



# **NURTURING POTENTIAL: THE VITAL ROLE OF COMMUNITY COLLEGES IN MODERN EDUCATION**

# Role Of Community Colleges In Teacher Education

**R Sandford**



## **Role Of Community Colleges In Teacher Education:**

**Community Colleges and Teacher Preparation** Tricia Coulter, Bruce Vandal, 2007 The role of community colleges in preparing the next generation of teachers in U S classrooms continues to evolve In many states community colleges are no longer playing an informal or tangential role in teacher preparation and instead are becoming critical leaders in efforts to develop a pool of highly effective teachers for states and regions that have demand which far exceeds supply In August of 2006 the Education Commission of the States and the National Center for Teacher Transformation convened representatives from a variety of national organizations representing state higher education executive officers community colleges teacher preparation programs teacher accreditation and K 12 education to discuss the role of community colleges in teacher education The meeting focused on how community colleges can meet the needs of an increasingly diverse teaching industry and catalyze reform in teacher education This paper describes a variety of forces in education policy and reform that are providing an important context to the role of community colleges in teacher education In addition the paper articulates how community colleges can capitalize on their unique attributes as responsive institutions that serve a diverse population of students and industry needs to meet critical workforce demand in local and regional communities and positively impact the field of teacher education The following are appended 1 Participants in Community Colleges and Teacher Preparation Roles Issues and Opportunities Meeting August 8 9 2006 Washington DC 2 Featured Community College Teacher Preparation Programs and 3 Resources on Community Colleges and Teacher Preparation Contains 37 endnotes This paper was a joint project of Education Commission of the States ECS and the National Center for Teacher Transformation [The Role of the Community College in Teacher Education](#) Barbara K. Townsend, Jan Marie Ignash, Jan M. Ignash, 2003-04-22 A community college role in teacher education is not new But there is a new or more accurately renewed interest in this role A national conversation about how community colleges can help us alleviate the teacher shortage has truly begun with many believe that an expanded community college role is critical to meet the nation s need for well prepared teachers This volume illustrates the extent to which community colleges have become major players in teacher education not only in the traditional way of providing the first two years of an undergraduate degree in teacher education but in such more controversial ways as offering associate and baccalaureate degrees in teacher education and providing alternative certification programs This is the 121st issue of the Jossey Bass higher education series New Directions for Community Colleges **A Florida Community College Teacher Education Review**, 1985 [Community College Teacher Preparation for Diverse Geographies](#) Mark M. D'Amico, Chance W. Lewis, 2019-07-01 Community colleges serve as the open door to higher education for marginalized place bound and or financially challenged students and communities One of the key ways marginalization occurs in diverse geographies is through access limitations access to affordable postsecondary education access to curricula that lead to viable professions access to diverse educational role models and access to employment opportunities that can

sustain communities This underscores the importance of understanding place when addressing access and equity in higher education and the role of community colleges The discussion of access and equity through the community college has implications for teacher education Considering the documented importance of having a diverse teacher workforce in K 12 schools and the current mismatch between the diversity of students and the teachers in their schools community colleges have a significant role to play This book explores many topics related to the community college role in K 12 teacher education including the community college mission the policy landscape partnerships the transfer function the community college baccalaureate and others Throughout the volume the authors explore implications of access equity and geography and conclude with recommendations to guide future research and practice

### **The Cultural Context of Teacher Education**

**Partnerships and the Role of Community Colleges** Margaret W. Turner, 2004 The purpose of this study was to examine the cultural context of teacher education partnerships and the role of community colleges in these partnerships Two research questions guided the investigation 1 What is the cultural context of teacher education partnerships between two and four year institutions and 2 What is the role of community colleges engaged in these partnerships The research design was qualitative Semi structured interviews were conducted to collect data from twenty faculty respondents across two community colleges and two four year institutions engaged in teacher education partnerships Results of the study indicate that the cultural context of the teacher education partnerships in this study consist of shared goals and vision the opportunity to share knowledge and resources A lack of mutual trust and respect for community college faculty and curriculum offerings among four year faculty surfaced as a barrier to the teacher education partnership Findings also indicate that the role of the community college was to develop strategies to reduce attrition provide proper advising and ensure that all faculty and staff were involved in the partnership activities In addition the findings from this study suggest three major practical implications First the establishment of measurable goals will allow the institutions to evaluate the progress of the partnership Second it is important that top level executives at the institutions support the partnerships and that the goals and objectives of the initiatives are included in the institutions strategic plans Lastly by sharing information and resources members of the partnership may be able to enhance faculty development and help the partners to provide experiences that help prepare students for transfer into the four year teacher education programs Policies should be implemented to provide funding to the community colleges to hire additional faculty for teacher education courses Another implication of the study is the need for further research on teacher education partnerships New studies may need to focus on the perceptions of professionals from other segments of higher education and PK 12 institutions involved in addressing the preparation of quality teachers Finally the findings from the study may be useful to policymakers and educators in all segments of education Abstract

