



NAAC NEWSLETTER

OFFICIAL PUBLICATION OF THE
NATIONAL ASSOCIATION FOR ALTERNATIVE CERTIFICATION

www.alternativecertification.org

Advocating Educator Excellence for Every Student

VOLUME 21, NUMBER 3

Fall 2011

President's Column



Belinda Dunnick Karge
NAAC President

I hope you are planning to attend the 2012 NAAC conference, **Effective Clinical Practice: The Cornerstone of Educator Preparation**. Your board has been working this year with other

professional organizations to explore exemplary clinical practices. Jennifer Husbands (NAAC secretary) represented NAAC at the recent AERA Division K Summit on Teacher Education. Cyndy Stephens (NAAC Past President) and I attended the NASDTEC conference and participated in discussions related to clinical practices. Our conference will provide a timely forum for NAAC members and attendees to dialog about best practice.

It's been a busy summer. It was exciting to speak with a *New York Times* reporter in preparation for the special section on retirements published September 16, 2011. In the article, *Teaching as a Second or Even Third Career*, Elizabeth Olson features an alternatively trained California teacher and cites both the California Teacher Corps (a state affiliate of NAAC) and the NAAC website.

In early August the NAAC board met in Philadelphia. One of the organizational priorities we discussed was the NAAC Journal. Bill Neal, managing editor, will be finishing his term this year. His vision and dedication has produced a top quality publication for our organization. NAAC is now seeking applications for the next journal editor. If interested, submit a letter of application detailing your vision to enhance the quality and submission level of the journal and a curriculum vita to Judy Corcillo, NAAC Executive Director. We are also in the process of moving the journal to our own server. The new editor will work with NAAC staff to publish future issues.

If you have an issue or idea you would like the board to pursue, do not hesitate to contact me at bkarge@fullerton.edu. Our purpose is to represent you!

One in Five New Educators Opt for Alternate Route Programs

A new analysis completed by NAAC of the state Title II reports indicates that 48,650 teacher preparation program completers, or 20.7%, came through alternate route programs in 2008-09, the most recent year for which data are available. This compares to 186,324 individuals (79.3%) who completed a traditional teacher preparation program (see table on page 2).

Title II of the Higher Education Act requires annual reporting by states on the number of individuals completing different certification programs. The Title II reports (accessed at <https://title2.ed.gov>) provide a snapshot of the number of educators completing different pathways each year. According to the Title II reports, in 2008-09 a total of 234,974 individuals completed state approved teacher preparation programs.

Ten states accounted for 39,450 (81%) of the 48,650 total completers of alternate route preparation programs. They are Texas (16,390), New Jersey (4,758), California (4,390), Florida (3,611), New York (3,343), Alabama (2,040), Mississippi (1,380), Louisiana (1,331), Oklahoma (1,186) and Georgia (1,021). In two states – Texas and Louisiana - more than half of all teacher preparation program completers came through alternative route programs.

Continued on page 2

IN THIS ISSUE

President's Message	1
One in Five New Educators Opt for Alt Routes	1
Table Summarizing Title II Data	2
Transition to Teaching Grants Awarded	3
Annual Conference Keynoters Confirmed	3
What is a Teacher Residency Program?	4
Region 4 Hosts Electronic Meeting	4
Call for Managing Editor	5
California Teacher Corps Honors Math Teacher	5
Membership Application	6

Title II Reports Show 1 in 5 New Educators Opt for Alternate Routes, *Continued from page 1*

It should be noted, however, that there is variation in the definition and classification of programs across states making it difficult to classify a program as traditional or nontraditional. One notable example is that some states may consider a Master of Arts in Teaching (MAT) program to be an alternative route, while others may classify it as a traditional route. The information in the accompanying table is based on the 2010 Title II state reports published by the U.S. Department of Education at <https://title2.ed.gov>. Data are for school year 2008-09.

