



CALIFORNIA COMMUNITY COLLEGES
Teacher Preparation Programs



CALIFORNIA COMMUNITY COLLEGES
Doing What MATTERS™
FOR JOBS AND THE ECONOMY



**Strategic Program Component:
Partnerships**



Why Partnerships?

Community College teacher prep programs do not exist in isolation and require strong partnerships with a variety of stakeholders. Because of the nature of Teacher Preparation, collaboration is essential to the success of programs and the students they serve. Partnerships allow for programs to be multi-dimensional and sustainable; partnerships increase the sharing of resources, increase student opportunities for “hands-on” learning (i.e. fieldwork, service learning, internships), and increase the probability that students will access four-year institutions with successful completion at those institutions.

The following slides will provide an overview of the types of partnerships Teacher Preparation Programs can develop, as well as provide templates and tools for creating various partnerships.



Who are TPP Partners?

There are two “broad” categories of partnerships for Teacher Preparation Programs:

- ✓ Partnerships “internal” to the college – these can include faculty with an interest or specialized skills, departments, divisions, and student outreach programs (MESA, for example) to name a few
- ✓ Partnerships “external” to the college – these include understandings with education, industry, and community entities.



Developing Internal Partnerships

College, or “internal”, partners are key to the success of TPPs. Creating a strong infrastructure involves collaborations **within** the college; these are foundational to student success in the program and beyond.

For example: a new program may want to focus on student opportunities which support students who are pursuing teaching credentials, even if students are still in the process of obtaining an A.A. degree. Because credential programs require incoming candidates to complete requisite number of hours in schools as well as state-mandated tests (CBEST, CSET, etc.), a new program may want to bring on faculty who can connect with a local school district and/or schools (“external” partnerships) for off-campus student experiences. It is crucial to explore ways in which on-campus departments and programs can work together to develop field experiences, service learning, and/or tutoring opportunities. Working with college faculty with varying expertise gives students breadth and depth of “hands-on” experiences outside the college.



Internal, or College, Partner **Examples**

- ✓ Faculty - these partners can mentor students, create outreach opportunities for students, and create curriculum
- ✓ Departments Chairs - Department Chairs can support in creating curriculum, expand department course offerings, and guide appropriate faculty towards interacting with Teacher Prep Programs
- ✓ Counseling - Counselors who are specifically trained and knowledgeable in CTE and teacher credential requirements can streamline education plans for students pursuing Education and CTE degrees and credentials
- ✓ Deans/Management - Deans and Management have a “global” view of the college and college infrastructure; they can help streamline efforts on a larger scale
- ✓ Project Coordinators
- ✓ Student Professional Associations & Clubs

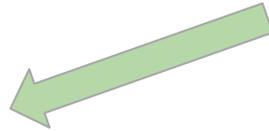


Internal Partnerships: The following is a Sample Process for developing Internal Partnerships

Step 1: Determine goals and objectives of program: how will the program support students?



Step 2: Identify department/faculty who will "start" and support TPP - what does this department provide for the program?



Step 3: Meet with faculty/staff and administration who wish to participate; determine roles of individuals



Step 4: Create classes, services, and opportunities for students



**ADVERTISE
PROGRAM,
CLASSES, SERVICES**



Step 5: Assess at end of semester: What needs to be adjusted? What services can be added?

NOTE: These steps do not necessarily need to happen in this order



Using Internal Partners to Develop External Partners

Programs that are expanding can utilize internal partners to then move outside of the college and expand to external partners. Including various faculty in the TPP planning stages (and expansion stages), who have connections with community partners, universities, industry stakeholders, and schools/school districts, will enable a TPP to expand to “external” partners.

Once external partnerships are in place with local schools, the program could potentially expand their “external” partnerships to include a local university (CSU, UC) to provide streamlined (Guided Pathway) opportunities for students pursuing teaching credentials. A program that is developing may want to also work with outreach programs, such as summer academies or MESA programs that are a connection to external partners.



