



NATIONAL ASSOCIATION
FOR ALTERNATIVE
CERTIFICATION

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President's Message

*Sheila Allen, PhD
NAAC President
Fall 2018*

As Washington DC welcomes the 116th Congress, it's time to make our voices heard. What is better than having your voice tell those in Washington, DC what you do and how you contribute to helping solve the teacher shortage while adding diversity to the teaching staff? Equally important, we will engage staff at the Department of Education in a Listening Session about the innovative work coming from our members' programs.

I am very much looking forward to March and our next conference in Washington, DC. The NAAC board has spent the last few months working and will continue to work to make this a positive experience for you. On March 27, the first day of the conference, our opening speaker will specifically prepare us with details on how to conduct our visits on the Hill. Then, on March 28, a policy panel will frame the significant issues and explain the agenda developed by NAAC's Policy Committee, which has been meeting monthly to prepare the resources you'll need for this day. Take time to visit alternativecertification.org/policy-resources/ to find information that will help you prepare. We also plan to post a webinar for you to view; this will also help you prepare for your visits. On Thursday afternoon, we will travel to Capitol Hill, so you can participate in meetings you've set-up with Congressional representatives. If you are not able to get that appointment with your state's legislators for Thursday afternoon, we are also planning meetings with key legislators on education committees; you will be welcome to join those groups as they go to inform lawmakers and staff about alternative certification. Later in the afternoon, we are working with

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Exploring Teaching as a Next Career

NAAC is pleased to announce a new course for prospective career changers.

Prospective teachers who choose teaching as a second or third career are some of the best teachers in our schools; they bring invaluable life experience to the classroom. Additionally, because they are already established in their communities, they tend to remain in teaching. However, it is because these individuals are career changers and have known a different work community that they first need to understand what teaching in the 21st century is all about. That is the reason for this new course released by NAAC through Watermark: Exploring Teaching as a Next Career.

Exploring Teaching as a Next Career is composed of four major modules, each covering basic and central information about a key topic in teaching. Each of the four main modules was written by a NAAC member with knowledge in a particular topic. The topics in the course include the following: 21st Century School and Classroom Culture, written by Sheila Allen at Harford Community College in Maryland; Classroom Management, written by Beverly Woolery at Polk State College in Florida;

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What is a GYO Program and Why You Should Attend the GYO Pre-Conference Session

Submitted by Kate Van Winkle

As school districts and universities across the country continue to struggle with training and retaining diverse teachers, many have looked to Grow Your Own Programs (GYO) as a solution. Recognizing the increased interest and need for GYO programs, the National Grow Your Own Collective (GYOC) formed in 2016 to bring a unified voice and vision of GYO programs to the national conversation. GYOC has spent the last two years visiting GYO programs all over the United States to determine what constitutes the best practice of a true GYO program.

GYOC defines as “Grow Your Own” a program that focuses on the **recruitment, preparation, placement and retention** of local teachers of color. Central to the work is a focus on the local community, increasing the number of teachers of color and creating new systems that support diverse teachers.

GYOC has found that all successful programs share the following components:

Commitment to combating racial and cultural injustice through education: All the programs visited had a deep understanding of racial injustice, though each program referred to this critical problem differently. These programs understand teaching as an act of social justice and are preparing their candidates accordingly.

Targeted recruitment: GYO programs value communities as the main holders of knowledge; therefore, they recruit and grow local young people and adults who reflect their community’s diversity.

Retention: Grow Your Own programs all identify retention as a main goal to recruiting locally. For example, two of the programs shared data demonstrating success (one program had 78% retention rate over five years; another indicated 82% retention of teachers placed in classrooms over three years). This data suggests that educators that are grown remain in classrooms longer than educators recruited from out of state.

Support: By far, the largest shared principle with all GYO programs is the notion of support to ensure candidates’ success. From test prep to in-classroom

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Finding Ways to Address the Teacher Shortage

Taking the Long View: State Efforts to Solve Teacher Shortages by Strengthening the Profession focuses on six evidence-based policies that states are pursuing to address their teacher shortages. The report was released August 29 by the Learning Policy Institute.

