

Views and News

SPRING 2001

Volume 13, Number 2

Association of Independent Liberal Arts Colleges for Teacher Education

From the President



*Dennis Sterner
Whitworth College*

AILACTE ANNUAL

MEETING A GREAT SUCCESS

By all accounts, the AILACTE Extended Annual meeting in Dallas was a great success. The day began with an excellent panel discussion of "Teaching as a Calling" by David Imig, Mary Diez, Carol Merz and facilitator Sally Hare. Throughout the day, members presented outstanding breakout sessions about topics connected to the theme. At the business meeting, the association passed a budget that for the first time establishes an endowment; approved two new resolutions addressing the standards based movement in education and alternative certification; and presented the first Models of Excellence Award to Asbury College (see related articles). Thanks to everyone who attended, presented and helped with the meeting!

The general thing to do after a national meeting is to move on with the next tasks at hand. In fact, as soon as the last breakout session ended, the Executive Committee met to debrief the Dallas gathering and to discuss our spring meeting, the forum in Sheboygan, Wisconsin and next year's annual meeting in New York. However, the theme of this year's meeting, *Teaching as a Calling* is still resonating in me and I offer a couple of follow-up thoughts.

I've been reading essays that our sophomore students at Whitworth College write as part of their admission application to teacher education. It is clear most of those students have a strong sense of calling to be teachers. Some speak of it in faith related terms while others are called through a sense of service to children or to society. While often naïve in their idealistic viewpoints, they are, nonetheless, entering

President

(Continued on page 4)

ALFIE KOHN
to be Distinguished
Lecturer
and

ALLEN GLENN to Give
Dinner Address
AILACTE FORUM
June 18th-June 20th

Lakeland College in Sheboygan Wisconsin is proud to host the Eleventh AILACTE Forum. For the past three years, Lakeland College has collaborated with one of its local school districts to develop one of the best institutes for teachers in the state. This year we are excited about expanding the institute to include our college partners. This truly makes this institute a K-16 event.

Meeting the Challenge Institute has hosted such noted educational leaders as Doug Reeves, Spence Rogers, Mary Diez, Robyn Fogarty and Tom Guskey. The Institute prides itself on being a working institute where educators meet and work together to map out plans and strategies to use in the classroom. *So* this will be a working forum for us. We will take the information and ideas from the keynoters, listen to our colleagues present on the latest conceptual content connections, and then have time to form

Forum

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Key Actions

Executive Committee Meeting

Annual Business Meeting

KEY ACTIONS OF THE EXECUTIVE COMMITTEE

February 28, 2001

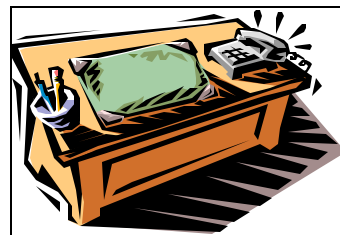
- Approved the minutes and the treasurer's report
- Received a membership report of 220 current members
- Heard reports from the regional representatives and the president
- Completed plans for the Extended Annual Meeting
- Discussed plans for AILACTE Overseas Student Teaching Initiative
- Prepared a resolution to be presented at the Extended Annual Meeting regarding AILACTE's position on alternative certification/licensure
- Prepared a resolution to be presented at the Extended Annual Meeting regarding concerned standards based curriculum in P-12 and teacher education
- Approved a budget to be presented at the annual business meeting
- Approved moving \$10,000 from the treasury into an endowment to support the AILACTE Scholar program
- Heard a report from the Models of Excellence Committee

KEY ACTIONS OF THE ANNUAL BUSINESS MEETING

March 2, 2001

- Approved the minutes from the 2000 annual business meeting
- Accepted the treasurer's report indicating a balance as of January 1, 2001, of \$101,443.35
- Received a report from the Elections Committee chaired by Tom Warren
- Welcomed new officers: Mike Miller (President Elect), John Nagle (Secretary) and

