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Association of Independent Liberal Arts Colleges for Teacher Education's

# Models of Excellence Award

**Institutional Application: Due October 1<sup>st</sup>**

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The Models of Excellence (MOE) project seeks to identify outstanding programs in professional education that will serve as tangible examples both to kindred institutions and to the American public. The AILACTE MOE committee invites member institutions to apply for consideration as Models of Excellence. The four qualities the MOE and AILACTE membership have identified as primary qualities of excellence for Independent Liberal Arts Colleges are listed below. A complete description of each quality, including statements of distinction, categories and criteria are presented in the Application Guidelines section.

**Quality I: Moral and Ethical Dimensions of the Learning Community**

**Quality II: Partnerships**

**Quality III: Liberal Arts**

**Quality IV: Global Awareness and Action**

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## Application Guidelines

### **Eligible Applicants:**

1. Applicants may be either undergraduate or graduate professional educator preparation programs.
2. Applicants must be from an AILACTE member institution, and the institution must be in at least its third consecutive year as an AILACTE member.
3. Applicants may apply for one quality per year

### **Application Process:**

Institutions will complete the application process outlined below. Applications may select one of their professional education preparation programs of their SCD of Education but should include all parts of that program. For example, if you select initial teacher preparation, please include all of your initial teacher preparation programs. An applicant needs to specify what is exemplary and systemic about its program in relationship to the statement of distinction and the categories and their criteria of the selected Quality. Include how exploring this Quality has added to on-going faculty and program development and planning.

Application packets must consist of the following:

1. Cover sheet including:
  - Name of institution and professional education program.
  - Contact person information: Name, title, address, e-mail, telephone, and fax.
  - Brief description of institutional context and affiliations.
  - Brief description of who was involved in developing this application and the process by which the application was developed. It is recommended that this application be completed through collaboration among a minimum of three people, and is viewed as a process for on going program development.
2. Provide a one sheet document of institutional facts such as student population, number of majors, program offerings, number of graduates each year, web page address.
3. Maximum twenty page response describing and documenting what your students are doing based on the categories within the Quality.
  - Within the narrative, include descriptions of the accomplishments of your SCD of Education that are consistent with the quality.
  - Include information about what is planned for the future regarding the Quality.
  - Please avoid educational jargon. Some words lend themselves to multiple interpretations. Be sure that you define or clarify terms such as student-centered learning, performance assessment, etc.
  - Be sure to include descriptions of examples of performance that you require so that your institution can adequately demonstrate that all students in your program apply the Quality in their teaching/learning.

4. Working Definitions:

*Moral* incorporates a “way of acting in relationship to others and situations; the sense of taking responsibility for one’s actions as an individual in the professional environment.”

*Ethical* involves consideration of ideas such as “the good life” and “what is good and evil.”

*Faculty* includes all instructors and administrators who work in the initial teacher education program.

*Students* are candidates in the professional education program.

See complete description of the Qualities at the end of this document. Additional Website help: Examples for each criterion are included on the AILACTE website – [www.ailacte.org](http://www.ailacte.org)

5. Format should include page numbers, double spacing, and 12-point font. Use the category headings and all numbered criteria to organize your narrative.
6. Provide documentation that includes the following: Institutional web link, institutional catalogue, program handbooks, syllabi referenced in application, sections of program documents appropriate to the Quality.
7. Three letters of support from colleagues outside the program/institution specifically addressing the School, College or Department's relationship to the Quality. The authors of those letters should be knowledgeable of the program and its impact on the wider learning community over time.
8. Signature page, including:
  - a) Chief Academic Officer
  - b) Head of the educational unit (Dean, Chair);
  - c) Writers of the proposal;
  - d) Graduate of your program.

*Note: Signature statements must include indication that the signatory has read the report, provides support for the report, and recognizes the excellence of the program.*

### **Contact Information**

Completed applications must be received by **October 1<sup>st</sup>**. If you have questions regarding the application process, please consult [www.ailacte.org](http://www.ailacte.org) (Quality documents that have examples extension) or contact the Chair of the Models of Excellence Committee as listed on the AILACTE web site.

