



NAAC NEWSLETTER

OFFICIAL PUBLICATION OF THE NATIONAL ASSOCIATION FOR
ALTERNATIVE CERTIFICATION

The Voice for Alternative Certification in Education

www.alternativecertification.org

VOLUME 16, NUMBER 2

FALL 2004

President's Column

It has indeed been a very busy fall semester! It has also been an exciting one for several of our members throughout the United States.

Congratulations to the new affiliates-- Louisiana and California. The respective members have taken the challenge, gotten the ball rolling, and now see the rewards for all their hard work. Kudos to the new Louisiana Association for Alternative Certification President, Dr. Bill Neal and to the many people who worked alongside him. They have already planned four organizational meetings and their first annual meeting for October 2005.

Hard work did not stop in Louisiana but continued westward to California. Kudos to Leo Kirchhoff and his committee as they became charter members of the California Chapter of the NAAC. The California affiliate is divided into six regions with regional leadership. A special thanks to these six individuals for chartering new paths.

We look forward to networking at our Denver conference. Please join us for a great time!. For now, Happy Holidays to all of you.

Dr. Nell Ingram
President



Welcome!!!



NAAC is pleased to announce the hiring of Judy Corcillo as Executive Secretary of the association. Judy will work part-time on membership services, marketing, new programs, and the annual conference. Judy is a past participant in the Washington, D. C. Alternative Certification Program and has taught for seven years in the District of Columbia Public Schools. Prior to teaching, she worked for several non-profit organizations, including a national higher education association, as a membership director and conference planner.

You can contact her at jcorcillo@yahoo.com

IN THIS ISSUE

President's Column	1
Editor's Section and Board Members	2
2005 NAAC Conference	3
Board Meetings	3
LAAC - New Affiliate of NAAC	3
Featured Article - Synergistic Power: Alternative Teacher Certification Programs and Research-Based Teacher Selection	4
Steps to Starting an NAAC Affiliate Organization	6
Web-site Resources	7

NAAC NEWS EDITOR'S SECTION

Published by the National Association for
Alternative Certification

Editor: Dr. Rossana Boyd

Design and Layout: Ashley Bordelon, Graduate
Assistant, Southeastern Louisiana University

NAAC **NEWSLETTERS** will be published three times
per year: Winter, Spring, and Fall.

Submit articles to: Dr. Rossana Boyd,
Southeastern Louisiana University,
SLU 10671, Hammond, LA 70402
Or e-mail your news and announcements to:
rboyd@selu.edu. For information call 985-549-
5531.

This newsletter is also available at the NAAC
website at www.alternativecertification.org.

NAAC EXECUTIVE BOARD 2004

President

Nell B. Ingram, Ph.D.
Dallas Independent School District
34 34 S.R. L Thoruton Freeway Suite 100
Dallas, TX 75224
ningram@dallasisd.org

Vice President

Sandra Petersen, Ph.D.
Consultant
Houston, TX 77450
sfpetersen@sbcglobal.net

Secretary and Newsletter Editor

Rossana Boyd, Ph.D.
Southeastern Louisiana University
SLU 10671
Hammond, LA 70402
rboyd@selu.edu

Treasurer

David Keltner, MSBA
Resources Consultants, Inc.
Arlington, VA 22180
dkeltner@resourceconsultants.com

Past President

Michael McKibbin, Ph.D.
California Commission on Teacher Credentialing
Sacramento, CA
mmckibbin@ctc.ca.gov

2

REGION REPRESENTATIVES

Region 1: Alaska, Arizona, California, Colorado,
Hawaii, Idaho, Oregon, Montana, Nevada, New
Mexico, Utah, Washington, Wyoming

LEO KIRCHHOFF, Ed.D

California State University – Chico
Chico, CA 95929
lkirchhoff@csuchico.edu

Region 2: Illinois, Indiana, Iowa, Kansas, Michigan,
Minnesota, Missouri, Nebraska, North Dakota, Ohio, South
Dakota, Wisconsin

GARY KETTERLING, Ph.D.

Associate Professor, School of Education
Science Education Coordinator
Benedictine University
5700 College Road
Lisle, IL 60532
gketterling@ben.edu

Region 3: Arkansas, Louisiana, Oklahoma, Texas

BILL NEAL, Ed.D.

Assistant Dean of Education
Southeastern Louisiana University
SLU 10671
Hammond, LA 70402
bill.neal@selu.edu

Region 4: Alabama, Florida, Georgia, Kentucky,
Mississippi, North Carolina, South Carolina, Tennessee,
Virginia, West Virginia

BELINDA GIMBERT, Ph.D.