- Barbara Reid (Midwest Representative)
- Introduced two new appointments to the Executive Committee: Geoff Coward (Eastern Representative) and Sherrie Akinsanya (Publications Editor)
- Announced a study program in England for AILACTE members
- Discussed the AILACTE Overseas Student Teaching Program
- Approved a budget for 2001 for a total of \$67,500 which included a \$10,000 beginning endowment for the AILACTE Scholar and \$2000 start up funds for the overseas student teaching initiative
- Passed a resolution emphasizing AILACTE's support for a broad based curriculum and for educating citizens for a democratic society
- Passed a resolution stating that AILACTE supports the AACTE's position on alternative preparation for licensure
- Presented the first Models of Excellence Award to Asbury College
- Presented plaques to the 2001 AILACTE Scholars: Roger Mackey from Grove City College and Beverly Reitsma from University of Indianapolis
- Announced the Eleventh National AILACTE Forum which will be June 18 - 20, 2001 in Sheboygan, Wisconsin
- Recognized outgoing Executive Committee members: Maggie Sneed (Publications Editor), Lynn Wiesenbach (Midwest Representative), Joyce Hardin (Secretary, and Tom Warren (Past President)



303 by 2003! AILACTE Sets Membership Goal

Ten Top Reasons to Join AILACTE

10. See the USA through **regional updates** of Views and News, the AILACTE Newsletter.
9. With one touch, **find experts** in many fields so that you can remain current in your area – just touch www.AILACTE.com.
8. Go around the world in 90 days for student teaching! Automatic membership in AILACTE’s **International Consortium** for Student Teachers.
7. So you need to publish? **Publish** your research, editorial comments, book reviews, critical issues – in AILACTE’S Views and News.
6. Work shoulder to shoulder with other liberal arts teacher educators on boards, committees, and task forces or come to annual meetings – to develop teacher **training innovations**.
5. Become a **Model of Excellence** college or an **AILACTE scholar** – serving the needs of educators around the country.
4. You can always find a shoulder to cry on. Over 230 institutions belong to AILACTE – **call on us**. We are family!
3. Smile – you are on AILACTE’s **list serve** – to receive job postings, conference information, announcements relevant to teacher training.
2. Together – we can make a difference. **Lobby** for our own special needs and interests as liberal arts colleges.

And the Number One Reason to Join AILACTE :

1. When you say AILACTE – you’ve said it all!

Why AILACTE? Why NOW?

**By
Michael Miller, President-Elect**

And, so it is true. AILACTE offers a lot. The organization has and will continue to offer ideas, collaboration, and friendship. The relationships and the opportunities to learn with and from persons in like institution have made this organization rich and sound. The outcomes of AILACTE involvement have certainly included stronger quality in our programs.

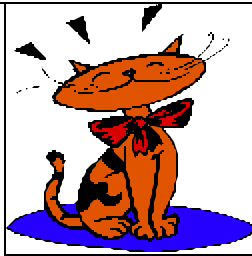
But is there something new? We find ourselves in a time of increasing pressure on all programs in the form of standards, tests, report cards, and other forms of accountability. Legislators and even foundations are focusing resources on larger public institutions as they work to solve shortage and monumental urban education problems. Indeed the stakes are high. It seems clear that this context changes what AILACTE must be for all of us. And so there is another list of reasons to join AILACTE:

- AILACTE will “speak” for our types of programs in conversations about shortages—documenting the number of graduates that we provide, the quality of our graduates in terms of teaching effectiveness, and the benefits of high retention rates of our graduates.

Membership Drive
(Continued on Page 11)

President

(Continued from page 1)



the profession for noble reasons. This reflection on becoming a teacher and responding to a sense of calling is occurring this spring throughout the country in our teacher education programs. Each one of those candidates is a unique individual with a unique story to tell about why he/she wants to be a teacher.

