

its short history of 15 years. All instruction in the Teacher Education Program is given in English in order to ensure that all graduates achieve bilingual fluency.

Through consulting with the teachers' college administration, we explored the possibility of faculty exchanges and international student teaching experiences for our own education majors. Such a partnership would help their university expand in faculty development and assist Wheaton in broadening its offerings in global education.

AACTE Committee on Government Relations and Advocacy

by John J. Clementson

As your AILACTE representative to the AACTE Government Relations and Advocacy Committee, I am pleased to report that the committee and the AACTE staff are actively urging the Department of Education and national leaders to provide leadership and a strong voice for college-based educator preparation programs.

At the annual meeting in Chicago, the committee developed plans for the 2009 Day on the Hill in June. While the theme for the event isn't finalized, the committee has focused its efforts on the general theme of

"Reforming Teacher Preparation." Within this broader theme, the Day on the Hill event will include threads related to preparation of early childhood teachers, ELL teachers, rural teachers, and special education teachers. Additionally, the committee is focused on rigorous alternative programs for career changes and coursework intertwined with clinical experience.

The committee has also focused its energies on developing relationships with the new Obama administration and the transition team and cabinet. AACTE senior staff members have also urged the Department of Education to set priorities such as funding for a national corps of teacher leaders, the Teacher Quality Partnership Grants, and Teach to Reach Grants. AACTE is also recommending that the reauthorization of NCLB include revocation or modification of the regulation that allows teachers of record, who are not fully licensed, to be called "highly qualified." Additionally, AACTE is advocating the development and piloting of teacher performance assessments that states could adopt into their licensure systems.

As you can see, this is an exciting time in education. This is a time for us all to be engaged with shaping the future of teacher preparation in America. Your involvement in the Day on the Hill event on June 17-18 is encouraged.



Views and News

The Voice of Teacher Preparation
in Independent Institutions

2009 AILACTE Scholar Recipient



Congratulations to Azure Smiley, our 2009 AILACTE Scholar. The purpose of her research study will be to more deeply understand the experiences of faculty members and educators collaborating across academic disciplines to develop and implement a transition to teaching program funded by an outside entity. A qualitative emergent design will be utilized. Her study will allow other liberal arts institutions to authentically learn from the experience emerging at our university as they navigate cross-discipline initiatives.

2008 AILACTE Scholar Feature



by Lisa Laurier

Promoting Phonemic Awareness in Hearing Impaired Preschoolers with Cochlear Implants

This project was a joint effort of the primary researcher, two undergraduate assistants and a private preschool for deaf and hearing-impaired children located on the shared campus of two public universities. The project focused on three primary questions: does implantation with a cochlear implant in early childhood result in naturally developing phonemic awareness in deaf children? If it does not, what are effective practices for promoting phonemic awareness in these children? If phonemic awareness can be developed in deaf children with cochlear implants, will it follow the same progression as in typical hearing peers?

In order to answer these questions, the researchers began by administering a standardized assessment (DIBELS – Initial Sound Fluency) to both the deaf and typical hearing model children at the school. Based on those results, none of the children had adequate phonemic awareness to matriculate into a regular day kindergarten program with formal reading instruction without potential difficulties. However, there was a difference in degree of deficiency for the hearing versus deaf children. The next step was to offer individual, fifteen-minute daily intervention sessions for each child based on his or her pretest data. The sessions were designed to follow a strict sequence of activities and the children were all introduced to the same four target sounds.

Daily guided notes were taken following each session and meetings were held weekly between the primary researcher and the assistants to modify the plan as needed. After three weeks, the children were post-assessed to see if they had developed additional phonemic awareness. All of the children demonstrated improvement in their phonemic awareness skills. The researchers noted that none of the children had the concept of what a sound was prior to the intervention and

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AILACTE/AACTE Connections

These members represent the voice of our institutions with AACTE in Washington.

David Coffman

Membership Development and Capacity Building Committee

Dwight Watson

Chair, Meeting and Professional Development Committee

Deborah Colley

Board of Directors

Andrew Brulle

Board of Directors

Frank Kline

Chair-Elect Membership Development and Capacity Building Committee

John Clementson

Governmental Relations and Advocacy Committee

Call for Manuscripts

The AILACTE Journal is a refereed journal with national representation on its editorial review board published by the Association of Independent Liberal Arts Colleges for Teacher Education. Each issue is nonthematic. The journal, published annually, is soliciting manuscripts concerned with teacher education, including teaching and learning, induction, in-service education and pre-service education. Project descriptions, research reports, theoretical papers, debates, papers espousing a particular point of view and descriptions of activities or issues in teacher education at the local, state or national level would be appropriate topics for the journal. The cost of a copy of the journal is \$7.00.