Teacher Preparation Program Completers, 2008-09, based on Title II State Reports
 Source: US Department of Education, Title II Reports, October 2010, accessed at <https://title2.ed.gov>

State	Traditional Teacher Preparation Program Completers	Alternative Route Program Completers	Total from Traditional and Alternative Routes	Percent from Alternative Routes
Alabama	2945	2040	4985	40.9%
Alaska	235	0	235	0.0%
Arizona	2831	381	3212	11.9%
Arkansas	1463	496	1959	25.3%
California	13017	4390	17407	25.2%
Colorado	2786	559	3345	16.7%
Connecticut	1880	245	2125	11.5%
Delaware	not available	not available	not available	not available
District of Columbia	337	114	451	25.3%
Florida	5400	3611	9011	40.1%
Georgia	6184	1021	7205	14.2%
Hawaii	587	41	628	6.5%
Idaho	1103	229	1332	17.2%
Illinois	17682	439	18121	2.4%
Indiana	5017	684	5701	12.0%
Iowa	2125	13	2138	0.6%
Kansas	1813	134	1947	6.9%
Kentucky	2684	507	3191	15.9%
Louisiana	1273	1331	2604	51.1%
Maine	586	292	878	33.3%
Maryland	2238	434	2672	16.2%
Massachusetts	4364	305	4669	6.5%
Michigan	6159	0	6159	0.0%
Minnesota	4513	59	4572	1.3%
Mississippi	1430	1380	2810	49.1%
Missouri	3716	856	4572	18.7%
Montana	659	38	697	5.5%
Nebraska	1597	34	1631	2.1%
Nevada	837	175	1012	17.3%
New Hampshire	895	93	988	9.4%
New Jersey	4947	4758	9705	49.0%
New Mexico	not available	207	not available	not available
New York	23327	3343	26670	12.5%
North Carolina	4675	0	4675	0.0%
North Dakota	662	0	662	0.0%
Ohio	6520	0	6520	0.0%
Oklahoma	1901	1186	3087	38.4%
Oregon	2221	0	2221	0.0%
Pennsylvania	12357	443	12800	3.5%
Rhode Island	832	0	832	0.0%
South Carolina	2294	264	2558	10.3%
South Dakota	674	59	733	8.0%
Tennessee	3742	988	4730	20.9%
Texas	11725	16390	28115	58.3%
Utah	2141	205	2346	8.7%
Vermont	466	101	567	17.8%
Virginia	3034	400	3434	11.6%
Washington	2599	129	2728	4.7%
West Virginia	1127	3	1130	0.3%
Wisconsin	4504	245	4749	5.2%
Wyoming	220	28	248	11.3%
Total	186324	48650	234,974	20.7%

Transition to Teaching Grants Awarded to 30 Programs by US Department of Education

Transition to Teaching grant awards were announced by the U.S. Department of Education on September 22, 2011. Thirty alternative certification programs will receive funding to help recruit, prepare and support teachers, with an emphasis on placing them in high need schools. Nearly \$13 million was awarded in first year funding. Projects are funded for five years and are expected to certify approximately 4,800 new teachers with this grant support.

“Talented teachers come from all walks of life, and life experiences can enhance a teacher’s ability in the classroom and rapport with students,” said U.S. Secretary of Education Arne Duncan. “These grants will encourage more interested professionals to transition to teaching and increase our cadre of teachers for schools that need them the most.”

This year’s grantees are located in 16 states and one territory. Congratulations to the grantees, listed below (alphabetically by state).