The report identifies effective policies in place in 40 states, based on the states’ Every Student Succeeds Act (ESSA) plans, recent state legislation, and other data. The six policy areas highlighted are: a) establishing service scholarships and student loan forgiveness, b) developing high retention pathways such as residencies and Grow Your Own programs, c) leveraging federal and state funds to expand mentoring and induction, d) investing in high-quality school leadership, e) improving compensation for teachers, and f) expanding the pool by recruiting recently retired teachers and easing the burden of state-to-state reciprocity.

The report identifies the multiple states implementing each strategy and provides illustrative examples of the policies and programs at work in those states. It also takes an in-depth look at Washington state, where policymakers have taken a comprehensive approach to addressing teacher shortages by implementing all six of the strategies promoted in the report.

Alternate Routes to Teaching Featured in School Administrator Magazine

The December issue of *School Administrator*, a magazine published by AASA, the school superintendent’s association, featured an article by Judy Corcillo and Sheila Allen on alternate routes to teaching. The article focused on alternative certification’s role in addressing teacher shortages and diversifying the teacher workforce. Several programs that are based in, or partner with, school districts were highlighted, including the Alternative Certification for Effective Teachers program (a partnership between Montgomery College and the Montgomery County Public Schools), the Greenville Alternative Teacher Education program run by the Greenville, SC school system, and the Los Angeles Unified School District’s District Intern Program.

Exploring Teaching cont. from page 1

Teaching in the 21st Century by Tiffany Jackson at University of Louisiana in Monroe; and Assessment in the 21st Century by Karline Prophete at Palm Beach State College in Florida.

Each of the modules contains key information about the topic along with assignments and activities checking on key concepts; then, reflective journal prompts provide time for deep thinking about this prospective career choice. All assignments have a scoring rubric for the instructor to use when grading. The course may begin at any time during the academic year with the instructor setting the due dates along with the opening and closing of each module.

In addition to the course modules, it is recommended that the prospective candidate have a five-day field placement in a classroom with a mentor teacher who is teaching the discipline that the candidate is planning to teach. Included in the course is a five-day schedule with specific topics to discuss, activities to view, teaching tasks to complete, and reflective journals to write. The schedule was created with the assistance of principals and teachers through individual interviews and focus groups. Although highly recommended, we know that not all candidates will be able to have this opportunity to work in a classroom. However, NAAC wants to provide this guide for all of its users.

The cost of the course, which takes approximately 5-6 hours for the prospective teacher to complete, is currently \$50 per student. This introductory price of \$50 will stay fixed for the remainder of the 2018-19 academic year. At the completion of the course, NAAC will ask instructors and students to complete an evaluation with specific questions related to making the course better. NAAC is considering other courses; if you have ideas, or need a revision of the current course, we would like to know your ideas. All inquiries about the course or suggestions can be sent to Sheila Allen at sallen@harford.edu.

Don't miss the March 27 preconference
GRANT WRITING WORKSHOP
at the NAAC annual conference!

More information at
alternativecertification.org/conference-schedule/

Alternative Program Certification Across State Lines

As the teacher shortage continues and school systems face rising enrollments, the need for alternatively certified teachers will grow. As a result, alternative certification programs around the country will continue to expand and grow. Many of these alternative teacher certification programs are housed in four-year institutions, making accreditation of the programs part of the larger process of teacher education accreditation. However, some are stand-alone programs that are not or cannot be accredited. Individuals who have been certified through some of these programs then moved to another state may face difficulty in having their certification accepted in their new state. This can be especially problematic for military service members and their spouses, who are frequently relocated, making it difficult for a spouse who is an educator to find employment. Such barriers to reciprocity can exacerbate the teacher shortage challenge and prevent qualified teachers from securing positions. To address this problem, NAAC is working with a group of individuals to promote National Quality Indicators as a means to specify programs of quality and encourage reciprocity.