Criteria for submitting a manuscript:

Manuscripts must be postmarked by June 1, 2009, preceding the October 2009 publication.

- APA style
- Not more than 15 pages, double-spaced
- Four copies of the manuscript
- Clipped, not stapled
- Author's name and affiliation on the title page only
- Autobiographical sketches of the authors (three to five sentences each), on one separate page
- Complete title and abstract (150-word maximum) on the first page of text

- Running head and page number on subsequent pages of the manuscript
- 3 x 5 index card with complete name, postal address, email address and telephone and fax numbers of the contact person and the title of the manuscript
- An electronic file copy of the manuscript in MS Word or compatible software for Windows XP will be needed after acceptance for publication

Submit manuscripts to:

Jackie McDowell, Editor
AILACTE Journal
5019 Berry College
Mount Berry, GA 30149-5019





From the President

By Dwight C. Watson

State of Accreditation: Shuffling the Deck Chairs on the Titanic

At the 2007 American Association of Colleges of Teacher Education (AACTE), a set of Principles of Accreditation was marginally accepted by the membership. This resolution called for a unified system of accreditation in which TEAC and NCATE would meet, discuss, and implement the principles through a single accrediting body. In 2008, AILACTE convened a panel to discuss accreditation successes and concerns. The pervasive question that was asked was, “What is the utility of national accreditation, especially in this environment of ambiguity and uncertainty about the future of unification?” This question was not sufficiently answered and the AILACTE Executive Board was encouraged to seek an answer.

As President, I wanted a definitive answer for our membership; therefore, I asked Frank Murray of TEAC and Jim Cibulka of NCATE to present their views of the unification and the value of accreditation. They were invited to keynote AILACTE’s 2009 Annual Meeting and Conference. Dr. Cibulka responded to the invitations and Dr. Murray sent a representative Mark LaCelle-Peterson from Houghton College, and AILACTE member. They both wrestled with the question and their blended response was that there was an internal and external utility for accreditation. The internal institutional purpose would be used as a tool for organization, refinement, and continuous improvement. National accreditation should be a yardstick by which a program could measure its effectiveness. The public external purpose for accreditation is quality assurance. An accredited teacher education program provides the public with fidelity that candidates who exit these programs would provide effective instruction for K-12 learners. During this time of immense public scrutiny, teacher education programs are expected to produce exceptional teachers who are caring, competent, and qualified. The discussants cautioned substituting state approval with national accreditation. Dr. Cibulka

stated that the state is a regulatory agency and that it assures the eligibility of graduates for a state licensure and accreditation assures the quality of the program. Dr. LaCelle-Peterson gave the analogy that state approval is akin to the inspector giving a restaurant a sanitation approval of A as opposed to accreditation being more akin to a food critic giving the restaurant a five-star recommendation. The restaurant may be clean, but the food may not be very good.

When asked about the design team and the timeline toward unification, Dr. Cibulka stated that there was not a timeline because they did not want to simply go through the task of rearranging the chairs on the deck of the Titanic. This statement amplifies the complication of the unification tasks. To simply tinker with the chairs, when the perception is that the accreditation ship is sinking would be a waste of the design team’s industry and agency.

The aftermath of the conversation with Dr. Cibulka from NCATE and Dr. LaCelle-Peterson left the AILACTE audience still suspect of the future of accreditation. Limited evidence was provided that the AACTE principles would be the coalescing force that we expected. During the Annual Business meeting, Dr. Sharon Robinson addressed the AILACTE membership and said she felt like she should be wearing a large scarlet A for accreditation. She seemed to be frustrated by the sluggishness of the process and she encouraged institutions to leverage their voices toward their accreditation bodies. Dr. Robinson stated, “We must hold these accreditation bodies accountable to the task of unifying the profession through a more aligned accreditation process.” She simply stated that unification will not happen unless we demand that it happens. At another panel discussion I attended at the AACTE conference, Dr. Pete Murrel, the Dean of Education at Loyola College of Maryland, provided a poignant insight into the changes that need to take place. He said that the accreditation process needed to move from approval to improvement, inquiry to inquiry, and renovation to innovation. Dr. Murrel’s play on the word requirements was intentional because accreditation should be more than a compliance checklist.

My hope is that as we engage in dialogue on our campuses about the nature of accreditation and its importance to our liberal arts schools, colleges, and departments of education, that this update will provide some clarity about the national accreditation.

Scholar Feature *continued*

that once the concept was developed (about two weeks into the intervention for all the children), their growth in phonemic awareness became more rapid. Their progress in phonemic awareness appeared to follow the same sequence of hearing peers in that large sound chunks (words and then syllables) were easier to detect than smaller sounds (phonemes). Segmentation and blending of sounds were the two skills focused on for the intervention, and segmentation was needed before blending could begin for these children.

