



*Views and News*  
The Voice of Teacher  
Preparation in Independent  
Institutions

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**Annual Meeting and Conference, March 2018, Baltimore Convention Center**

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**From the President**

*David Denton*



Dear AILACTE Friends,

Similar to past years, the 2017 annual conference showcased the value, quality, and excellence of faculty from AILACTE institutions. Beginning with the pre-conference workshop to poster sessions, participants demonstrated the various ways they fulfill the promise of liberal arts teacher preparation. The promise means many things to many people and it includes as many facets as there are AILACTE institutions. Some facets of the promise that unite liberal arts teacher preparation, however, are distilled in AILACTE's mission: the importance of individuals and community, social responsibility, and pursuit of equal access to knowledge.

The annual conference included different kinds of examples of how members are fulfilling the promise. There were breakout sessions, roundtable discussions, and posters covering numerous topics from recruiting and retaining diverse candidates, to service learning, to enhancing clinical practice with technology, among many others. Northland and Randolph-Macon Colleges were celebrated as models of excellence for their ability to emphasize ethics and partnerships, while Kelly Land from Piedmont College was recognized for her scholarship on the impact of clinical supervision on faculty. Another edition of AILACTE Journal was published with articles on teacher views of faith integration, factors influencing preparation of underrepresented teachers, and alternative clinical experience. More than 20 AILACTE representatives convened to discuss the status of education policy in their states, sharing similarities and differences, and alternative strategies for effective advocacy. Sharon Robinson, president of AACTE, along with Christopher Koch, president of CAEP, affirmed their commitment to partnership with AILACTE; and both leaders recognized the inimitable contribution liberal arts institutions has on teacher preparation.

Participants at the conference represented 40 institutions, literally from across the nation, ranging from Gordon College in Massachusetts to Whitworth University in Washington. Those presenting came from 20 plus institutions and nearly half presented in teams, which is indicative of the tendency for AILACTE members to collaborate. Mike Hillis concluded his tenure as AILACTE President after three and a half years. He deserves special mention, because of his commitment to leadership and service to AILACTE, and because he is an archetype of AILACTE membership: loyal, collaborative, and talented. The Executive Board looks forward to his guidance as Past President this coming year and induction into the Council of Presidents in 2018. I have especially benefited from Mike's leadership and hope to continue his record of achievement.

The conference was proceeded with a leadership workshop on topics selected by members, including assessment, faculty development, partnerships, and diversity. Some observations made by participants during the workshop tell a little about its benefits: “Data (while not exciting to most) is beneficial and allows the opportunity to ask deeper more meaningful questions... Find a mentor to provide quality guidance about expectations leading to tenure or faculty review... Develop residency-type programs to identify future potential candidates.” Another aspect of the workshop representative of the various talents of membership was its facilitation by faculty from AILACTE institutions. The Executive Board plans to provide another pre-conference workshop for 2018, focused on topics selected by members, and facilitated by members.

The success of the 2017 AILACTE conference has been an encouragement and example of the organization’s positive momentum. I would like to invite members to help sustain these gains by promoting AILACTE, which really translates to promoting its members and their institutions. Please recommend AILACTE to colleagues, or volunteer to assess proposals, or apply for AILACTE awards. Keep on the lookout for other opportunities to serve in weeks and months ahead. Last, plan to attend the annual conference and leadership workshop in 2018.

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## **AILACTE Membership**

*Sam Hausfather, AILACTE Secretary*



### **Your Membership to AILACTE makes a difference!**

AILACTE is the only national teacher education organization dedicated to your unique needs as independent colleges and universities.

- Shared perspectives about one’s distinctive and strong sense of mission
  - Opportunities to collaborate with like institutions
  - Conference and workshops focused on your needs and concerns
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- No other memberships or reports required!  
Join or renew your membership now for only \$300 for 2017! Membership year is Jan. 1-Dec. 31.  
Go to [www.ailacte.org](http://www.ailacte.org) for more information.

### **We need your help!**

Please help us share the AILACTE message with independent colleges and universities in your state! Spread the word at your state meetings and with your colleagues. We need everyone’s help recruiting and retaining members in AILACTE. The broader our base, the stronger our voice in the decisions that affect us, and educator preparation, every day.

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## Seesaw: Enhancing the School-Home Relationship

*Jennie Carr, South Region Representative*



With advances in technology, student learning is becoming interactive and hands-on in ways never seen before. Students are demonstrating their understanding of concepts through green-screen videos, electronic posters, and talking photos! It can be difficult to share that work with families. *Seesaw* is free digital portfolio suitable for P-12 classrooms in which students can showcase their electronic work. Students can document their learning through photos, videos, voice recordings, drawings, notes, or websites.

As soon as work is uploaded to *Seesaw*, teachers have instant access to review submitted work. Teachers can comment on work to provide feedback. The next step is part of the reason why *Seesaw* being utilized in over 200,000 classrooms and approximately 1 in 4 schools within the United States. Teachers can share student work with families through the user friendly *Seesaw* parent app; however, families only have access to their student's work. Families have the opportunity to quickly view student work and teacher feedback in addition to leaving their own comments encouraging their student. *Seesaw* also allows for students to comment on their personal work, which can enhance student ownership and reflection. *Seesaw* is platform friendly and seamlessly performs within any "Bring your own device" environment including iOS, Android, Amazon, Chrome, or web-based. While all the features mentioned above are free, *Seesaw* does offer a plus version and a school-wide version, which provides analytics on usage, activity, and engagement. *Seesaw's* mission is to "create an environment where students can be at their best." Consider sharing this resource with your teacher candidates!