Coordinator
Transition to Teaching Program
New Port News Public Schools
Newport News, VA 23505
Belinda.gimbert@nn.k12.va.us

Region 5: Connecticut, Delaware, Maine, Maryland,
Massachusetts, New Hampshire, New Jersey, New York,
Pennsylvania, Rhode Island, Washington, D. C., Vermont

ELIZABETH FLEMING, D.A.

Assistant Dean
Simmons College
Boston, MA 02115
fleming@simmons.edu

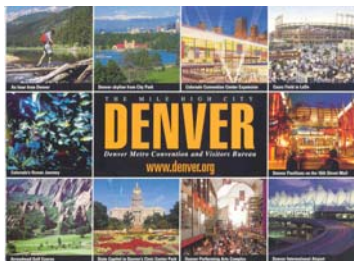
EXECUTIVE SECRETARY

JUDY CORCILLO

3727 Warren St. NW
Washington, DC 20016
jcorcillo@yahoo.com



2005 NAAC Conference Preview



From March 31st 2005 to April 2nd 2005, NAAC will host the 15th Annual Conference in Denver, Colorado at the Hyatt Regency in Downtown Denver. This conference will allow educators, licensure officers, program administrators, human resource personnel, and alternative certification educators, the opportunity to increase and expand awareness of National Alternative Certification Programs.

This year's meeting highlights will be:

- Dynamic, inspirational, and motivational speakers throughout conference.
- Workshops and general sessions focusing on Theory, Policy, and Practice.
- Panel discussion on implications of certification reciprocity for the alternatively trained.
- Opportunities for networking and strengthening relationships, including a Denver Dine-A-Round.
- Good Ol' Western Round up Networking Event hosted at the Colorado History Museum.
- Poster sessions, vendors, and student participation.
- Door Prizes that can't be missed, including a weeklong getaway to Block Island, Rhode Island.

***IMPORTANT NOTICE:** Up to the 2005 conference dates the membership fee for the organization was included in the conference registration fee. For all persons who attended last year's conference, the membership will lapse on December 31, 2005. Beginning in January 2006 the membership fee will be charged separately from the conference registration fee.*

The Registration brochure for the 2005 conference will be available after the start of the New Year at www.alternativecertification.org

Board of Directors Meeting August 6-7, 2004

The board meeting took place in Denver, Colorado to meet with the local conference committee and to vote on board actions. Some of the actions were to revise the bylaws. For example, the words Vice-President were changed to President-Elect.

Board of Directors Meeting December 3-5, 2004

The Board of Directors met with consultant, Linda Hall, to facilitate the development of a strategic plan for the organization. As a result, the vision, the mission and the 8 critical success factors were generated. The vision of the NAAC is to be "The Voice for Alternative Certification in Education." The mission is "To advocate quality programs for alternative certification that enhance pre-K –12 student achievement, exchange best practices, help fund and share research, conduct annual conferences, provide networking opportunities, and award scholarships." An editorial board was formed to lead the refereed online Journal. The guidelines for publication will be shared at the conference.

LAAC AFFILIATE

Southeastern Louisiana University (SLU) hosted an organizational meeting on Friday, October 22, 2004 to form a new state organization for alternative certification: The Louisiana Association for Alternative Certification (LAAC)! Charter Members established this educational organization, in order to provide leadership, networking, innovation, and support for alternative certification. An application for incorporation as a non-profit organization was submitted to the Office of the Secretary of State for Louisiana and has been approved. This organization is patterned after the National Association for Alternative Certification (NACC). The elected board members are:

Dr. Bill Neal, President, Southeastern LA Univ.
Dr. Glenda Holland, President-Elect, University of Louisiana at Monroe (ULM)
Dr. Rossana Boyd, Secretary Southeastern
Ms. Karen Ollendike, Treasurer, University of New Orleans.

The Members-at-Large are:

Ms. Blanche Adams, Louisiana Department of Education (LDE),

Mr. Barry Dunlap, Louisiana DOE Region II
Dr. Brenda Hanson, Northwestern State Univ.,
and Ms. Jill Lay, The New Teacher Project.

