



# NAAC NEWSLETTER

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## President's Column

Nell Ingram, NAAC President

Congratulations to the State of Louisiana for a spectacular 14<sup>th</sup> Annual Conference!

It is with honor that I serve you as your President. Thanks to all the conference participants who had faith in my ability to move the organization forward. Who is Nell Ingram? I have been associated with alternative certification programs since December 1988, first as an instructional specialist, then certification officer, and now as the Executive Director of the Dallas Independent School District's Alternative Certification Program (teacher and counselor). I have been an active member of the Texas Alternative Certification Program since its organization and currently serve as the Vice President.

As your newly elected President, I have formulated personal goals for my tenure and a vision for the organization. One of the first goals I wish to see accomplished is to organize us by states, get states more involved on the national level, and to increase participation in our national organization. Additionally, I would like to see us continue with our newsletter, highlighting best practices and innovative programs; revive our journal; to name a few.

While many colleges and universities are completing their spring semester, it is more than likely still a very busy time for our programs. Good luck in your recruitment for your programs and, if you are providing preservice training this summer, good luck! If you have suggestions on ways to improve and/or enhance our programs, I strongly encourage you email me at [ningram@dallasisd.org](mailto:ningram@dallasisd.org).

I look forward to working and interacting with each of you.



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## NAAC NEWS EDITOR'S SECTION

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## ANNOUNCEMENTS

- The 2005 NAAC Conference will be held in Denver, Colorado from March 31 to April 2. Mark your calendars!



- At the end of this newsletter you will find a NAAC membership form. Invite your colleagues to join the organization.
- The recipient of the 2004 NAAC Research Grant was Kathy Fuller from Pacific Oaks College, Pasadena, CA. Congratulations Kathy!.

### 2004 Conference Overview

The theme of this year's conference was: *Alternative Certification: Added Plus for Educator Preparation*. This theme was appropriate for our times as the NAAC organization strives to support teacher preparation through alternative pathways to certification.

The conference was held at the Hyatt Regency Hotel in New Orleans and was attended by nearly 200 people. During the pre-conference on March 28, Delia Stafford from the Haberman Foundation in Houston, TX delivered an institute. Sandra Petersen delivered an institute about the basic principles of grant writing.

On Monday, March 29 Warren Easton High School JROTC students gave a presentation of colors to start off the general session. Michael Mckibbin, Ph.D., NAAC 2002-2003 President,

gave a motivating speech entitled, *Lead, Follow or Get Out of the Way!*



At noon, Jeanne Burns, Ph.D. with the Louisiana Board of Regents and Ms. Glenny Lee Buquet, President of the State Board of Education, presented the *Louisiana Perspective on Alternative Certification*.

Three interns shared with the audience their experiences as participants in their respective alternative certification program. The interns are: Paula Byrd, Southeastern Louisiana University, LA, Pamela Guyton, Dallas ACPT, TX, and Aundrea Wright, Dallas Independent School District, TX.

In the afternoon, the audience met with their respective region representative to brainstorm issues and solutions related to alternative certification.

The day ended with a relaxing reception with jazz music in the background performed by the NOCCA School of the Performing Arts, New Orleans. The local committee, Chris Anthony, Ph. D., Camille Yates, Ph. D., Julie Lester, Ph. D., Bill Neal, Ph. D., Rossana Boyd, Ph. D., and Maureen Lundergan all from Southeastern Louisiana University shared out Mardi Gras Beads to all reception attendees.

Tuesday, March 30 began with school visits to local schools. Concurrent sessions also took place and the topics ranged from portfolios and testing, to tracking of field experiences.

During lunch Cyndi Nguyen, Director of the Vietnamese Initiatives in Economic Training (VIET) of New Orleans brought to the conference a group of 16 children from the Viet 4-H club who performed a variety of dances using colorful Asian dresses.

Michael Petrilli, Ph.D., Associate Deputy Under the Secretary of Education, spoke about alternative certification and the No Child Left

Behind Act. The issues that he addressed were based on what the 5 regions generated in brainstorming meetings.

## **NATIONAL ISSUES AS REPORTED BY NAAC REGIONS**

Regional meetings were held on March 29, 2004. The three common concerns of the groups are listed below. The organization has pledged to pursue various routes to bring these issues to the attention of national, state, and local leaders. Please respond to them as they relate to the federal government's role in supporting the improvement of K-12 education and the increase of alternative routes to teacher licensure.

### **I. Funding**

NCLB and other laws at the federal level include unfunded or under-funded mandates. While Transition to Teaching grants have assisted in establishing new programs or enhancing existing programs, they will not continue indefinitely. In this time of fiscal crisis for many universities, education service agencies, local school districts and private providers, What funding may be made available through the federal government, i.e. Department of Education, in the coming years?

What mandates can be addressed through other sources available in the federal government?

What resources, technical assistance and other, can the Department of Education give to educator preparation programs in addition to actual funding?

Induction and mentoring are necessary parts of alternative certification programs. Are there any plans for funding to be made available in the future for support of these programs?

### **II. Quality Issues**

NCLB requires that there be a "highly qualified" teacher in every classroom by 2006, yet there is still no clear definition of "highly qualified". Some states are beginning to allow "test only" options for certification. Other states have opted to use the HOUSSE option for teachers. Even if an individual can pass a test or complete a set of portfolio requirements that does not necessarily mean the individual is "highly qualified" to work with students in a classroom. How will the federal government assure that these options provide "highly qualified" teachers?

Using the HOUSSE option does not necessary equate to equally qualified teachers. What assurance is there that if a teacher is considered "highly qualified" by completing the HOUSSE requirements in one district that another will accept the designation as "highly qualified"? Is there a possibility of clearer definition of expectations by the federal government or some process in development to review the state processes to assure quality.