The National Quality Indicators for Nontraditional Teacher Preparation Programs (QIs), developed by NAAC in conjunction with The Ohio State University as part of the Project KNOTtT Transition to Teaching grant, provide a framework to assist programs in conducting self-assessment. The QI rubrics are designed to guide programs to understand the scope and breadth of non-traditional teacher preparation.

A committee is now reviewing these indicators to use not only as a self-evaluation tool, but also as a means of transferability of programs across state lines. These indicators may be found [at this site](#).

The first step in this process is now being led by a group of individuals, including members at NAAC, OSU, and NASDTEC. The system of ensuring that the indicators are accepted by individual states is a process that will take time; everyone involved is aware of this time element. However, everyone feels that this endeavor will have a positive impact on efforts to ensure that our highly qualified teachers are able to teach in the schools that need them. Who better to be part of this effort than NAAC?

President's Letter *cont. from p. 1*

Venetia Richardson to secure a room at the Department of Education for a Listening Session and will be inviting key individuals to hear what alternative certification programs offer. You are invited to attend that session at the Department of Education as well. I look forward to working with you as we make our country's leaders aware of the great teachers who come out of our programs.

And speaking of great teachers, we have Mandy Manning, National Teacher of the Year and an alternatively certified teacher as a keynote speaker on Thursday morning. She will tie in with our Day on the Hill as she explains how she gets her students politically active. We will also have Chelonnda Seroyer as a keynote speaker to end the conference. Chelonnda has done a great job presenting at a NAAC conference in the past and I know will do the same for this conference.

With that said, we have many other initiatives currently in the works. The Exploring Teaching Course is in its pilot year; this course gives prospective teachers an idea of what it is like to teach and helps them make that decision about whether to begin a program for certification. See the article about this effort in this newsletter and let us know if you want to be part of the pilot. We are also working on the Quality Indicators, raising money to get the program restarted. Third, a database of alternative certification programs for use by career changers is now on the [NAAC site](#). If your program is not represented, contact me for the template to complete and I will add you into the database.

Finally, this will be our last conference with Judy Corcillo, who has been our Executive Director for the last 14 years. Judy is moving on to a full-time position and she will be greatly missed by all NAAC members. I want to thank Judy for all of the work she has done to grow NAAC and to make it the fine organization it is today. This could not have been done without her, and I thank her for all she has done. At the same time, we welcome Arden Solutions to the position vacated by Judy. This company is led by Ginger Phillips, who was NAAC's conference planner before Judy, so she comes with valuable knowledge of NAAC. Ginger brings a team of individuals, some of whom you will get to meet at this year's conference. Read more about Arden Solutions and Ginger in this newsletter. So, I end as I began – Join NAAC in Washington, DC to say goodbye and hello and to make our voices heard!



Region 2: Virtual Meeting held in October

When it became apparent that a face-to-face gathering was not in the cards for Region 2 NAAC members from Kansas, Nebraska, Iowa, and Wisconsin, a Zoom conference proved to be the next best thing! On October 12, Jim Granada, Wichita State, KS, Transition to Teaching Program; Jenna Cook and Nikk Nelson, Licensure Consultants, Kansas State Department of Education; Wendy McCarty, University of Nebraska at Kearney, Transitional Certification Program; Susan Fischer, University of Northern Iowa ITILP Coordinator; and Linda Maitrejean, eduCATE-WI, New Richmond, WI, met for several hours and discussed each other's programs (comparing/contrasting and finding that we are more similar than different), how state rules and regulations affect our programs (such as testing requirements), how we work to prepare our participants to become excellent teachers (and therefore would advocate for more reciprocity of licensure from state to state), and news from our National Association for Alternative Certification such as the piloting of a new online introduction to teaching course and the upcoming Spring 2019 NAAC conference in Bethesda, MD. We would encourage other NAAC regions to give this kind of virtual networking a try if you haven't already!



