

PHI THETA KAPPA®

INTERNATIONAL HONOR SOCIETY OF THE TWO-YEAR COLLEGE

**TEACHER PREPARATION
PROGRAM AWARDS
2007**

By
PATRICIA A. CUNNIFF
ROD A. RISLEY



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AWARD-WINNING COLLEGES

Phi Theta Kappa Congratulates Its 2007 Award Winners

Cerritos College, CA

Chandler-Gilbert Community College, AZ

Grand Rapids Community College, MI

Green River Community College, WA

Richland College, TX

FOREWORD

ROD A. RISLEY

Phi Theta Kappa is pleased to collaborate with the National Association of Community College Teacher Education Programs (NACCTEP) in celebrating the achievements of community colleges that have made exemplary efforts to prepare students for careers in education.

Five community college teacher preparation programs were highlighted at the Opening Session of the 2007 NACCTEP Conference, held March 2-4, 2007, in New Orleans, LA. These teacher preparation programs were selected through Phi Theta Kappa's national competitive application process. Each of these programs exhibited strengths in the areas of scholarship, leadership, service, and professional development.

Phi Theta Kappa congratulates these award-winning colleges for their accomplishments in preparing our country's future teachers. We are proud of their strong student focus and their commitment to excellence.

Phi Theta Kappa believes that education can solve the social and economic ills facing the entire global community. We also believe that a strong and effective education system relies on well-prepared and committed teachers. We are pleased to join NACCTEP in supporting community college teacher education programs.

This publication includes Case Studies of the five colleges selected for the 2007 Phi Theta Kappa Teacher Preparation Program Awards. We hope that these Case Studies will be useful to other community college faculty and administrators as they develop and strengthen their teacher education programs.

Rod A. Risley is Executive Director
of Phi Theta Kappa.



PREFACE

PATRICIA A. CUNNIFF

Community Colleges are playing an increasing role in the preparation of our nation's future teachers. Over the past ten years, many community colleges have formalized their teacher education curriculum and strengthened their programmatic infrastructure. Additional administrative support, greater institutional visibility, strengthened articulation with four-year transfer institutions, stronger local community linkages, increased leadership and professional development opportunities for students and faculty, and improved institutional data collection have all played key roles in this effort.

These 2007 Phi Theta Kappa Teacher Preparation Program Awards were competitively selected from among many strong applications from colleges across the country. The strength and number of these applications provide evidence that community colleges are playing an increasing role in recruiting students into teaching, increasing the diversity of the teacher workforce, and providing quality instruction for our future teachers.

Each of the colleges recognized in this Monograph is playing a critical role in the development of this new generation of teachers. The Case Studies provide evidence that these community colleges are recruiting a significant number of students into teaching, preparing them for successful transfer to a four-year institution, monitoring their graduation rate, and following their successes as they enter the teaching workforce. This Monograph then serves as an opportunity for documentation of these achievements and dissemination of exemplary community college teacher preparation programs that should prove useful for other colleges to replicate or adapt.

Patricia A. Cuniff is Project Director,
Phi Theta Kappa Teacher Preparation Program Awards



CASE STUDIES

Cerritos College, CA

Chandler-Gilbert Community College, AZ

Grand Rapids Community College, MI

Green River Community College, WA

Richland College, TX

CERRITOS COLLEGE

NORWALK, CA

Cerritos College, enrolling over 20,000 students, is one of the largest community colleges in California. It is also the seventh largest Hispanic-serving community college in the nation. Cerritos offers its student body, from more than thirty southern California cities, a variety of educational options including academic degrees and certificates, adult education, lifelong learning, job skills, and technical training.

TEACHER EDUCATION PROGRAM

Established in 1999, the Teacher TRaining ACademy Program (Teacher TRAC) is one of Cerritos College's premier programs. For students interested in becoming an elementary school teacher, Teacher TRAC's flagship program is a partnership with California State University Long Beach (CSULB).