### **Submission of application:**

The application may be submitted electronically, as a CD or in paper form.

The narrative portion of the application may be e-mailed to: [sernst@winona.edu](mailto:sernst@winona.edu). Supporting evidences need to be mailed to the AILACTE Executive Assistant at the address below.

**OR**

The five copies of the narrative and supporting documentation may be burned to a CD (5 total) for PC Microsoft Word and be mailed to the AILACTE Executive Assistant at the address below.

**OR**

Mail five (5) copies of the application packet to:

Stacy Ernst, Executive Assistant  
ATTN: AILACTE Models of Excellence Committee  
1077 192<sup>nd</sup> Ave  
New Richmond, WI 54017

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# Description of Qualities

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Below are Qualities and their Statements of Distinction, followed by the categories and their criteria. In addition, check the AILACTE website, where each criterion is followed by italicized examples which are meant to be suggestions of a variety of different ways an institution might show how it addresses the category.

## **Quality I: Moral and Ethical Dimensions of the Learning Community**

**Statement of Distinction:** An exceptional AILACTE institution views teaching as a moral activity. Professional educators are rooted in moral and ethical positions that are influenced by multiple views. The institution is one that creates an intellectually safe environment that promotes dignity and respect for all people within the academic community. The institutional ethos is communicated through its people, policies, and programs.

### **A. Category: Culture/Institution**

1. The conceptual framework for the professional education program and program requirements is clearly articulated, dynamic and reflects a moral and ethical stance.
2. The program operates from a published set of policies and procedures that assures fairness and consistency with the defined mission statement/conceptual framework of the institution.
3. The institution demonstrates its support for program goals by providing resources.
4. All faculty members have a formal voice regarding the program.
5. The program and institution assure opportunities for student participation in the organization, decision-making and curriculum of the program.
6. The institution strongly mentors candidates from their entry into the institution until they complete the teacher education program and beyond.
7. The program is viewed by outsiders as having integrity and making positive contributions to the wider community.

### **B. Category: Curriculum/Programs**

1. The curriculum provides a transition for students to move from having moral and ethical knowledge to personal internalization of that knowledge to serve as a basis for decision-making regarding teaching dilemmas.
2. The program and its curriculum support education as a moral and ethical act.

3. The program and its curriculum are dynamic, based on input from education stakeholders, and change is viewed as positive and essential.
4. The program and its curriculum support students' learning to work constructively and honestly in difficult interpersonal situations.
5. The program draws upon moral and philosophical resources outside of "self" to help students develop their own explicit moral and ethical frameworks.
6. Students are taught ways of learning and living that support self-inquiry, self-assessment and monitoring of their own behavior.

**C. Category: Faculty**

1. The classroom climate created by faculty members is learner centered; nurturing yet challenging; safe, yet allowing for exploration of difficult issues and risk-taking.
2. The faculty members model ethical and moral decision-making in their relationship with students, both inside and outside the classroom.
3. Established faculty members mentor and inform new colleagues about the moral, ethical and community dimensions of the program.
4. The faculty takes an active interest in the moral, ethical and community dimensions of education and teacher preparation.

## **Quality II: Partnerships**

**Statement of Distinction:** An exceptional AILACTE institution is engaged in substantial P-12 partnerships that are forged on the basis of mutual goals for preparing effective professional educators. Partnerships include collaboration within and between institutions. This can mean that departments and faculty members in professional education work with counterparts in the liberal arts, with professional education programs in other institutions and/or with P-12 schools. Each partner has structures and resources to support the work of the collaboration. The attitudes and understandings of the partnership design support major goals of an effective professional education program. The partnerships demonstrate sustainability over time.