National Teacher of the Year Mandy Manning will be the Keynote Speaker on Thursday, March 28, 2019

Grow Your Own continued from page 2

support, all GYO programs' participants rate various programmatic supports as the most important element towards retention and classroom instruction. Successful GYO programs offer individualized supports to teacher candidates from the time they enter the program through post-classroom placement.

Commitment to diversification of the Teacher Workforce: GYO programs understand that recruiting from local communities increases the opportunity to place and retain teachers who reflect student diversity. As a result, GYO programs are committed to diversifying the teaching workforce through growing prospective teachers of color.

GYOC is thrilled to partner with NAAC to offer a pre-conference session at the 2019 NAAC Conference that will focus on building and supporting GYO programs in your community, district or state. The day-long session will delve into the key components of a GYO program, provide an opportunity to hear from practitioners in the field and offer time and space to think, share and ask questions. We hope you will join us.

Who is GYOC: The National Grow Your Own Collective is a group of practitioners, educators, union members, policy makers, researchers and allies focused on creating a national model and providing advocacy for community-based efforts committed to recruiting, preparing, and retaining teachers of color. We aim to build a community of practice, develop stakeholder relationships, share expertise and resources, engage in strategic advocacy, foster funding opportunities and increase the visibility of Grow Your Own programs. We do this by supporting programs that create safe, effective and sustainable spaces for students and educators of color to critically examine K-12 curricula, arm themselves academically, and commit to local communities as acts of social justice.



Chelonnda Seroyer will end the conference as the Keynote Speaker on Saturday, March 30, 2019

NAAC's New Executive Director

[Arden Solutions](#), with Dr. Ginger Phillips, President, will be taking over as the sole Executive Director after NAAC's March conference in Washington DC. This comes after months of the Executive Board advertising, searching and reviewing resumes. With this hire, NAAC gets not only one executive director but a [team of individuals](#), who have a combined 30+ years' experience in association management. Please take some time to view Ginger Phillips', Jennifer Bijaczyk's and Tiffany Legan's education and experience at their site in the above link. Their clients include the Academy of Financial Services, the American Academy of Advertising, and the American Council on Consumer Interests.

NAAC has been lucky to work out a transition period for this new company. Judy Corcillo, the current Executive Director of NAAC will remain the director until the end of December. At that time, Arden Solutions, with Ginger Phillips, will become the primary Director with Judy as a Consultant until the end of April. Then, in May, Arden Solutions will take over the entire role of Executive Director.

We would all like to give a warm welcome to Ginger, Jennifer, and Tiffany as we begin to work together to continue to grow NAAC and make known the great work that we all do.

NAAC Presents at AASPA

On October 11, NAAC president-elect John Omelan and executive director Judy Corcillo spoke at the American Association for School Personnel Administrators (AASPA) annual conference in Minneapolis. Omelan and Corcillo presented a session on *Addressing Teacher Shortages and Diversity Gaps through Alternate Routes*. The session emphasized the benefits of recruiting teachers from alternative certification programs and discussed how to form effective partnerships between school districts and educator preparation programs. NAAC has a partnership with AASPA, launched last year, to develop more synergy between teacher preparation programs and the school district administrators that hire new teachers. AASPA's executive director Kelly Coash-Johnson presented at NAAC's conference earlier this year, and the two organizations continue to talk about ways to work together to strengthen the ties between our constituencies.

Thank You, Kay!

Kay Trent, who worked for NAAC as a technical assistant and assisted with our conferences is now working for an organization in her home state of Texas. I know I speak for all of our members in wishing her the best; she was a constant in running the registration area and working with presenters and exhibitors as well as figuring out all of those technical problems. Thank you, Kay for all of your work with and for NAAC!

SAVE THE DATE!

NAAC Annual Conference

March 27-30, 2019



**Action through Advocacy:
Addressing Teacher Shortages and
Diversity through Alternate Routes**

Register at

www.alternativecertification.org

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