There has been some good news recently about teaching that we can use to encourage those who are called to teach. A national survey conducted by Louis Harris for Recruiting New Teachers Inc. indicates that 62% of the population identify teaching as the “profession that provides most benefit to society”. Physicians were a distant second at 17%. The Center on Education Policy just released a report entitled “Do You Know The Good News about American Education?” which highlights improvements in our schools

including dropout rates, achievement test scores, instructional time, school crime, and public school teacher preparation. This report is available on the Internet at www.ctredpol.org.

The meeting in Dallas is over, but as teacher educators, we continue to deal with the theme on a daily basis. I am thankful for the colleagues I have in AILACTE who have a keen sense of teaching as a calling and who work daily with future teachers who are wrestling with their own decisions about teaching. I am thankful also for the thousands of young people and others not so young who are willing to respond to a call to teach and take their places in our classrooms where they will be responsible for the children-our society’s most important resource.

References:

Do You Know the Good News about American Education? (2001). Center on Education Policy, Washington D.C.

The Essential Profession. (1998). Recruiting New Teachers, Inc. Belmont, MA.

AILACTE Membership Adopts Two Resolutions at Annual Meeting in Dallas TX

The AILACTE membership approved two new resolutions at the annual meeting in Dallas in March 2001. The first resolution addresses the association’s position on the current standards based movement in P-12 schooling and in teacher education. While supportive of high standards, the resolution makes clear the association’s stand.

High standards need to include a broad-based liberal arts curriculum and incorporate democratic principles in the teaching, learning and schooling processes.

The second resolution addressed AILACTE’s position on alternative certification/licensure. The resolution puts AILACTE on record:

Alternative certification must ensure high quality preparation of teachers. We endorse the AACTE policy statement on alternative preparation for certification/licensure.



The complete text of these two resolutions can be found on the AILACTE website: www.ailacte.org. The resolutions are included under the link “Annual Meetings.”

MEET THE NEW PRESIDENT ELECT AILACTE WELCOMES MICHAEL MILLER FROM GUSTAVUS ADOLPHUS

Part of the Editor's job of the Views and News is to keep you all up-to-date on the latest events and news from around our colleges and associations. Welcoming new board members and learning a little about their views and news is a great way to extend our collegial relationships. So, on April 13, 2001, Sherrie Akinanya, Editor, set out to interview Mike Miller the new President-Elect of Gustavus Adolphus College in Minnesota. Mike has a PhD in School Psychology, research methodology and special education. He has worked as a math and physics teacher, school psychologist, special education director and college professor. Previously he has served as the AILACTE public actions editor. He has had held several state education roles, including president, in the Minnesota Association of Colleges of Teacher Education. He now serves as Director and Executive Board Member of AACTE. In this role, he has currently accepted the challenge to be chair of the AACTE Accountability Focus Council. His areas of research include: assessment (including measurement of teacher and teacher education program effectiveness in terms of K-12 student learning), program design, and leadership.

Q: What is the most important contribution AILACTE can make to teacher education?

Mike: We have two voices: one in response to the external pressures and one within our profession. We are a voice in response to external pressures and audiences: AILACTE must help teacher education respond to external pressure by continuing to develop and then also to publish information about our high quality program features along with the data that demonstrates that effectiveness. Our size and commitments truly make it possible to design or engineer excellence.

As a voice within our profession, AILACTE must serve to inform all of teacher education about the nature of components necessary for excellence, as well as the design options for program features such as assessment, supervision and standards-based integration.

Finally, AILACTE serves a critical role in providing development opportunities and other collaborative assistance across our institutions.

Q: What do you see being your role as a promoter of the mission and vision of AILACTE?

Mike: As President-elect, I serve and support the executive committee, provide support to membership activities, and work to be a good colleague. By serving on the AACTE Board and Executive Committee, I share messages of our types of programs even though I was elected in an at-large position.

Q: How do you see your current position at Gustavus Adolphus assisting you as you assume the position of President-Elect?