The Role of Community Colleges in Teacher Education Paul Bowen Prestwich, 2004      *10 Myths & Realities about Community College Teacher Education Programs. Second Edition* Maricopa County Community College District, 2009 As community colleges

emerge as a solution to the teacher quality and shortage issue the National Association of Community College Teacher Education Programs NACCTEP created this pamphlet in an attempt to dispel any misperceptions individuals may have about the community college role in teacher education 10 Myths About Community College Teacher Education Programs can be used as an informational tool for future educators current PreK 12 educators NACCTEP members educational organizations and community and business representatives The 10 myths are 1 Community colleges do not play a role in the preparation of teachers 2 Community college teacher education programs have been in existence for only a few years 3 Future teachers cannot complete their post baccalaureate education at a community college 4 Teacher education programs at the community college do not transfer to four year institutions 5 Teacher preparation in the community college is less rigorous than in four year colleges and therefore community colleges prepare less qualified teachers 6 Community colleges do not have adequate technology to prepare future teachers 7 Community colleges are not allowed to grant teaching certificates or degrees in education 8 Only a very small percentage of teacher education students attend community colleges 9 Community college faculty do not have adequate academic preparation or backgrounds to teach future teachers and 10 Community colleges do not offer in service or professional development courses or programs for current teachers

The Role of the Community College in Teacher Education Barbara K. Townsend, Jan M. Ignash, 2003-04-22 A community college role in teacher education is not new But there is a new or more accurately renewed interest in this role A national conversation about how community colleges can help us alleviate the teacher shortage has truly begun with many believe that an expanded community college role is critical to meet the nation's need for well prepared teachers This volume illustrates the extent to which community colleges have become major players in teacher education not only in the traditional way of providing the first two years of an undergraduate degree in teacher education but in such more controversial ways as offering associate and baccalaureate degrees in teacher education and providing alternative certification programs This is the 121st issue of the Jossey Bass higher education series New Directions for Community Colleges

**Teaching by Choice** Madeline Patton, 2008 This report is based on the discussions of the February 2008 Teaching by Choice Beyond 2 2 conference convened by the American Association of Community Colleges to focus on the growing role of community colleges as providers of teacher education and source of professional development for elementary middle and secondary teachers of science technology and mathematics The report includes recommendations for community colleges to expand post baccalaureate teacher education programs and to enhance professional development in science mathematics and technology for teachers in kindergarten through twelfth grade K 12 Some community colleges already offer these services to their communities For most community colleges providing post baccalaureate and professional development programs is an extension of their traditional role as transfer institutions The report addresses issues for recruiting and retaining K 12 mathematics and science teachers for designing and delivering programs to place well prepared instructors in the nation's K 12 classrooms and for developing appropriate

assessment and evaluation strategies for community college post baccalaureate teacher education and professional development programs A list of conference participants is included This text was edited by Lynn Barnett and Faith San Felice

Faculty Development Farrell Hoy Jenab, Heidi L. Hallman, 2021-11-15 *Faculty Development Creating a Collaborative Culture in Community Colleges* addresses how faculty developers work with changes and challenges in teaching within the community college context Using a multi case study design based on semi structured interviews document analysis focus groups and surveys the book examines faculty development within six community college contexts Three of these case studies conducted before the Covid 19 pandemic attended to how the Scholarship of Teaching and Learning SoTL and Faculty Learning Communities FLCs were pillars for faculty development The other three case studies feature the pivot that faculty developers and faculty made at their institutions in response to the COVID 19 pandemic In these cases it is seen how faculty development shifts from long term sustained initiatives such as SOTL and FLCs to just in time JiT faculty development as well as virtual and collaborative faculty development As teaching models continue to evolve and faculty development takes hold in community colleges this book features the role of collaboration as an essential component of faculty development as well as what supports exist within the community college context to provide faculty with continual professional development

*The Role of the Community College in Teacher Education*, 1973 **Beyond Equity at Community Colleges** Sobia Azhar Khan, Kendra Unruh, 2022-06-15 This volume proposes that the work of community colleges has expanded beyond equity into providing a true barrier free learning environment for students one that is attuned to justice The essays included here serve as evidence and examples of the productive ways in which educators may bring theory and practice to bear on each other which in turn may allow community college faculty staff and administrators to reexamine the role of a community college as a space for justice Topics explored with this volume include liberatory educational practices in and out of the classroom transforming classrooms into the site of collaboration and contestation and unique visions of how to promote opportunity for marginalized students Ultimately the goal of this edited volume is to explore and encourage community college educators to understand the integral role they play in bringing transformative justice to their students and their communities