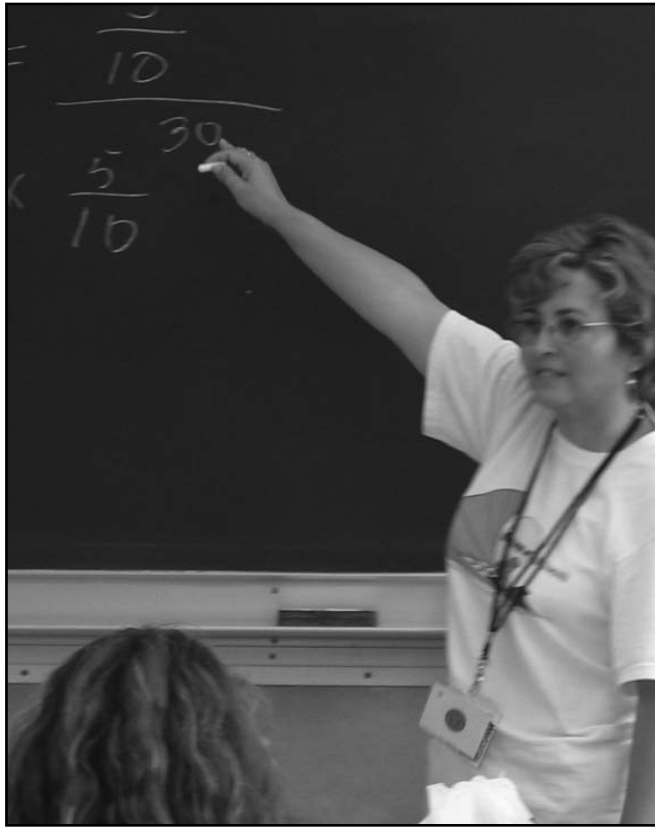
Teacher TRAC and Pre-TRAC students at Cerritos number over 600. Sixty percent of these students are the first member of their family to attend college. Over 90% of Teacher TRAC graduates began their studies in developmental courses. Recent data indicates that these same students, upon transferring to the university, attempt and earn more units, and achieve a higher grade point average than the native university students. Of the 230 Teacher TRAC students who transferred prior to fall 2006, only three changed majors or left the university.

The success of the Cerritos Teacher TRAC Program is predicated on a number of important factors that include strong articulated curriculum pathways, faculty expertise and commitment, student support services, service learning and field work programs, and student professional development and leadership experiences. Sixty faculty from multiple disciplines keep current with credential changes, content and teaching standards, pedagogy, and technology.

With the program's high number of underrepresented non-traditional students, the three Teacher TRAC counselors are essential. In addition to traditional counseling services, these professionals offer specialized workshops and meetings, and serve as liaisons with our K-12 and university partners so as to ensure smooth transition for our students.

STUDENT LEADERSHIP AND PROFESSIONAL DEVELOPMENT

The Teacher TRAC Program embraces a culture supportive of professional development. Our Fieldwork/Service Learning Coordinator has developed and trained a network of over 200 elementary and secondary school master/mentor teachers including our own Teacher TRAC graduates who open their classrooms to students to complete required service learning and field work. Teacher TRAC students also have the opportunity to hone their professional and leadership skills as scholars or interns in Cerritos' Teacher TRAC's mathematics and science teaching scholar program and special education intern program.



Gabriela Gonzalez, Teacher TRAC Teaching Scholar, presents a lesson to middle school students at CSULB Summer Math Camp.

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CHANDLER-GILBERT COMMUNITY COLLEGE

CHANDLER, AZ

Chandler-Gilbert Community College (CGCC) is one of the ten-college Maricopa County Community College District. CGCC serves approximately 13,000 credit students and 4,500 non-credit students annually from the surrounding growing East Valley communities suburban to Phoenix. CGCC has 47 associate degree programs and 45 certificates

TEACHER EDUCATION PROGRAM

Since its inception six years ago, the Teacher Education Program at CGCC has seen a 102% growth in enrollment. Students now number 529. Four organizational branches of the Teacher Education Program manage all aspects of support and service to students. These include the Recruitment Committee, the Field Experience Partnership Group, an Advisory Council, and, the Instructional Team.

The Recruitment Committee meets regularly and hosts an annual event for high school guidance counselors and Career Center Coordinators. CGCC, university, and K-12 personnel meet periodically as a Field Experience Partnership to handle field experience (service learning) placements and issues. An Advisory Council of representatives from K-12 districts and university colleges of education meets annually to share information and strengthen trust in the program. Finally, the Instructional Team of residential and adjunct faculty meet for faculty development and to make curriculum and instructional decisions. Collaborative partnerships with Arizona's universities and Colleges of Education offer students additional support and service in regard to transfer and co-curricular events.

Students may choose from several degree pathways. The Associate of Arts in Elementary Education (AA-EE) degree is accepted by all state universities and selected state and out-of-state private universities. The AA-EE degree ensures automatic transfer without need for additional lower level coursework. The Associate of Arts (AA) degree is a general liberal arts degree for students who acquire credits for coursework, but identify education as their major later in their program. This degree prevents a loss of credits and permits students to accumulate education courses needed for transfer to a university professional education program. This degree option also assists secondary education majors. Newly established transfer programs include early childhood and special education.