Mike: I have served as Chair of Education and Associate Dean for assessment for some time. We have gone through approval and accreditation at various times over this period. In addition, we have completed a major program redesign because of licensure rule changes. Finally, my institution has also grown, experienced a natural disaster, and undergone curriculum reform. Additionally, I work with very capable colleagues who serve as a source of ideas, strength, and encouragement. I am truly blessed.

Welcome the New...
(continued on page 6)



Welcome the New President-Elect (Continued from page 5)

Q: What are the leading issues that are facing teacher education today?

Mike: The major issue is the pressure of accountability—both well-intentioned and ill-intentioned. Second is competition within institutions for resources, between institutions for the market niche, and between our programs and alternative providers. Third is demand. We worry and respond to policy makers as they try to find a simple solution to shortage issues while we work within our defined parameters in institutions that are largely slow to respond.

Q: In light of all these issues, what do you hope to accomplish during your term in office?

Mike: I hope to continue the good work of our organization to:

- Increase our capacity to collect and present the data that supports our form of teacher education;
- Find out and use ways to have these messages heard inside and outside of teacher education;
- Seek and support all efforts to assist each other in our work; and
- To support the work of the Models of Excellence and AILACTE Scholars initiatives.

I will commit myself to helping us all find more enjoyment in our work and our sense of vocation about teacher education

Q: Why or how were you encouraged to run for this office?

Mike: I have developed wonderful friendships within AILACTE. Some of these individuals encouraged me to run.

Mike enjoys all outdoor activities, reading, cooking basketball and most of all, “being the Dad of the neatest 15-year old in the world! I follow the musical and athletic pursuits of my daughter as well as my students, and greatly enjoy being a “host dad” for international students.”

Good Luck, Michael!



Forum

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discussant groups. These groups will be based on issues that you—teacher educators—want to rethink to make connections to your own college environment. AILACTE presenters include:

- “Looking at the English and Social Studies Classrooms Through Concept Based Lens,” Saint Mary’s College;
- “Building Cultural Connections: Improving the Learning Environment for Limited English Proficient Students,” University of Indianapolis;
- “From Theory to Practice—Content, Standards and Assessments in Pre-Service Teacher Education,” Crown College;
- “Collaboration between the Liberal Arts, Science and Teacher Education Faculty: What a Literature Review Tells Us,” Albion College;
- Learning Communities with The Liberal Arts and Sciences and Teacher Education to Orchestrate Certification Content Requirements, Wagner College;
- “Mentoring Student Teachers: K-12 and University Educator’s Perspectives,” University of Indianapolis; and
- “Making the Student Teaching Seminar Relevant to Content and Pedagogy Licensure Standards,” Lakeland College.

Hurry! Send those registration forms in. Don’t delay—there’s no late payment NOW if you get it in today!

ASBURY COLLEGE RECEIVES FIRST AILACTE MOE AWARD

**Encourage institutions to
'tell their story,'
says Verna Lowe, Chair of
the Education Department,
Asbury College**

Congratulations to the members of the Department of Education at Asbury College in Wilmore, Kentucky, the recipients of the First AILACTE Models of Excellence Award. Asbury College is a liberal arts college of 1,317 students which was named seventh in southern liberal arts colleges by the US News and Report (September 2000).

Verna Lowe, Department of Education Chair, was interviewed by Sherrie Akinsanya, AILACTE Editor, regarding the importance of the award to the development of the college of education. Lowe stated "The award provides affirmation of that which we believe is of ultimate importance in teacher education – the development of moral and ethical individuals who are committed to excellence in all areas of their lives."

As Asbury College developed their application for the MOE Award, it allowed the faculty and staff to model the process of self-examination, a process which should be considered a growth experience for any college. This process, according to Lowe, "forces faculty members to acknowledge both strengths and growth areas of their program. We are grateful to AILACTE for providing this opportunity. This award also provides a new beginning for us to continue developing our program to serve our students in the area of

developing moral and ethical educators."