Synergistic Power: Alternative Teacher Certification Programs and Research-Based Teacher Selection

The Fourth in a Series: Why Alternative Teacher Certification Programs are Uniquely Designed to Meet the Needs of at-Risk Students

by Vicky S. Dill, Ph.D. Delia Stafford-Johnson
Link submitted by Delia Stafford-Johnson from
EducationNews.org

Paradigm Synergy: Alternative teacher certification processes allow principals and site based hiring teams more latitude to choose the teachers they need because, combined-alternative teacher certification and research-based teacher selection - form the most flexible, effective, and innovative way to meet the personnel needs of the public schools. Ironically, alternative teacher certification programs can afford to be quite selective, whereas traditional programs tend to admit whoever meets minimal requirements and has tuition money. Instead of the traditional, two new models - district-based teacher certification and research-based teacher selection **synergistically create a whole new way to screen**, recruit, hire, train, and certify teachers. How do alternative teacher certification programs do this?

Increase the Size of the Candidate Pool. By increasing the size of the candidate pool from only those already in possession of a baccalaureate degree + teacher certification to those with degrees who meet specific criteria and who the school can then facilitate certification for, the school district can afford to be more selective. It is an ideal, almost magical combination because now school districts can afford to select only those whose beliefs mirror the beliefs and practices of the "best of the best."

Meeting the Needs of the Most Vulnerable. Because the neediest students tend to receive the least experienced teachers, alternative teacher certification processes bring a breath of fresh air. They do this because highly selective hiring among individuals who have a baccalaureate degree is possible in these programs; many people want to teach! What they don't want to do or cannot afford to do is return to college and "make up" 60 hours of

pedagogy. Expeditious means to certification for individuals who have creditable content knowledge has dramatically enlivened the ranks

of new teacher graduates. In alternative teacher certification programs, these same individuals will line up in lines that curl around whole city blocks outside the Human Resources offices in school districts that advertise for personnel where they demonstrate over and over, they "want to make a difference." They have a belief: they think they can make a difference. What difference does it make what they believe?

Believing is Seeing. Results will not be apparent until school leaders understand and respect the power of beliefs. What does a teacher believe s/he is doing when s/he stands up in front of students to lead them and facilitate their learning? What they believe is what they will do. Well-known author and writer Virginia Richardson notes in "The Role of Attitudes and Beliefs in Learning to Teach" "Anthropologists, social psychologists, and philosophers have contributed to an understanding of the nature of beliefs and their effects on actions. There is considerable congruence of definition among these three disciplines in that beliefs are thought of as psychologically held understandings, premises, or propositions about the world which are felt to be true ("The Role of Attitudes and Beliefs in Learning to Teach" by Virginia Richardson in Handbook of Research in Teacher Education. Ed. John Sikula. 1996, pp. 102-105ff).

When hiring officials understand that--immediately or eventually--they will see in the classroom the beliefs they detect in a selection interview, they begin to question how they might access individuals' belief systems. Beliefs are seismically important- come by over time; they increase in proportion and stability as the individual ages. The older an individual is, generally speaking, the harder it is to get him or her to change basic beliefs. New and indisputable information may be added, but is more likely to be incorporated into old erroneous beliefs than to wholesale replace inaccurate beliefs. In other words, long-held beliefs die-hard. Further, context makes a difference. If teachers can test their beliefs in the actual classroom, they are more likely to consider modifying them than if those beliefs are tested in a university setting.



Research seems to bear this out. Notes Richardson, "Nontraditional students appeared to understand the complexities of teaching and learning more than the traditional students (ibid, p. 109)." Seldom are changes attributable to teacher pre-service programs, which turn out to be weak influences on beliefs brought into teaching. In many cases, college courses had virtually no effective on students' beliefs and conceptions. Apparently context is extremely important and hands-on practical experience is more likely to change a belief system than is the relatively brief period of pedagogical examination normally entailed in pre-service teacher education. Reflection can promote healthy, gradual change if done on the job, but that change in belief is incremental and is achieved only over long periods of time.

That's Why Selection is More Important Than Training. In one alternative teacher certification program in Illinois, teacher attrition did not improve until officials running the program understood the power of selection. Records indicate that the program, jointly sponsored by the Golden Apple Foundation and area universities, included six weeks of observing and working in a summer school classroom in a Chicago public school with a Golden Apple award-winning mentor. It also included after hours classes with university faculty. Candidates then became interns for a year and, if they passed all requirements during the year, were

certified after the fulltime experience. This contrasts sharply to the five years of work experience and six months of training proposed by the colleges of education for mid-career switcher programs. Initial program reviews are so positive, commentaries report, "education school leaders may also be forced to rethink traditional programs. . ."

<<http://www.chicagotribune.com/ne>> 2.21.00). All groups are rethinking the selection process in order to decrease attrition. To date, 23 of the 26 interns in this particular program are still teaching and their beliefs about their potential effectiveness among kids is well expressed by one of the cohort, Gary Sircus, who left a lucrative lawyer firm to become a teacher: "I was a very good lawyer. I achieved the objective measures of success," he said. "But I really had no passion for it. I wanted to do something I could be passionate about" (ibid).