American Samoa Community College, Pago Pago, Lina Scanlan

University of Central Arkansas, Conway, AR, Diana Pounder

Arizona Board of Regents, University of Arizona, Tucson, AZ, Cody Patterson

Arizona Board of Regents, University of Arizona, Tucson, AZ, Henrietta Kralovec

California State University-Dominguez Hills, Carson, CA, Kamal Hamdan

California State University-Fullerton, Fullerton, CA, Belinda Karge

Holy Names University, Oakland, CA, Julie Henderson

Oakland Unified School District, Oakland, CA, Rachelle Rogers-Ard

University of San Francisco, San Francisco, CA, Peter Williamson

Bridgeport Public Schools, Bridgeport, CT, Carole Pannozzo

University of Delaware, Newark, DE, Frank Livoy

Hillsborough County Public Schools, Tampa, FL, Scott Richman

School District of Palm Beach, West Palm Beach, FL, Nancy Bourgeois

Georgia State University, Atlanta, GA, Diane Truscott

Illinois State University, Normal, IL, Maria Zamudio

Grambling State University, Grambling, LA, Carolyn Jackson

University of Louisiana Monroe, Monroe, LA, Thillainataraja Sivakumaran

Hamline University of Minnesota, Saint Paul, MN, Laura Mogelson

Mississippi State University, Mississippi State, MS, Devon Brenner

International Network for Public Schools, New York, NY, Jessica Lee

University of North Carolina-General, Chapel Hill, NC, George Meyers

Guilford County Schools, Greensboro, NC, Shannon Brown

North Carolina New Schools Project, Raleigh, NC, Dana Wallace

The Ohio State University, Columbus, OH, Belinda Gimberty

University of Dayton, Dayton, OH, Deborah Telfer

Education Service Center Region XIII, Austin, TX, Karan Wester

University of Texas El Paso, El Paso, TX, Darlene Brown

Yes, Prep Public Schools, Inc., Houston, TX, Jennifer Hines

Intercultural Development Research Association, San Antonio, TX, Maria Robledo Montecel

James Madison University, Harrisonburg, VA, Cheryl Beverly

Annual Conference Keynoters Confirmed

The NAAC 22nd annual conference will take place March 1-3, 2012 at the Hyatt Regency Bethesda, outside Washington, DC, with a full day of preconference professional development workshops on Wednesday, February 29. The conference theme is **Effective Clinical Practice: The Cornerstone of Educator Preparation**. Major session speakers include:

Dr. Debbie Silver, March 1 Opening Keynoter

An award winning educator and author of “Drumming to the Beat of Different Marchers: Finding the Rhythm for Differentiated Learning,” Silver inspires audiences to explore the meaning of teaching to reach all learners, a cornerstone of effective educator preparation.

Dr. Penelope Earley, March 1 Luncheon Speaker

Earley, a Professor and Director of the Center for Education Policy at George Mason University, brings expert insight into the current policy landscape related to teacher preparation and the importance of effective clinical practice.

Jo Anderson, Jr. March 2 Morning Plenary Speaker

For the third year, Anderson, Senior Advisor to the Secretary, will join us to provide a timely update on the initiatives and funding priorities of the U.S. Department of Education.

Dr. Randall Bass, March 3 Closing Speaker

Bass is Associate Provost at Georgetown University and Executive Director of the Center for New Designs in Learning and Scholarship. Bass will provide a conference wrap-up and offer powerful insight into the transformation of clinical practice in educator preparation.

What is a Teacher Residency Program?

Jennifer Husbands, Secretary

By pairing theory and practice in an intense learning environment, teacher residency programs are modeled after the training medical residents receive. Teacher residents complete the core of their coursework full-time in the summer and continue their coursework one day per week during the academic year. During the school year, residents are paired with a mentor teacher, similar to an attending physician, at a school designated as a training academy. For 4 days each week, Residents observe (and, starting early on, teach) in a real urban classroom with a specially-trained and selected mentor teacher. When residents graduate, they have completed a full year of student teaching, earned their certification, and also (typically) received a Master's degree.

The first Urban Teacher Residency (UTR) program was launched in Chicago in 2001 with the founding of the Academy for Urban School Leadership. Civic, education, and business leaders in Chicago founded AUSL with the purpose of infusing the city's public schools with new teaching talent. The program's start was also supported by a federal Transition to Teaching Grant. Other early residency programs include the Boston Teacher Residency and The Boettcher Teachers Program in the Denver area, both of which began in 2003. With increasing attention on the need to improve teacher preparation and retention, particularly for those entering urban schools, several new residency programs have been created in cities such as Memphis, Los Angeles, New York, and Richmond, VA. The number of residency programs continues to expand with support received through the latest round of federal Teacher Quality Partnership (TQP) grants, which placed a competitive priority on the establishment of residency programs. Many residency programs operate in partnership with an Institution of Higher Education (IHE), but with recent changes in state and federal laws, programs are not necessarily required to have an IHE partner if they represent a partnership between a school district and a non-profit.