The MOE Awards program of AILACTE is designed to honor institutions of education which demonstrate:

- Quality I:** The Moral and Ethical Dimensions of the Learning Community
- Quality II:** Partnerships.
- Quality III:** The Liberal Arts
- Quality IV:** Global Awareness and Action

Asbury College submitted their application for consideration in the category of Quality 1: development of moral and ethical learning communities. Lowe stated that this had been the focus of their programmatic and curricular efforts over the past few years. In Kentucky, the state has implemented Nine New Teacher Licensure Standards. Asbury College has added two additional ones:

STANDARD X:

The teacher, within all of life's contexts, discerns moral and ethical problems, and uses sound reasoning in order to make informed decisions about responsible living.

STANDARD XI:

The teacher's commitment is expressed in Christ-like dispositions, which encompasses a lifetime of learning, leadership, and service to the education profession, community, family, and the Church.

These standards serve to guide and direct Asbury's decision making. "They were the starting point for us as we began the discussion of the importance of acknowledging the moral dimension of teaching."

Lowe encourages any institution to apply for an MOE Award when they are interested in doing a self-study that encourages reflection and progress. "At the AILACTE meeting in Dallas, this year, we heard about wonderful things that are happening at other institutions. AILACTE wants to acknowledge and honor your work. Our advice is to allow them to do so! We will benefit when the strengths of different institutional programs are shared. Institutions should

be encouraged to apply to 'tell their story.' Too often Teacher Education programs offer many unique and creative features that are not made known. All of us need to make the stakeholders aware of the wonderful features of our program."

Congratulations are in Order!

Click and Check it out.
www.ailacte.org 

Teacher Adventures of a Lifetime!

Lakeland College is searching for pre-service and currently practicing English as a Second Language (ESL) teachers who are eager for a challenging teaching experience. Through a program approved by the Wisconsin Department of Public Instruction, selected teachers would teach English as a Foreign Language (EFL) to Far East College students in Mainland China for one or two semesters. Through this join program, participants could earn course credits, and education students could fulfill the ESL portion of their student teaching requirements in an exciting overseas setting.

Many benefits include:

- Valuable international teaching experiences of your resume
- Academic credit for student teaching and completion of requirements of ESL student teaching
- round-trip air and land transportation to and from Far East College’s campus in Shandong
- A generous monthly stipend, room and board on the Shandong campus, and medical insurance
- Immersion in the Chinese culture
- Support and guidance from Lakeland Education and ESL faculty and an on-site Chinese mentor
- Free Chinese language instruction
- A first-hand perspective on Chinese education, society, and philosophies.

Interested in this teaching adventure?!?
Contact:

Suzanne House
Lakeland College
English Language Institute
housesl@lakeland.edu



The Liberal Arts Consortium for Student Teaching Abroad



If things go according to plans, when you read this Tom Warren will be retired from his position at Beloit College and enjoying the bliss of brand new grand fatherhood. He also will be developing the framework and operating procedures for *AILACTE Overseas*: The Liberal Arts Consortium for Student Teaching Abroad. Tom will serve as non-salaried director of this initiative for two years.

One of his first tasks will be to conduct a needs assessment of all AILACTE member institutions. He will focus on two main issues:

- The extent to which institutions that do not have overseas student teaching programs would like to end students overseas via other institutions/ programs, and
- The extent to which institutions with programs need or would welcome students in addition to their own.

AILACTE Overseas wills serve the membership by acting as a clearing-house and facilitator for sharing programs and/or students. Some details regarding how the sharing will operate still need to be worked out. Membership will hear more as the 2001-02 academic year unfolds.

In the meantime, contact Tom via e-mail at warrent@beloit.edu (Fair Warning: spell check often automatically ‘corrects’ w-a-r-r-E-n-t and turn it into warrant without the typist’s aware-

Views and News From Across the US...



From the South ...