Resources in Education, 2001-04 **Research in Education**, 1974 *ERIC Information Analysis Products, 1975-1977* Educational Resources Information Center (U.S.), 1978 *Community College Leaders on Workforce Development* William J. Rothwell, Patrick E. Gerity, Vernon L. Carraway, 2017 Community colleges role in the education of millions of Americans has given them better opportunities which has supported America s economic development President Obama has met with the community college presidents who contributed to this book Leaders at the American Association of Community Colleges AACC have given precedence to workforce and economic development The editors present this book as a guide for community colleges presidents These presidents were asked the same questions about how they define workforce development and the role of community colleges in it They were asked about barriers and challenges for now and in the

future the trends they discern and to clarify the roles of faculty staff and college leaders They also consider how technology is changing education with online formats c Adapted from preface *Community College Movement in Perspective* Martin Quigley, Thomas W. Bailey, 2003 This work offers an historical and contemporary structure covering The Truman Commission the U S Scene in 1947 guidelines for the establishment of two year colleges and the enduring role played by Teachers College Otto E. Miller, Plaintiff-Respondent, Against Fred W. Smythe, Defendant-Appellant , **Resources in Women's Educational Equity** ,1980 Literature cited in AGRICOLA Dissertations abstracts international ERIC ABI INFORM MEDLARS NTIS Psychological abstracts and Sociological abstracts Selection focuses on education legal aspects career aspects sex differences lifestyle and health Common format bibliographical information descriptors and abstracts and ERIC subject terms used throughout Contains order information Subject author indexes Guidelines for Developing a Community College Teacher Education Program in Oregon Daniel Bentley Dunham, 1971 The primary purpose of this study was to develop guidelines for planning a preservice preparation program which would encompass the critical issues in community college teacher education identified in the related literature and by national and state authorities The secondary purpose was to suggest a plan for a community college teacher education program in Oregon by using the guidelines as the primary basis for a theoretical model of a university teacher education program Procedures used in the study included identifying apparent critical issues in related literature and securing judgments from two panels of national and state authorities on the importance of these and other issues in planning and developing a preservice preparation program for community college teachers A modification of the Delphi Technique used in conducting surveys of national and state panels of experts achieved procedural objectives for securing judgments on issues and provided comments and suggestions for additional issues not found in the literature The Technique was useful in producing increasingly higher levels of agreement by panel members on refined statements through successive rounds of surveys Findings of the study were based primarily upon pooled data from both panels of experts Agreement within and between panels on individual items was analyzed and comparisons were made to assess congruity with issues extracted from related literature Findings were summarized in a priority list of critical issues Priority was based upon high to low agreement level judgments of experts and congruity of those judgments with issues identified in the literature Guidelines were based primarily upon the priority list of critical issues Guidelines 1 Field experience or internship in a community college should be provided all prospective community college teachers 2 Preparation programs should be sufficiently comprehensive to provide for mastery of subject matter in a substantive field leading to a master s degree and for emphasis upon courses or experiences in a Use of teaching aids and techniques b Philosophy and objectives of the community college c The community college student his nature needs and background d Effective communication participation in faculty activities and decision making groups and adequate functioning beyond the classroom e Understanding and use of research in teaching 3 Selected teachers presently working in community colleges

should be involved in the planning and design of preservice preparation programs 4 The attitudes of community college administrators toward preservice preparation of their teachers should be determined and the administrators should be involved in program planning and development 5 If universities are to have a primary role in providing preparation programs for community college teachers present teacher education programs should be studied in depth and where findings indicate needed changes recommendations should be made for modification expansion or adjustment of such programs 6 Adequate systems for selection and recruitment of prospective community college teachers should be developed 7 Cooperative arrangements between community colleges and universities should be developed in order to maximize the effectiveness of content and professional preparation internships and field experiences planning development and review of programs use of physical and personnel resources between institutions and overall coordination and communication of the teacher education program 8 Effective systems for follow up and evaluation of teachers should be developed cooperatively by universities community colleges and related resource agencies 9 Roles responsibilities and resources of related educational public and private agencies should be determined and plans made for their involvement in program planning development and implementation 10 Sole dependence upon community college inservice programs for preparation of prospective teachers should be avoided 11 Collectively community colleges can provide an important source of information and resources for preservice preparation programs 12 Programs for the preservice preparation of community college teachers should be designed with built in flexibility in order to retain sensitivity to the changing and special needs of the community college The guidelines are the primary conclusion of the study Other conclusions are based upon additional findings not encompassed by the guidelines Certain implications for program development in Oregon are presented on the basis of related elements found in the process of conducting the study Recommendations A theoretical model of a community college teacher education program in Oregon is proposed as the cumulative recommendation of the study The model is based upon the findings the guidelines developed from critical issues and the conclusions and implications presented Six major elements in the theoretical model include I Program Planning Development Implementation and Review Responsibility II Administration and Governance III Instructional Program IV Field Relations V Teacher Recruitment and Selection VI Follow Up and Evaluation of Teachers



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