A support organization, Urban Teacher Residency United (<http://www.utrUnited.org/>), serves the growing national network of teacher residency programs by offering technical assistance to new programs and providing standards that programs can use to assess their practices. As a relatively new innovation in teacher preparation, the research base to demonstrate the efficacy of the residency model is small but quickly growing. However, initial outcomes are promising. Residency programs show a higher retention rate for new teachers in urban areas as compared to both traditionally- and non-traditionally prepared candidatesⁱ. A study of Boettcher Teachers Program suggests that students of their graduates outperform teachers

prepared by other meansⁱⁱ, and Harvard researcher Thomas Kane is conducting a study of student outcomes among residents of Boston Teacher Residency using value-added methodology.

NAAC welcomes residency programs into the organization as a promising approach to preparing future teachers. We look forward to learning from their approach to clinical practice at our Annual Conference in Bethesda in March 2012!

ⁱ <http://www.aspeninstitute.org/sites/default/files/content/docs/pubs/FINAL.CREATINGANDSUSTAININGUTR.PDF>

ⁱⁱ

http://www.impact.upenn.edu/images/uploads/UPenn_CHIP_TeachingQuality_Winter11-UTRU.pdf

Region 4 Overcomes Budget Limits with Electronic Meeting

Tom Hall, Region 4 Director

On July 11, Guilford County Public Schools hosted an electronic meeting for members of NAAC's Region 4. Budgets are limited for everyone, and this medium allowed communication and sharing among our regional colleagues in these times when regional travel is difficult or impossible. Tina Johnson of Guilford County Schools put the "electronic meeting" together, and Bruce Yelton assisted by sharing regional updates with the group of 12 participants assembled electronically.

The meeting was based on the GoToMeeting program, which is widely used to collaborate electronically on the web. Presentation components consisted of audio and slide show presentations. The first portion of the meeting consisted of slides announcing regional updates and national news from NAAC. The main program consisted of sharing from two Region 4 members. First, Phyllis Payne of Georgia gave an overview of the Georgia non-traditional preparation program called Georgia Teacher Academy for Preparation and Pedagogy (GaTAPP). Find out more at their web site: www.gapsc.com/EducatorPreparation/GaTapp/home.asp. Then Norma Wheat of Campbellsville College in Kentucky gave an overview of that college's non-traditional preparation program in Special Education. Find out more about the Campbellsville program at: www.campbellsville.edu/mase.

The web-based meeting allowed for a question and answer format which encouraged interchanges among participants. In addition to these presentations and conversations, a full recording was made available later by Tina Johnson for those who could not participate on the July 11 date.

After the meeting, Bruce Yelton sent out a survey to participants about their views on this electronic meeting method, and far more than half indicated they would like to have another meeting in web-based format. In fact they said

they would like more than one meeting like this throughout the year, in addition to the meeting held at the annual conference. This was a very encouraging result, for we are just beginning to develop our regional meeting "habit" in Region 4. There is a rich variety of non-traditional teacher preparation in Region 4, and we all have much to share with others and much to learn from our colleagues. Hopefully funds won't always be so limited. Perhaps this "electronic" format will build a beginning of a Region 4 community of learners in the alternative preparation arena which can grow to face-to-face meetings when the economic situation improves for everyone.

To find out more about how this meeting was arranged or conducted, please contact Tina Johnson at johnsot2@gcsnc.com or Bruce Yelton at praxisresearchinc@gmail.com.



