

Glendale Community College
Partners in the Teaching Profession

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|--|-------------------------------------|--------|--|
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| College | Project title | | |
| GCC | Partners in the Teaching Profession | | |
| <p>Team members – List the team members involved in this project, including yourself. Provide name, job title, email for each. One person per line.</p> | | | |
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| <p>A team photograph including all members must accompany this application. Photograph must be 5”x7” and 300dpi or larger. Create a caption for this photograph Identifying team members (using full names) in order of appearance from left to right.</p> | | | |
| <p>Executive summary (50 words or less)</p> | | | |
| <p>In order to meet the urgent needs of schools and the challenges of 21st century classrooms, GCC Teacher Education Program (TEP) has partnered with local K-8 schools to create diverse opportunities for future teachers to connect education theory with its practical application while under the expert guidance of mentor teachers. Not only do GCC students benefit, but K-8 students are introduced to “real live” college students who serve as role models for college and career readiness.</p> | | | |

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Innovations should include information that addresses all of the criterion below and is in alignment with the [Maricopa Vision, Mission, and Value Statements](#).

Quality: It is evident that the innovation increases "quality" in the course, program, office, or institution.

The GCC TEP has established vibrant, dynamic partnerships with two K-8 school districts. The result of these partnerships has increased access to real-life field experience for over 300 GCC future educators. This has resulted in over 3000 hours of academic tutoring to at-risk students in Title I schools. GCC students serve as college role models for the majority minority population in Washington Elementary School District and the Glendale Elementary School District. In addition, the school districts have changed their perceptions of GCC students. They have utilized the partnerships to conduct job fairs to recruit college students for teacher assistant positions, ultimately creating a "grow your own" teacher recruitment strategy.

Efficiency: There is evidence that the innovation contributes to a more efficient way of doing things.

The partnerships have increased course completion and reduced barriers that prevent students from successful field placement, including the state-required IVP fingerprint clearance cards. The field placement process is supported by a team of specialized academic advisors who meet individually with GCC students and the K-8 partners to find the best field placement opportunity for college students school and work needs. The partnerships have also sped up the placement process allowing for faculty to blend practitioner knowledge with academic knowledge throughout the semester. Students are generally placed within the first few weeks of class.

Cost effectiveness: There is evidence that the innovation adds a value to the institution while at the same time containing or reducing costs.

The greatest value is that of the positive public relations that hundreds of GCC students provide to the neighboring communities. In addition, the value of the academic tutoring for the public K-8 schools could be estimated at \$11/hour x 3000 hours or \$33,000 annually. This real-life experience has been shown to be a key factor in recruitment and retention of K-12 teachers. This partnership is the cheapest recruitment tool we have. It is very motivating for student interns to see the test data and academic progress of the students they are teaching. Once GCC students see learning happening, they are hooked on the teaching profession! The partnership also saves college students money by providing background checks at no cost.

Replication: The innovation selected can be replicated in other institutions with a minimum of difficulty.

The essence of the partnership is relationships. There has been little cost, but there has been a great investment of time. In order to replicate, teacher education programs must

work in close partnership with school districts to ensure course competencies are aligned and school policies and student-teacher expectations are clearly articulated. The partnership includes shared decision making, oversight on candidate selection and thorough, ongoing communication by school districts and teacher education programs.

Creativity: The innovation should be as original as possible or the adaptation should be creative.

This partnership is brilliant in its simplicity. It solves two problems at once. K-8 districts need academic tutors. GCC needs real-life experiences for our students to successfully prepare for the complexities of teaching. The public schools have shown their appreciation for GCC students at school board meetings, end of the semester celebrations, and newspaper articles.

Timeliness: The innovation should not be more than five years old in the institution, but it must have been around long enough to be tested so that it meets most of the criteria.

The partnerships have been formalized since 2012. GCC TEP and the K-8 partners meet biannually to reflect on our successes and redesign the process and procedures for field placement as needed. TEP staff are in continuous contact with the partner schools.

Learning: The results of the innovation have been shared with others for the benefit of students throughout Maricopa.

The results of the partnership have been shared with the Maricopa Community College Education Instructional Council and the WESD Business Administration Meetings. WESD Governing Board, and district celebrations (parents, community members)

Collaboration: The innovation successfully demonstrates collaboration, teamwork, and cooperation to ensure continuous process improvement efforts on behalf of students throughout Maricopa.

The streamlining of the field placement process includes the collaboration of the GCC TEP team, school district administrators, school principals, mentor teachers, and GCC students. This collaboration allows students to find the best fit for their academic program and personal schedule. The school districts have responded to the needs of students who do not yet have their required fingerprint clearance cards. The school districts absorb the cost of the extensive background checks. The GCC TEP weekly team meetings help provide ongoing monitoring and support to all members of the partnerships. Each semester, program refinements are implemented to meet the needs of the K-8 students as well as the GCC future teachers. GCC faculty have changed their placement process to support and promote the GESD and WESD partner schools.