Overall, the study suggested that cochlear implants do not cause children to naturally develop phonemic awareness and that targeted instruction is necessary for this skill to develop. The use of pictures, manipulatives, children’s books with heavy sound bombardment of the target sound and a concrete object for sound recall (in this case a stuffed animal whose label started with the target sound) all assisted the children in developing phonemic awareness. Conceptual understanding of what a sound is must precede development of phonemic awareness skills, and deaf children with cochlear implants can develop phonemic awareness in the same sequence as their hearing peers.

Models of Excellence Award

by Frank Kline

Help your professional education program get the recognition it deserves! Receiving a national award makes a difference in how your program is perceived both inside and outside the institution.

Make application for the AILACTE Models of Excellence (MOE) award. The application for this national award can be found at www.ailacte.org/modelsofexcellence. Any graduate or undergraduate program to prepare professional educators may make application. The due date is October 1, 2009. The MOE is awarded at the annual AILACTE conference!

South Regional Conference Summer 2010

by Mark Hogan

Initial plans are being made for a Southern Regional AILACTE Conference for June 2010. The focus of the conference will be to direct conversation about issues facing AILACTE schools of the Southern region. While the emphasis of the conversation will be toward the Southern region, all AILACTE member schools outside the region will be welcome to attend.

“We want to gather both AILACTE schools, and AILACTE-like institutions to look at how teacher education at liberal arts colleges can shape the future for the preparation of teachers in this early part of the 21st century,” states Hogan. “We will definitely talk about accreditation and its impact on smaller independent liberal arts colleges, but we won’t limit the conversation to just an NCATE/TEAC discussion. Accreditation goes beyond whose system one uses, it really goes to the heart of our mission—what does it mean to educate candidates from the liberal arts perspective? This conference will focus on delivery of the liberal arts within the profession, and will also challenge us to ask the question—Are there new liberal arts for the 21st century that we are just discovering?”

If you are interested in participating in the planning, organizing, and staffing of the Southern Regional Conference, to be held, most likely in the Nashville area in June 2010, please contact Dr. Mark A. Hogan, Bridgewater College, Bridgewater, VA, or e-mail mhogan@bridgewater.edu.

Wheaton College Explores Teacher Preparation Partnership with Indonesian University

by Jill Lederhouse

As Chair of the Education Department at Wheaton, I traveled to Indonesia this fall with our provost and director of Wheaton’s International Internship Program. Our visit was intended to explore a relationship between Wheaton and an Indonesian university located outside Jakarta. Comprised of over 17,000 islands, Indonesia is the fourth most populous nation in the world, with 30.4% of its population age 15 and under. Due to the remoteness of many of its island villages, universal K-12 education is not yet accessible for every young person even though it is guaranteed by Indonesia’s constitution. This has resulted in a large-scale effort by the university to prepare national teachers who would come to Jakarta for their education and then return to the country’s more remote areas to begin their careers.

During our four-day stay, we visited kindergarten, elementary, and secondary schools in urban and rural locations of Java and Sumatra, traveling by both car and helicopter. It was enlightening to see how these schools integrated educational models from Europe, Canada, the United States and Australia. It was also remarkable to learn how the Teacher Education Program that serves these schools had developed within

AILACTE
2010

CALL FOR PROPOSALS

ANNUAL MEETING AND CONFERENCE

February 18 and/or 19 • Hilton Atlanta

Preparing Tomorrow's Teachers Today: Action, Access and Accountability

Our changing world requires us to prepare teachers that are nimble, adroit, and savvy about these challenges of the future. What can we do to prepare teachers for a global, ever-expanding, economically challenging, diverse, technological work place? Preparing the teachers and educational leaders of tomorrow places heightened expectations on schools, colleges, and departments of education (SCDEs) for accountability. Our charge is to take action in order to create accessible programs that recognize that the "problems of the new world cannot be solved," as Albert Einstein once proclaimed, "with the same mind that created them." The 2010 AILACTE Annual Meeting & Conference will enable us to present, discuss, and reflect on the future of teacher preparation in liberal arts colleges. To engage in the conversation, please follow the guidelines to submit proposals according to the following strands:

STRAND I

Action: Pedagogical and Clinical Experiences

Many of our programs are clinically based and benefit from rich partnerships with our local schools. Tomorrow's teachers need to have real world connectivity in order to be culturally confident and competent. What pedagogical and clinical experiences do our programs offer which will shape tomorrow's teachers?