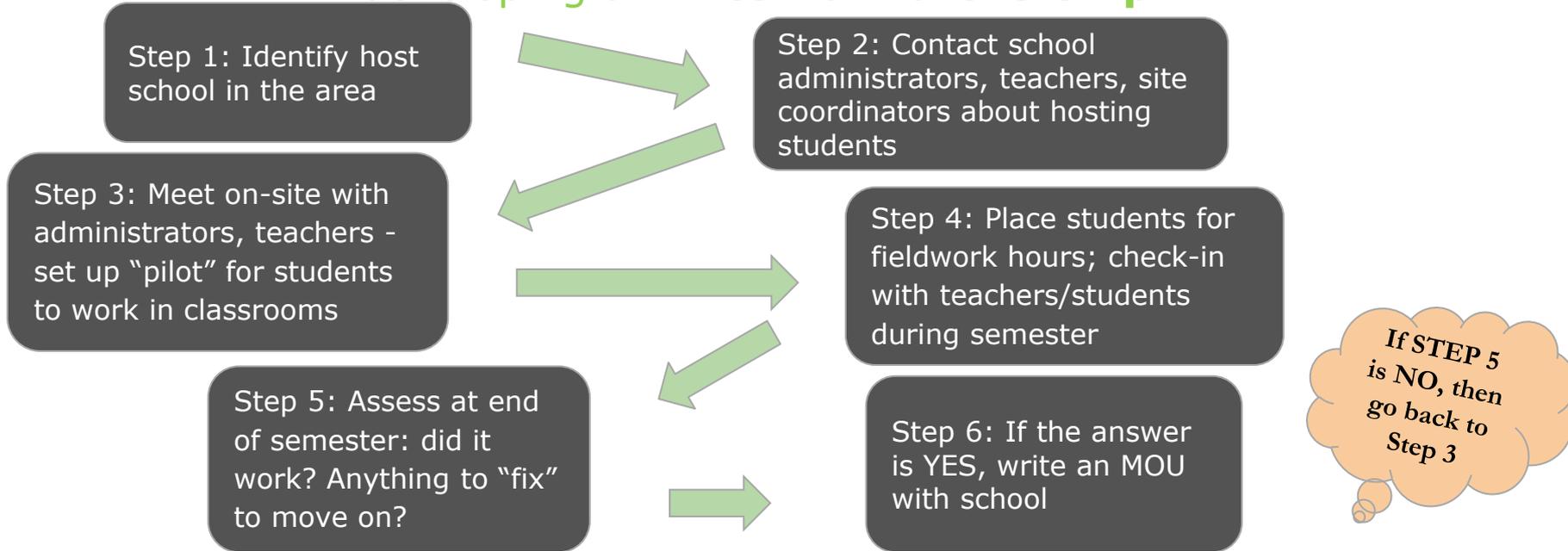
External Partner Examples

(note: there are many more external partners than listed below)

- ✓ K-12 schools: schools play a key partner role in supporting the work experiences of students in Teacher Preparation Programs
- ✓ CSUs: TPPs in community colleges rely on strong partnerships with CSUs, probably the main teaching credential program system in the state
- ✓ LEAs/County Offices of Education: County Offices of Education are a particularly important external partner as they guide and support schools in most counties in the decision-making and funds distribution of the schools



External Partnerships: The following is a **Sample Process** for developing an **External Partnership**





Targeted students: One more key to developing External and Internal Partnerships

Partnerships are only effective if they serve students. As partnerships are developed, key student populations must be at the core developing partnerships. Targeted student populations include:

- ✓ K-12 students
- ✓ Community College Students:
 - ✓ In Teacher Pathway
 - ✓ Successful in STEM/CTE
- ✓ Industry Professionals Seeking Second Careers
- ✓ Current Education Professionals Seeking to Add Credentials



Exemplars:

It is important to understand that there are a variety of factors in creating and developing partnerships. Regardless of the stage of development for a Teacher Prep Program, developing a partnership template and tools is essential.

The following slides contain exemplars of partnerships that were developed over time and represent the dynamic of both internal and external partnerships happening simultaneously. These two examples demonstrate how partnerships can be tailored to meet the unique needs of each individual program and their target students, as well as provide a template (of sorts) on starting, expanding, and solidifying the program.



Summer STEM Academy: An exemplar K-12, CC, CSU partnership

Partners:

Cerritos College, CSULB, ABC Unified School District, Norwalk
La-Mirada Unified School District

Funding Sources:

CSU Math and Science Teacher Initiative Grant, TPP Grant,
Cerritos College



Academy Overview - Summer 2017

Over the course of six (6) weeks, the 2017 Summer STEM Academy selected 15 Cerritos College future secondary pathway students to participate in the Cerritos College Summer STEM Institute starting in July and ending in August. The institute was broken into a two-part cohort that allowed students to participate in a six-week Introduction to Earth Science Course and four-week direct work internship that provided experience through the facilitation of hands-on STEM lessons with middle school students partnered with the Norwalk-La Mirada School District. During their internship, Teacher TRAC students worked in teams of two or three partners to conduct workshops for over 120 middle school students based on Next Generation Science Standards, NGSS, NASA science modules. Through active, inquiry based activities, middle school students were able to develop a conceptual understanding of science concepts, and relate and apply them to modeling and solving problems.