The Fine Art of Teacher Selection. What do we want? How do we know what good is? More important, if I knew, how would I know this candidate is telling me the truth.

For further information about how your school or university can develop Alternative Teacher Certification programs, please contact The National Center for Alternative Teacher Certification Information at www.altcert.org or call 713-667-6185.

For many years Dr. Dill worked at The Texas Education Agency reviewing traditional teacher education programs and building alternative program and has many years of experience in teacher education in colleges and university. Dr. Dill authored *A Peaceable School: Creating a Culture of Non-Violence* published by Phi Delta Kappa (1999). Dr. Dill is currently Associate Director of Special Programs for Round Rock ISD (Round Rock, TX) and Senior Researcher for The Haberman Foundation/NCATCI. Delia Stafford-Johnson is President and CEO of The Haberman Educational Foundation/National Center for Alternative Teacher Certification Information (NCATCI). For ten years, she was Director of the first alternative teacher certification program in Texas started in the Houston Independent School District and has twice been honored by President Bush at the White House for her work in teacher education.



Merry Christmas!

Steps for Starting an NAAC Affiliate Organization

Invitation to Form Affiliate

Send out an e-mail or letter to the deans of the Colleges of Education in your state, or to Alternative Certification providers, inviting them to a meeting to discuss starting the state organization.

How to Conduct the Initial Meeting

The meeting should last no more than two hours, and it is helpful to include an agenda and refreshments. The agenda items can be: 1) Welcome and introductions, 2) purpose of the organization, 3) review of the bylaws, 4) adoption of the bylaws, 5) election of an interim board, 6) signing of the articles of incorporation (all who are present become Charter Members), and 7) signing of a charter certificate (optional). 8) a Notary Public will need to be present to stamp and sign both documents, finally, 9) before adjourning, set the date and location for the next meeting to discuss organization's goals, membership, annual meeting, etc. A meeting like this costs around \$500.00 if lunch is served.

How to Obtain a Copy of the Articles of Incorporation

Before the initial meeting, download a copy of the Articles from your Secretary of State's website, or you can call their office to request that they send you a hard copy. Please refer to the non-profit document.

How to Obtain a Federal ID Number for your Organization

Simply call the IRS at 1-800-829-4933. Decide who will be your legal representative, then request that they include the information over the phone in a SS-4 form called: "Application for Employer Identification Number" (EIN). They will give you an ID number at the end of the call. This number will have 9 digits and will begin with 37. The EIN is necessary to open a bank account under the name of your organization rather than using the name of an individual.

How to Prepare Your Bylaws

Follow the NAAC bylaws and adjust it to your state's interests and needs in alternative certification/licensure. For a sample copy, please contact the NAAC secretary, Dr. Rossana Boyd at rboyd@selu.edu.

How to Obtain Approval

The articles of incorporation and the required fee (\$60) should be mailed to your state's Secretary of State. Within two weeks, you will receive a signed and stamped articles of incorporation document as well as a certificate of incorporation.

Reporting to the NAAC Office

If you received start up money for your affiliate organization from the NAAC board send copies of all expense receipts, copy of the approved bylaws, and copy of the articles of incorporation once approved by your state to the NAAC treasurer, David Keltner, Resources Consultants, Inc. P.O. Box 9543, Alexandria, VA 22314 dkeltner@resourceconsultants.com.

WEB SITE RESOURCES

National Association for Alternative Certification

<http://www.alternativecertification.org>

Research, Publications, and Resources

<http://www.ncela.gwu.edu/newsline/2004/0224.htm#iii>

Design Your Own Professional Learning Plan

<http://www.ncela.gwu.edu/newsline/2004/0224.htm#DesignYour>

ACP News Articles

<http://www.educationnews.org/alternative-certification.htm>

<http://www.ctdhe.org/ARC/default.htm>

<http://www.ctdhe.org/ARC/default.htm>

<http://www.ncei.com/State-alt-contact.htm>

<http://www.ericfacility.net/ericdigests/ed351312.html>

<http://www.naesp.org/ContentLoad.doc.contentId=23>

Six Teacher Training Programs Highlighted in New No Child Left Behind Publication

For more information on this guide, visit:

<http://www.ed.gov/news/pressreleases/2004/11/11192004a.html>



NAAC Newsletter
National Association for Alternative Certification
c/o Rossana Boyd, Ph. D.
Southeastern Louisiana University
College of Education and Human Development
SLU 10671
Hammond, LA 70402