Angela Hurley
Southern Regional
Representative

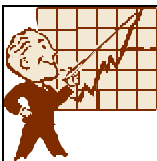
The annual meeting of AILACTE provided a time for us to come together and share our experiences and concerns as teacher educators who are members of private, liberal arts colleges. The energy that develops as we talk together and discuss the ways in which we provide instruction and field experiences for our students always returns with us as we go back to our respective colleges. There was a time when I did not attend AILACTE annual meetings and barely paid attention to the organization at all. I truly am sorry that I am such a late-comer to the organization! It has provided me with like-minded colleagues who form a nation-wide support group.

Members of AILACTE have become some of my favorite friends in addition to being professionals with whom I can discuss curriculum suc-

cesses and problems and schooling concerns. If you have never attended an annual meeting, I encourage you to do so. The “non-stuffy,” yet serious way, in which the group works together and the informative presentations provide a valuable experience for thoughtful educators.

The annual meeting also provided a way to meet some of you who have agreed to serve as state liaisons. State liaisons for the Southern region include the following people: Ann Adams, Spring Hill College, Mobile, Alabama; Patricia Whitfield, Lyon College, Batesville, Arkansas; Jacqueline McDowell, Berry College, Mount Berry, Georgia; Kathryn Akural, Berea College, Berea, Kentucky; Judith Miranti, Our Lady/Holy Cross College, New Orleans, Louisiana; Don Locke, Mississippi College, Clinton, Mississippi; Trevor Hutchins, Belmont College, Nashville, Tennessee; Herb Thompson, Emory and Henry College, Emory, Virginia; and Lynn Rupp, West Virginia Wesleyan, Buckhannon, West Virginia. These individuals will take

News from the South
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News from the East...

Geoffrey Coward
Eastern Regional
Representative

keynote speakers talked about creating a standards based environment and ensuring that teachers with a calling are in-line with the standards (David Imig) and creating a model of culture and individualism or caring (Mary Dietz) and bureaucracy (competence).

The latest initiative from the New York State Education Department and the New York City Board of Education appears to accommodate either the “call for teaching” or the “call for teachers”. Institutions are being encouraged to develop alternative certification programs to

Teaching as a Calling...

It was particularly troubling for somebody leading a teacher preparation program in New York State to attend an extended AILACTE meeting entitled “Teaching as a Calling”. The AILACTE conference interpreted this general theme from bridging the gap between college preparation and first year experience and recognizing that answering the call to teach is only a professional starting point to emphasizing the moral and ethical dimension of teaching. The

Teaching as a Calling
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Teaching as a Calling

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accommodate either those 10,000 teachers with the calling or those 10,000 teachers required over the next five years in New York City alone. Both initiatives quickly place those “called” or those “needed” into the classroom after receiving 200 clock hours of classroom and 25 hours of practical experience. With careful mentoring from the assigned school and from the participating teacher preparation unit those “called into teaching” or those “needed” will convert their “transitional B certificate” into an “initial certification” after 180 days.

With such an initiative those who see their calling as teachers can be accommodated without all the pedagogical re-tape and bureaucracy which may have prevented their initial calling. Those bureaucrats needing teachers can lay the problem at the feet of those institutions having “the calling” to initiate such alternative certification programs. “Ay there’s the rub!” Those liberal private liberal arts colleges in New York City who rely on professional education contracts from one of the 32 school districts making up the Board of Education are expected to participate. There is both a philosophical and a fiscal “rub” here; philosophically to maintain the integrity of the institution’s teacher preparation programs, and fiscally to provide the program at 50% under market value. Instead of allowing selected students to float their scholarship dollars in the marketplace, private institutions are not expected to make any increase in the tuition rate established by the Board of Education to students entering the program.

For the past four years the New York State Department of Education has been developing a series of standards commensurate, content wise, with the New York State Regents’ Learning Standards, and with a composite body of pedagogical standards from INTASC, NCATE and other national educational bodies. Institutions submitted their programs for re-registration on April 1st of this year. At the same time they were expected to submit their version of an alternative program satisfying the 200 clock hours of classroom and 25

clock hours of practical experience.