Proposals in this strand might address some of the following key questions:

- What are some of the best practices in field-based programs? How have these programs embedded pedagogy into clinical programs? Discuss gradual release clinical models that enhance preservice teachers' knowledge, skills, and dispositions.
- What is the role of teacher education programs when it comes to improving teaching across the school, college, university, and the school districts in which they preside?
- How can teacher education units ensure the continued improvement of clinically based programs through an anticipated period of diminished financial resources for both SCDES and P-12 districts?

• What major pedagogical and clinical challenges, from visceral to virtual, confront teacher education programs? To what extent have these challenges resulted in effective models that improve the development of teacher candidates' skills?

• What are the characteristics of effective school-college partnerships, and how do these partnerships positively influence student achievement in both the P-12 and college/university contexts?

• What are emerging best practices regarding content-based methods and skills for professional educators?

STRAND II

Access: Creating Opportunities that are Inclusive, Affirming, and Equitable

Teacher education programs must be inclusive enterprises in the composition of their faculties, in the teacher candidates they produce, and in the ways they integrate cultural, linguistic, and developmental diversity. The liberal arts environment is the seedbed for inclusivity. This strand will address programs and practices that are a salient part of the teacher education program that promotes equity, diversity, and inclusivity.

Proposals in this strand might address some of the following key questions:

- How do we assure that our programs are gateway and not gatekeeping?
- What are the implications for teacher education regarding emerging practices in the Response to Intervention (RTI) framework?
- What can SCDEs do to increase or maintain the diversity of faculty members who are involved in education classes and clinical practice?
- What do we do to recruit, retain, and matriculate students of color in our programs?
- How do we create a climate of affirmation that embraces the ideals of equity, inclusivity, and diversity?

What types of evidence have teacher education programs provided which demonstrate that their candidates are prepared to teach in inclusive classrooms?

STRAND III

Accountability: Maintaining Fidelity to our Mission and Conceptual Framework

When colleges and universities declare their missions, they are not just determining future goals; they are determining the kind of people they hire, the various communities they serve, the manner in which they define progress, and perhaps most importantly, their role in the educational environment. As colleges slowly alter their missions to allow for changes that may increase funding, enrollment, or status, they often overlook the people who have come to depend on the prospects of their original missions. Even worse, they sometimes overlook their boundaries within the educational environment by attempting to take on the roles of other institutions, which can adversely affect those areas they originally sought to improve.

Proposals in this strand might address some of the following key questions:

- How do we maintain the fidelity of our mission during these economically challenging times?
- How do we revise and improve our conceptual framework?
- Describe processes for successful mission, vision, and conceptual framework discussions that lead from ideas to actions.
- How do we assure that our graduate programs include measures of success, accountability, and documentation of outcomes?
- How can teacher education become part of the core mission of institutions of higher education?

General information from 2010 proposal

instructions: As you design your proposal, address one or a combination of the themes and elaborate by describing your research and/or practice, and insights. Also note the following:

- Submission deadline: Proposal packets and e-mail submission must be postmarked by October 15, 2009.
- Presentations by multiple presenters are encouraged. Proposals that include collaboration among AILACTE teacher education programs together with P-12 schools and/or higher education colleagues from other institutions are also encouraged.
- Notification regarding acceptance of proposals will be mailed on or before November 15, 2009.
- All persons listed in the program as presenters must pay the AILACTE Annual Meeting registration fee.
- Authors of accepted proposals will be invited to prepare a version of the presentation for distribution to the AILACTE membership.

• Interactive formats that allow participants to actively consider new approaches or ideas are also encouraged.

Specific Guidelines for Proposal Submission

All proposals must include the following information:

- Cover page (4 copies) including:
 - Title of session.
 - Session organizer: List name, title, institution, mailing address, telephone, fax, and e-mail.
 - Additional presenters: List names, titles, institutions, and e-mails.
 - Summary of your proposal for the printed program, 40-word limit,
 - The body of the proposal (4 hard copies). Since proposals will be submitted to blind review, presenters' names and/or institutions should not appear in this section. Type double-spaced, 12 pt. font, and include the following:
 - Title of the presentation.
 - Paragraph explaining how the presentation connects to the theme(s).
 - Paragraph explaining how you plan to organize the session and present the information.
 - Description of your research, practice, and insights (Limit to two pages).
 - Audiovisual equipment needed, if any. (NOTE: overhead projectors and screens provided; additional equipment (e.g., laptops, LCD projectors, televisions, DVD players, etc.) will not be provided and if desired, must be ordered by the presenter at presenter's expense).

Submission of Proposal:

1. One copy of the proposal must be sent electronically by October 15, 2009, to Stacy Ernst, executive assistant, at erns0039@umn.edu.
2. Additionally, the proposal packet for the review process (containing 4 hard copies of the proposal) must be postmarked by October 15, 2009, and mailed to:

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