**A. Category: Culture/Institution**

1. Partnership members embody the moral dimensions of the mission and goals of AILACTE.
2. Partners support and reinforce caring and collaborative attitudes.
3. There is community recognition of the impact fostered by partnerships.

**B. Category: Curriculum/Program**

1. Collaborative curriculum should address values and goals of each partnership member, and be aligned with partners' subject matter standards, resulting in a seamless P-16 continuum.
2. Curriculum reflects collaboration across subject areas among educators who teach in those areas.

3. Member institutions reflect a commitment to the partnerships by ensuring the existence of the programs in their particular forms.

**C. Category: Faculty**

1. Educators, including P-12 teachers and liberal arts college faculty, share their unique expertise.
2. Educators in the partnerships teach with an understanding of, and agreement on, a mutual philosophical approach to teaching and learning.
3. Educators in the partnerships understand and demonstrate attention to an agreed upon conceptual framework in their teaching.

### **Quality III: Liberal Arts**

**Statement of Distinction:** An exceptional AILACTE institution views the liberal arts as essential to and integrated throughout its professional education program. The institution excels at preparing professional educators who are broadly educated, have a strong command of content knowledge and pedagogy, and who are thoughtful and discerning. Students from such an institution are active learners, critical thinkers, problem solvers, decision makers, and risk takers.

**A. Category: Culture/Institution**

1. The institution is guided by a dynamic mission statement, goals, and/or principles that focus on the importance of the liberal arts.
2. The institution emphasizes the utilization and application of liberal arts content knowledge in an intellectually stimulating environment.
3. The institution practices on-going assessment and monitoring of the effectiveness of the integration of education and the other liberal arts.

**B. Category: Curriculum/Programs**

1. The program provides an intellectual community where students are comfortable and capable of addressing critical issues based on moral rightness and religious/philosophical beliefs.
2. Students engage in a broad range of liberal arts courses that stimulate thinking in action. These courses serve as the basis for pedagogy.
3. Students prepare to use knowledge paired with pedagogy to effect and influence change in education.
4. Students learn to integrate personal views, informed by content knowledge, pedagogy, and context, into a dynamic philosophy of teaching and learning.
5. Students prepare to use interdisciplinary thinking as they explore issues, topics, and subjects in a learning situation.

**C. Category: Faculty**

1. Education and other liberal arts faculty members understand the importance of liberal arts and incorporate its strengths when emphasizing pedagogy.
2. Education faculty members are grounded in the liberal arts, in addition to P-12 teaching experiences.

3. Education and other liberal arts faculty members model collaboration and cooperation as they interact with each other and P-12 schools to create an integrated professional education program.

## **Quality IV: Global Awareness and Action**

**Statement of Distinction:** An exceptional AILACTE institution values, implements, monitors and promotes policies, programs, and practices focused on global awareness and action. Global awareness involves understanding and reflecting on knowledge and issues related to diversity. Global action involves students using their understanding of diversity to implement positive change within the lives of children, schools and communities. The institution supports cross-cultural sensitivity and affiliation, develops programs that systematically integrate diversity, and encourages faculty and students to think and act globally and locally.

Diversity can include ability, domestic and international culture, gender, ethnicity, language, race, religion, sexual orientation, and socioeconomic status.

### **A. Category: Culture/Institution**

1. The institution's mission emphasizes the value of global awareness and action.
2. The institution supports the study of diversity and provides students with cross-cultural opportunities.
3. Peer institutions and P-12 schools view the institution as a leader in global awareness and action education.

### **B. Category: Curriculum/Program**

1. The curriculum stresses the development of knowledge, experience, and skills that result in a positive attitude toward diversity.
2. The curriculum includes structured reflection on diverse experiences.
3. The curriculum includes application experiences that enhance students' understanding of diversity.

### **C. Category: Faculty**

1. Education faculty members emphasize diversity throughout their instruction.
2. Education faculty members actively participate in off-campus cross-cultural programs.
3. Education faculty members are from diverse populations.