Is our “calling” to participate in the State and City initiatives, insuring that our alternative programs are in line with the standards based environment and contained within a culture of individualism and bureaucracy, or should we strive to be true to our convictions and strive for models of excellence awards? Maybe both are possible!

Teacher preparation units were powerless to suppress or even question this latest innovation by the State and the City of New York. At the next State conference, of all teacher preparation units in Albany this month, the Pennsylvania Advisory Council for Teacher Education will address the meeting on “how they would deal with such a state initiative in Pennsylvania”. Hopefully the State of New York will get some advice from their brothers and sisters in the State of Pennsylvania.

And, on a lighter note...

Summer Institute 2002: London and Bologna

On a lighter note I want to report that during the period of May 24th to June 6th 2001, 35 students, faculty and friends from Wagner College will be spending two weeks in London (UK) and Bologna (Italy). The purpose of the program is to provide some experience in comparative education for students by visiting public school settings, and seminars for faculty at the Institute of Education, London University and the University of Bologna on the global state of teacher preparation.

The Summer institute has become an annual event and is currently available for students and faculty from AILACTE institutions. For those interested, or who may have students interested in traveling to London and Bologna during May/June 2002, please e-mail me for details. (gcoward@wagner.edu).



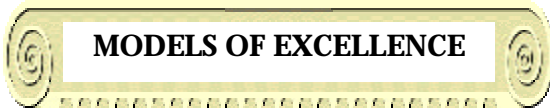
Membership Drive

(Continued from Page 3)

- AILACTE will share concepts and models within the teacher education profession. Our programs work differently than others and many have clear differences in results. AILACTE must “speak” within the profession about all models of excellence.
- AILACTE will urgently provide assistance within the organization on issues relating to accountability, reporting and marketing.

No matter whether we are looking for camaraderie, faculty development, program development, advocacy, or professional involvement and opportunity, the answer is clear

JOIN AILACTE and GET INVOLVED!



AILACTE’s MOE project seeks to identify outstanding programs in teacher education that exhibit one of the following qualities:

Quality Three: Liberal Arts

An institution views the liberal arts as essential to and integrated throughout its teacher education program.

Quality Four: Global Awareness and Action

An institution values, implements and continually monitors policies, programs and practices focused on global awareness and action and their impact on teacher education

For further information, contact
 Dr. Dwight C. Watson
 Models of Excellence Committee,
 Hamline University, 1536 Hewitt Avenue,
 St. Paul MN 55104

News from the South

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Questions and reviews from you about AILACTE and topics you would like to see the organization study. Please feel free to contact your state liaison or me with suggestions and questions that you might have. Also, we do not have liaisons for North or South Carolina or for Florida. If you would like to serve in that capacity, please contact me.

Happy endings to your school year. Please let me know if there are ways in which I can serve you. Have a great summer!

AILACTE Executive Board

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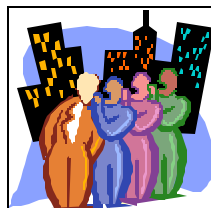
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**The Association of Independent
Liberal Arts Colleges of
Teacher Education**

FORUM 2001

**Hosted by
Lakeland College**

Content Connections:

**Content, Standards and Assessments to Improve
Student Learning in a K-16 Setting**

June 18-20 2001

Sheboygan, Wisconsin

AILACTE's Forum offers an impressive lineup of speakers that are household names in education circles, including:

- **Alfie Kohn**, a nationally-recognized commentator on human behavior, education, and social theory;
- **Rick Stiggins**, a classroom assessment advocate with the Assessment Training Institute;
- **Robert Marzano**, standards expert with the Mid Continental Lab;
- **Lynn Erickson**, a curriculum designer for K-12 districts across the country;
- **Allen Glenn**, professor of education and technology at the University of Washington;
- **Judy Sargent**, Assessment and Training Director for CESA 7 of Wisconsin; and
- **Michael Katims** of Learning By Design, as Presider

AND

AILACTE Presenters