CALIFORNIA TEACHER CORPS HONORS FRESNO COUNTY MATH TEACHER AS EDUCATOR OF THE YEAR

Marjorie McCabe, Region 1 Director

The California Teacher Corps, a state affiliate of NAAC representing California's alternative route to certification programs, awarded a high school math teacher from Fresno County, Baljit Singh Gill, with its first annual Michael McKibbin Outstanding Educator of the Year Award. The award honors an exemplary second-career professional who pursued teaching through an alternative certification program and is now serving in a high-need California public school.



The Michael McKibbin Outstanding Educator Award is named in honor of Michael McKibbin, a strong advocate for alternative route to certification programs in California. McKibbin was instrumental in establishing and supporting the alternative pathway for more than two decades working with the California Commission on Teacher Credentialing.

Gill, who came to the United States as a young child from India and grew up in the Bay Area, is a former software engineer and banking manager who decided to pursue teaching as a second-career and earned his credential through a California Teacher Corps program, National University. Gill teaches math at Caruthers High School, which serves 570 students, with one-third English learners and more than 80 percent receiving free and reduced-price lunch. In the classroom, Gill uses his prior career to link math to real-world problem solving – connecting learning with the technical skills his students will need after graduation. In addition to teaching math, Gill has taken a number of leadership roles at the school, including freshman class advisor, varsity track coach, Punjabi club adviser, junior varsity basketball coach, and school-wide technology committee member. "The amount of time and energy Baljit spends at the school and in the community is really impressive," said Caruthers High School Principal Orin Hirschhorn, "The students and our school are the beneficiaries of his hard work."

"I am honored to accept this award," said Gill. "Every day, I am reminded that there is no greater commitment to the future of our country than to teach. As a teacher and coach, I provide for my students in every way possible both inside and outside the classroom. I changed professions to become a teacher to be able to do more and have a positive impact on the lives of young people. It is one of the best decisions I have ever made."

Call for Managing Editor

Journal of the National Association for Alternative Certification (JNAAC)

The board of directors of the National Association for Alternative Certification seeks a managing editor for the *Journal of the National Association for Alternative Certification*, the association's peer-reviewed, online journal published twice a year. To apply, send a letter of interest detailing your vision to enhance the quality and submission level of the journal and a curriculum vita to:

NAAC Board of Directors
c/o Judy Corcillo, Executive Director
NAAC
PO Box 5750
Washington, DC 20016

NAAC Newsletter

Published by the

National Association for Alternative Certification

PO Box 5750, Washington, DC 20016

202-277-3600, Fax: 202-403-3545

www.alternativecertification.org

2011-2012 BOARD OF DIRECTORS

President

Belinda Dunnick Karge, PhD
California State University Fullerton

President-Elect

Michelle Haj-Broussard, PhD
McNeese State University

Secretary

Jennifer Husbands, PhD
Academy for Urban School Leadership

Treasurer

Patricia Myers, EdD
Community College of the District of Columbia

Past President

Cyndy Stephens, EdD
Georgia Professional Standards Commission

Region 1 Director

Marjorie McCabe, PhD
California State University San Bernardino

Region 2 Director

Fred Kinne
Iowa Board of Educational Examiners

Region 3 Director

John Omelan
Educator Service Center Region 4

Region 4 Director

Thomas R. Hall, PhD
Georgia Gwinnett College

Region 5 Director

Sheila Allen, PhD
Harford Community College

STAFF

Judy Corcillo, MAT
Executive Director

Kanasha Trent
Administrative Assistant

NAAC Membership Application

Name: _____

Title/Position: _____

Organization: _____

Address: _____

City: _____

State: _____ Zip: _____

Work Phone: _____

Home Phone: _____

Email: _____

Membership Category:

- Individual Membership -- \$65
 - Intern/Student -- \$15
 - State Affiliate Member -- \$25
- Circle one: California Louisiana Texas

Submit form and check or purchase order to:

NAAC
PO Box 5750
Washington, DC 20016

For more information contact Judy Corcillo at
202-277-3600 or judyc@alternativecertification.org.

Federal ID Number: 54-1822255

NAAC REGIONS

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

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

Region 3: Arkansas, Louisiana, Oklahoma, Texas

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

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