STUDENT LEADERSHIP AND PROFESSIONAL DEVELOPMENT

Students in the Teacher Education Program have a high course completion rate (86%) and the average Grade Point Average (GPA) on transfer is 3.85. CGCC's education students have won local and national scholarships, are members of Phi Theta Kappa, and are enrolled in CGCC's Honors Program. CGCC students comprise the largest cohort of students in the newly established Teacher Education Alliance with Arizona State University (TEALL). Each year, a "Promising Future Teacher" is selected by education faculty and recognized at an annual college recognition event.

CGCC's students are leaders engaged in a number of co-curricular and extra-curricular activities. CGCC students hone their leadership skills by serving as Service Learning Assistants (SLAs), executive committee members of the student organization (Teachers of Tomorrow),

presenters at local and state conferences, and organizers of special service events for local schools. Student professional development is presented as a professional responsibility. Each year, the Teachers of Tomorrow (TOT) group plans a professional development activity with speakers and panel discussions.

The ethic of service is well established at CGCC and within its Teacher Education Program. Each semester, teacher education students perform a minimum of 20-30 hours of service learning through placements in local K-12 classrooms. These experiences provide students with the opportunity to reflect on course concepts and to bridge the gap between the theory in a college classroom and the reality of a K-12 “live” classroom. Last year, 319 education majors performed a total of 12,860 hours of service in local schools.

CGCC students voiced strong support for their teacher education program. One student noted that, “Academic expectations are high, yet the instructors are creative, caring and motivating.” Another student commented that, “The Education Program at Chandler-Gilbert understands that as future teachers we will be held to a high standard.” The CGCC Teacher Education Program is committed to these goals.



Local school children visit Chandler–Gilbert
for special events such as the annual Dr.
Seuss Birthday Party.

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GRAND RAPIDS COMMUNITY COLLEGE

GRAND RAPIDS, MI

Grand Rapids Community College (GRCC) was founded in 1914 as the first Junior College in Michigan linked with the University of Michigan. Our diverse student body includes students from the city and surrounding counties, from across the U.S. and from 22 other countries. The top priorities for GRCC are to be student-centered, collaborative, and flexible, and the Teacher Education Program at GRCC supports these goals.

TEACHER EDUCATION PROGRAM

The Education Program at GRCC serves over 600 students who have expressed an interest in a teaching career. The Program has framed its initiatives and coursework in alliance with key transfer universities. The guiding principles reflect the requirements and expectations set forth by the National Council for Accreditation of Teacher Education (NCATE) with emphasis on candidate knowledge and skills, field experience, and the use of technology.

The Michigan Curriculum Framework continues to be the key instrument for establishment and maintenance of curriculum guidelines for discipline-specific courses. To facilitate this dialogue, GRCC regularly brings together 18 full-time faculty members and several adjunct faculty members to meet as a “virtual department” to evaluate the benchmarks established for each strand in a given content area. This Education Faculty Cohort also works diligently to examine our offerings, align schedules to meet student needs, and coordinate service learning initiatives. As a result of these efforts to maintain coherence with state mandates and transfer university requirements, GRCC education students continually demonstrate proficiency in subject area tests conditional for their certification

STUDENT LEADERSHIP AND PROFESSIONAL DEVELOPMENT

Education students at GRCC have a vast array of activities and opportunities to enhance their learning experience. There are monthly seminars on education-related topics such as classroom management, cultural competence, and portfolio development.

GRCC has a strong, long-standing, commitment to service learning. Our education students have opportunities that place them in various forms of civic engagement. During the 2005-2006 academic year, Academic Service Learning at GRCC involved 11 instructors, 13 courses, 25 sections, 283 students, and over 5,800 hours of service performed at 145 unique sites.

GRCC continues to have a strong alliance with its transfer institutions. One such example is our success in writing a 3+1 Elementary Education Certification Program with Ferris State University, one of our top five transfer institutions. In the three years since the GRCC-Ferris State elementary education program was initiated, 160 GRCC students have transferred to the Ferris State Teacher Education Department. Of these students, 110 were elementary education majors, while 50 were in the Technical Education Program.

GRCC is committed to outreach to bring more students of color into the teaching profession. GRCC has partnered with other four-year colleges in the area, as well as with the Grand Rapids Public Schools, in the “Right to Teach” program, which is designed to get students interested in the teaching profession as early as middle school. Working with the City-wide Student Council and teacher education students from area colleges, GRCC attempts to connect with these young people to show them that teaching is a vital and engaging career choice.

Demographic data at GRCC indicates that 97% of our students must work to pay for their college education. The Teacher Education Program at GRCC has been fortunate to have many committed donors who make it possible to award 20 Teachers of Tomorrow (TOTS) Scholarships annually to help defray costs for our education students.



Grand Rapids Community College Teacher Education Scholarship Recipients.