Deregulation has "run amuck" with programs being approved which look good on paper but have little or no oversight at the state or national level. Will the federal government be reviewing programs directly, not just on paper through the Transition to Teaching programs to assist in assuring quality?

### **III. Reciprocity**

Many candidates move from state to state and have difficulty in moving their credentials without additional coursework or tests. While certification is a state issue, Is there anything at the federal level that can be done to assist programs, especially those that are not IHE based, so that certification obtained through their alternative certification programs can be transferred from state to state?

Several concurrent sessions were held in the afternoon. One of the highlights on March 30 was the poster session.



**Poster session presenters from California State University – San Bernardino**



**Poster session presenters, Dr. Camille Yates (left) and Dr. Bill from Southeastern Louisiana University visiting with NAAC members from California.**

The conference lasted until Wednesday, March 31. Everyone present benefited from new information and networking. We are looking forward to meeting again in Denver next year.

### **Board Actions at Executive Meetings and Status of the NAAC Organization**

#### **March 28, 2004 – Executive Board Meeting**

- New committees of the board:
  - 1) Community Outreach: President and Treasurer will be responsible
  - 2) Membership: Vice-president will be responsible
  - 3) Communications: President and Secretary
    - a. Journal – President
    - b. Newsletter – Secretary
    - c. Interactive member forum
  - 4) Conference - Vice-President and local co-chair
  - 5) Operations- President
- The NAAC Board will seek ways to work collaboratively with other organizations with similar goals promoting alternative certification.
- Provide scholarships and research grants, develop a journal of refereed studies, and develop newsletter as avenues for publishing descriptive narratives and action research.
- Create state affiliates to grow the organization's future leadership. California, Colorado, and Louisiana will pilot the design of an affiliate organization.

- Fund a part time executive secretary to provide members services.

#### **March 31, 2004 – Executive Board Meeting Election Results**

During the board meeting the following election results were announced:

President: Nell Ingram was elected, TX  
 Vice-president – Sandra Petersen continues, TX  
 Treasurer – David Keltner continues, VA  
 Secretary – Rossana R. Boyd was elected, LA  
 Region 1 – Leo Kirkoff continues, CA  
 Region 2 – Gary Ketterling was elected, IL  
 Region 3 – Bill Neal was appointed, LA  
 Region 4 – Belinda Gimbert was elected, VA  
 Region 5 – Elizabeth Fleming was elected, MA

- The board made recommendations concerning elections and the selection of a nominating committee.

Recorded by Paula Lovo, Secretary

#### **March 31, 2004 – General Board Meeting with newly elected and returning officers**

- The dates for the 2005 conference in Denver are March 31 to April 2. The chair of the local committee is Bridget Collins-Sullivan of the Colorado Department of Education.
- On August 6 and 7 the board and the planning committee will meet in Denver to discuss the details of the conference.
- Ideas for columns for this newsletter were recommended and have been incorporated in this issue.
- Elected, continuing, and appointed board members are listed above.

Recorded by Rossana R. Boyd, Secretary 2004



## RESOURCES

Prentice Hall exhibited at the conference. Martha Flynn, Market Development Manager, provided the book titles below as possible resources of interest:

***K-12 Classroom Teaching: A Primer for New Professionals, Second edition***, by Andrea M. Guillaume, California State University, Fullerton (Alternate Route Certification Program). A brief, inexpensive volume - described by the author as a "nuts and bolts" book - is an ideal resource for teachers on an alternate route certification track. Coverage is succinct and targeted to the needs of new teachers full of practical exercises that involve Web research, lesson planning, portfolio development, and other activities.

***A Resource Guide for Teaching: K-12, Fourth edition***, by Richard D. Kellough. This engaging resource guide truly practices what it preaches: hands-on, activities-rich, research-based, performance-driven teaching. Coverage integrates the best ideas from a broad spectrum of instructional approaches into an eclectic teaching model that the author characterizes as "multilevel instruction." With its hallmark practicality, the text uses case studies, sample lessons, practice opportunities, and activities to equip future teachers with dozens of examples of best practices, current research findings, and proven teaching strategies.

***Effective Classroom Management: Models and Strategies for Today's Classrooms, First edition***, by Carlette J. Hardin. Designed to provide a synthesis of current classroom management theories, this practical text examines twelve models of classroom management arranged according to their primary focus: classroom management as discipline, classroom management as a system, and classroom management as instruction. Written in an easy-to-read, easy-to-understand style, it presents a scholarly review of the research base on classroom management, showing how each of the twelve models effectively addresses current INTASC (Interstate New Teacher Assessment and Support Consortium) standards. In addition, it offers prospective teachers a solid foundation for selecting a model to follow or for developing an individualized classroom management plan that suits their unique instructional philosophy.

***Classroom Assessment, First edition***, by Catherine S. Taylor and Susan Nolen. This fresh, new text treats assessment as a significant factor in the life of a teacher every day, whether it's part of planning instruction, composing small study groups, or communicating test results to pupils, parents, and principals. Coverage examines ways to use assessment specifically to support the learning of diverse groups of students, from Kindergartners to those in high school, with special attention paid to adapting assessment to the needs of students with disabilities and students whose first language is not English. The authors introduce the idea of "assessments of valued performances," address the expected topics of validity and reliability, and explore the critical issue of motivation as it applies to performance.

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### Other Resources:

Research, Publications, and Resources  
<http://www.ncela.gwu.edu/newsline/2004/0224.htm#ii>

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.do?contentId=213>



