this point in time.
But I know that a lot of universities and community colleges are
looking at that, so hopefully before too long we’ll have some
definitions of exactly what that means.
That might not be tied to student testing.
>> BUDKE: Here is a question that I'll read because it deals with
articulation.
And it's both articulation between the community college and the
secondary school and the community college and the university, and
it's asking what's being done to see that secondary school programs
are articulated with community colleges in the same manner that
articulated agreements of community colleges with universities are
pursued?
>> ST. ARNAULD: And repeat that again.
>> BUDKE: I guess what they're asking is is the community college
working or articulating with the secondary school programs and systems
in kind of in the same manner as you're working at the university?
And I -- it's not clear, maybe, what they're asking here.
>> ST. ARNAULD: I think I understand.
You know, that's really the crux of our CCTI project is being able to
work with high schools and aligning our systems, because one of the
things that we noticed is that the entrance requirements and the
entrance exams in coming into the community college does not
necessarily line up with the exit exams out of the high school.
And there tends to be a gap between those two.
And so we're working on building a crosswalk between those
expectations so that we can align systems and transitions for students
a little bit better.
I think that that is a real issue between high schools and colleges,
and that's the work that I know of that's being done, aside from
individual faculty.
You know, individual faculty are really the ones that go out and build
the programs.
>> BUDKE: I have a series of questions here that I'll kind of lump
together, and it regards really selection of community college faculty
for the teacher education program.
Part of it deals with the research aspect of it.
How important is research, your research background and knowledge, by
the community college instructor, and secondly, how important is it that the community college instructor has had professional preparation in teacher preparation?

>> ST. ARNAULD: Community college expectations or qualifications probably vary from institution to institution. I know that research is not one of the components for community colleges. They are teaching colleges. However, we do have a professional development department at Maricopa Community Colleges and we -- they do fund research projects all the time, so we have many, many faculty who are out doing traditional research and action-based research all the time. But it isn't a requirement for coming in to become a faculty. While I'm not totally versed on all the faculty qualifications, I can tell you that in order to come in and teach the education courses, you of course need to have background in education. You need to have coursework in education to teach that.

>> BUDKE: Another question that has come up is as you've been working -- as you've been working on this project and have been developing teacher education programs in the community colleges, what are some of the major barriers that you have encountered, the way some of these have come up through these questions, I think, but what's been the major -- what major points of contention as you're beginning to develop these teacher education programs in community colleges?

>> ST. ARNAULD: Are you talking about within community colleges or without?

>> BUDKE: Maybe both.

>> ST. ARNAULD: You know, I think community colleges have been offering a variety of education courses and pathways for a long, long time. They've had transfer programs with universities for a long, long time, so that's not necessarily true, or an issue, or a problem, a barrier, but I do think that when the discussions came to building teacher licensure programs, that we had some tension among institutions, and I think that when we wanted to build in numbers of teacher education courses at the community college level, that there was some barriers and some criticism that rose around that. And how have we solved that or resolved that? I don't know that it's 100 percent resolved, but I do know that we do have -- one of our statewide efforts is a commission, and this commission does bring together folks from the universities, folks from the private institutions, folks from the community colleges, some business folks, and some government people as well to sit and talk about these education issues, and the mission of the teacher education partnership commission is about good teaching and teacher preparation and recruiting and retaining teachers, and I think that table for the last four years has really come a long way in working together and
becoming closer to speaking with one voice about quality teacher preparation.

>> BUDKE: Okay.

Very good.

Well, thank you, Cheri, for sharing your insights about the role of community colleges in the preparation of teachers.

Please join us at 3:00 o'clock p.m. eastern time on September 15th when Jim Jacobs, Macomb Community College, and Mike Rush, administrator of the division of professional technical education for the State of Idaho, will present the importance of three different skill sets: Technical, employability, and academic.

All webcasts are archived on our web site, WWW.NCCTE.ORG for viewing 24/7.

Thank you for joining us today.

Good afternoon.