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GREEN RIVER COMMUNITY COLLEGE AUBURN, WA

Green River Community College (GRCC) is a two-year public college in Auburn, WA, a low-income, semi-rural community. Green River Community College and the services it offers provide critical gateways for students wishing to increase their education to improve their lives. Approximately 60% of Washington State's future teachers begin their higher education at a community college.

TEACHER EDUCATION PROGRAM

Project TEACH (Teacher Education Alliance of Colleges and High Schools) is a comprehensive teacher education program serving future elementary and secondary teachers. The program offers

- ◆ an Introduction to Education course,
- ◆ year-long math and science series designed for future teachers,
- ◆ specialized teacher education related assignments in general education content classes,
- ◆ customized group and individual advising for future teachers,
- ◆ six transfer degrees for future elementary teachers and secondary math and science teachers,
- ◆ a Bachelor's degree in Elementary Education with a Science Education minor on the community college campus through a partnership with Central Washington University,
- ◆ a fully staffed Center that helps coordinate all teacher education efforts on campus and throughout Washington State,
- ◆ a comprehensive database for recruitment, retention, and tracking student progress.

Through a partnership with Central Washington University (CWU), students have the unique opportunity to earn a BA in Elementary Education on the GRCC campus, with a crucial focus on science education. Graduates of this program are in high demand in local school districts and are rapidly becoming science education leaders in their buildings and districts. Project TEACH students successfully transfer to public and private universities within and beyond Washington State.

Project TEACH students have been highly successful on both the PRAXIS I (WEST-B in Washington) and PRAXIS II (WEST-E in Washington). All Project TEACH graduates seeking admission to teacher education programs have passed the PRAXIS I. In addition, graduates of the Project TEACH partnership with CWU on the GRCC campus consistently score in the top 15% on PRAXIS II.

STUDENT LEADERSHIP AND PROFESSIONAL DEVELOPMENT

Leadership and professional development opportunities for Project TEACH students are numerous. These include

- ◆ Field Placement in K-12 classrooms
- ◆ Teachers of Tomorrow Club
- ◆ Future Teachers Conference
- ◆ Professional Presentations at national conferences
- ◆ High School Outreach by current Project TEACH students
- ◆ Summer TEACH, an annual summer program that tutors at-risk 4th grade students in mathematics.



ProjectTeach's Summer Mathematics Camp is a big success.

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RICHLAND COLLEGE

DALLAS, TX

Richland College is located in northeast Dallas. Richland's 14,500 credit students come predominantly from Garland, Richardson, and Dallas Independent School Districts. The student body is internationally and ethnically diverse. Approximately 20 percent of Richland's students are African American, while 19 percent are Hispanic. Asian students make up over 13% of the student population.

Richland College is proud to have been recognized in 2005 as a recipient of the Malcolm Baldrige National Quality Award, the only community college to have received this prestigious award.

TEACHER EDUCATION PROGRAM

The Richland teacher preparation program began in 1973. Initially, the program was entitled Teacher Aide. Later the program's name was changed to Educational Personnel as teachers and administrators in the community began taking our credit courses to meet professional development requirements. With the addition of an Alternative Certification Tract in summer 2004, our name changed again to the Teacher Preparation Institute.

Since the inception of the Alternative Certification tract in 2004, 132 students have completed the program and passed the Texas State Examination for Teachers. The certifications have been in eight different areas, with the highest concentrations being in special education, bilingual education and ESOL.

Currently there are 381 declared education majors in the Teacher Preparation Associate's Degree Program at Richland College. Over 1,000 graduates of Richland College's education programs are working in the various public schools in the Dallas region.

Articulation agreements exist with Texas Woman's University and the University of Texas at Arlington. Additional articulation agreements have been signed through the Dallas County Community College District.

Richland College is proud that all graduates of their teacher education program who have pursued teacher certification have passed the Texas Teacher Certification Exam.

STUDENT LEADERSHIP AND PROFESSIONAL DEVELOPMENT

Richland College hosts a chapter of Educators of America (EOA). All officers and most members are students in the Teacher Preparation Program. Members of EOA participate in community service projects and attend local, regional and state professional meetings sponsored by the Texas Student Educational Association (TSEA). Many Richland students have become regional and state officers.

Richland EOA students tutor public school students, participate in efforts to assist the homeless, assist with food drives for the North Texas Food Bank, and are involved with teaching English to parents with limited English proficiency.

Richland students attend various professional meetings through the Texas Student Education Association and the Region10, Education Service Center. In addition, many Richland Teacher Education students are employed by local schools while completing their

program. In this capacity, these students have the opportunity to attend professional development activities through their local public school.



Richland education students find their field work experiences challenging.

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