All modules were created for middle school students and infused both science and math inquiry, based on both the Common Core and Next Generation Science Standards (NGSS). Modules were then planned and taught in two-day activities at the middle school site with their partners. Credentialed teachers assisted in the observation, planning, and growth of these modules with each paired team. Activities covered inquiry and design, data collection, analysis, and graphing to encourage students and teachers to make the connection between direct instruction and inquiry based learning. All activities are designed to be engaging, easy to facilitate for “plug and play” implementation, economically sustainable, and modified to support California Common Core Math and NGSS Standards.



Modules

Each module in their four-week direct work internship included a four (4) hour training at the beginning of each module week that provided pathway students the knowledge and understanding of the material they were to present in their two-day activities at the middle school site. In addition, each module allowed these pathway students to learn a skill to use in their own classroom such as the importance of classroom management, organization, and team building. After completing the training, students worked with their partners to create lesson plans and gather materials needed to facilitate hands-on lessons in their designated classroom.

Week 1: Physics

Week 2: Life Science

Week 3: Earth Science

Week 4: Chemistry



Week 1: Physics

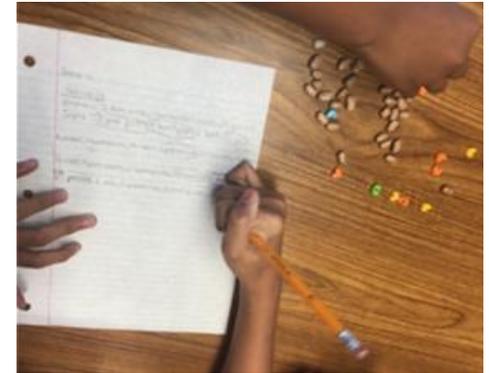
Teacher TRAC students facilitated hands-on, inquiry based activities that allowed for the creation of a bubble solution that allowed for the strongest bubble based on surface tension. To do this, the pathway students worked with the middle school students to use a variety of chemicals from a basic bubble formula to then design, tailor, and test their own solution formula to meet their desired strength, bounce, and size with their created solution. To extend, the middle school students were given guidelines to calculate the cost to manufacture their product based on solution ingredients, develop a product name, and design a marketing plan to include a commercial and product package. The middle school students enjoyed sharing their bubble solutions and marketing plan with the group to culminate their first week of learning. Pathway students, in addition to the science learning and direct work experience, were able to learn the importance of classroom organization to assist with distribution and clean up in a classroom setting.





Week 2: Life Science

Students explored the world of adaptations and how adaptations play a key role in our Earth's ecosystems for survival. Students focuses on how animal traits vary between different species based on their living environment. To begin, middle school students brainstorm their knowledge of birds including where they live and what they eat. With this, students used different materials to resemble ow different beaks work differently and gather different types of food. These beaks were tested and then collaborative conversation was used to connect their test to the actual world. For example, students found that scooping beaks (made from plastic spoons) were better to do collect larger objects like fish. Birds who live in water based habitats would require these beaks to gather their food needed to survive.





Week 3: Earth Science

Students worked in teams to create structures, using the engineering process, to withstand earthquakes built on different soil foundations. With these, students created structures to fit in pie tins on top of several different soil structure foundations including landfill, alluvium, bedrock, and gravel. Students then tested which structure and foundation combination allowed for the safest building measuring stability and foundation changes. Students not only used the design process, they took multiple measures to identify structural changes including that of foundation (or footprint) area as well as volume of their structures. Pathway students explicitly learned about earthquakes in their Earth Science class in order to use correct terminology and explain fault lines when working with their middle school groups prior to this module training.





Week 4: Chemistry

Students tested chemical reactions using a variety of solutions. Students created bouncy balls using a mix of glue, borax, and water, blew up a balloon without using air after creating a chemical reaction, and found ways to mix chemicals to create a reaction in a fountain of foam and color.





Schedule:

February - April: Recruitment, Selection, Orientation & HR Processing

July 2 - July 5: 1:00-4:30 – NASA/NGSS Science Kit Training (10 hours)

July 9 - August 9: M-TH 8:00-12:30 – Earth Science Class

July 9 - August 1: M/W 1:00-4:00 – Training; Reflection and Debriefings

July 10 - August 2: T-TH 1:00-4:00 – 12 Simultaneous Science Workshops at middle schools for 20 middle school students per class.



How did we get here?

The Summer STEM Academy would not have started without partnerships and funding. Check with your partner CSU to see if they have MSTI funds.

Budget Breakdown:

Teacher TRAC student stipends	\$ 15,000
Finger Printing	\$ 1,500
Credentialed trainers/mentors	\$ 4,000
Course	\$ 7,250
Course Books	\$ 3,000
Academy Supplies	\$ 2,000
Cerritos College Foundation Indirect Cost @5%	\$ 750
Total :	\$ 33,500

\$15,000 MSTI

\$18,500 Cerritos College Teacher TRAC