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### 2017 Executive Committee

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## 2017 AILACTE Models of Excellence Award Committee

*Kyle D. Shanton*

**Chair, AILACTE Model of Excellence Award**

This year, we recognize two AILACTE member institutions for their impressive and earnest work for Quality I/Moral and Ethical Dimensions of the Learning Community & Quality II: Partnerships.

**First, the 2017 Model of Excellence Award recipient for Quality I: Moral and Ethical Dimensions of the Learning Community—*Randolph-Macon College*.**



“It is not insignificant to share that the relationship between the Randolph-Macon College Education Department and Hanover County Public Schools is second to none. Indeed, the relationship is mutually beneficial as the College produces many strong applicants annually who are hired by the school district into entry level teaching positions. Similarly, the school district serves as a very willing location to train the teachers in their pre-service years. When compared to applicants from other colleges/universities, it is no exaggeration to say that the RMC applicants have experienced a deeper and much more relevant form of preparation, enabling them to enter the classroom ‘hitting the ground running’ as they have been armed with solid

instructional strategies and practice in deploying resources most effectively. The RMC graduates have a seemingly innate sense of what it takes to increase student achievement, in a caring way, for the individual child and classrooms and schools.”

**Second, the 2017 Model of Excellence Award recipient for Quality II: Partnerships—*Northland College and Lac Courte Oreilles Ojibwa Community College*.**



“The Collaborative License Initiative combining the Northland College TREE Program and Lac Courte Oreilles Ojibwa Community College FIT Program represents a tremendous impact on the Native American Community now and in the future. There is a dire need for additional highly qualified Native American teachers within our communities, and this initiative addresses that need.

As we have learned in our fifteen years of offering Ojibwe language medium education, the best teacher training occurs in the classroom, where a potential teacher is actively using their language to practice their skills. The license initiative offered through the model program gets our teachers their most vital teaching classes started immediately and allows for quicker entry into the classroom, which can help a teacher trainee maintain the motivation they need to complete the training program. Our teachers are real life superheroes, inspiring community members to enter the profession and learn the endangered Ojibwe language. We need more flexible programs like

Northland College and Lac Courte Oreilles Ojibwa Community College collaboration to assist us with helping our community members achieve their goal of working in the education field.”

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## State Representative Breakfast News

*Janet Arndt, East Region Representative*



### **News from Arkansas:**

In Arkansas there are a rising number of individuals not going through teacher preparation or alternative programs. This is due to the shortage of teachers. To develop a better understanding of education, legislators are being invited to come to Deans' meetings.

### **News from Indiana:**

Indiana is working on a new bill that has gone through the house, which deals with eliminating the elementary license and having elementary teachers get a content license. To help legislators understand the needs of education, students invited their own legislators to meet with them and have lunch. Our Indiana AILACTE state representative reminds us to speak to the chiefs of staff of legislators as they are the ones who help the legislators make decisions.

### **News from Ohio:**

Ohio is raising the bar for teacher preparation programs and lowering the bar for alternative programs. "Not tax license" is designed for teachers who teach in any school that is not paid for with tax dollars. This initiative is hoping to extend "not tax license" to charters. Montessori schools in Ohio are integrating content in all classes from PreK through upper elementary and their tests scores are going up. Despite the good academic results, the state is trying to get Montessori Schools to departmentalize at the elementary level.

### **News from the State of Washington:**

Washington has a teacher shortage and there is much discussion on how to handle it. A change in the law reduced the size of classes at elementary schools, which contributed to the need for more teachers. Shortages are also in voc-tec and special education. One bill to eliminate the edTPA did not pass. Alternative programs have sprouted up to meet the shortage. Liberal arts colleges in the state will be hurt, because the demands on the regular prep programs are more demanding than the agency running the alternative programs. Good news is that all candidates have to take the tests and go through edTPA, even the alternative route candidates. Differences in programs include 450 hours in student teaching in a traditional preparation program. In an alternative program, at least half a year of student teaching is required. Everything else is the same. Emergency certification is being given in high need areas. Districts must at least make an attempt to get a licensed teacher first. Washington preparation programs are conducting legislative events. One event was an hour long panel for legislators to hear a panel of professors and students talk about how regulations impact students. The Day on the Hill is no longer scheduled, as it is more important to build relationships with legislators.

## 2017 AILACTE Scholar

*Kelly Land*

**Assistant Professor of Education and Coordinator of Clinical Experiences  
Piedmont College**

### **Super Vision: How Supervising Clinical Experiences Impacts the Practices, Pedagogy, and Professional Contributions of College Faculty**



This study seeks to illustrate how clinical experiences provide affective connections with the “moral and intellectual dimensions of education” found in P-12 classrooms. This research will explore how shared intellectual experiences within P-20 partnerships provide authentic professional development for School of Education faculty, and whether faculty are impacted by observing how reason and judgment, the pillars of liberal arts education, develop at foundational levels.

Although the review of literature strongly supported clinical programs as a catalyst for successful connections across the P-20 educational continuum, there is a lack of information on how these experiences impact full or tenured faculty. The literature alludes to a general concern that field experiences are not highly regarded in terms of opportunity cost for higher-ranking faculty members although these faculty were often program chairs, course designers, syllabi managers, and providers of direct instruction for pre-service candidates.

Qualitative measures will be used to produce a thick description of the experiences of full/tenured faculty supervising clinical experiences. Quantitative measures will be used to establish the prevalence of specific practices and to measure changes within these practices. Subjects will be surveyed to determine perceptual and philosophical changes regarding moral and intellectual dimensions of education. Interviews will be conducted to monitor changes within subjects’ conceptualization of the relationship between liberal arts education and P-12 education, their view of current issues in education and their assessment of course design and effectiveness. Artifacts including course syllabi and professional contributions in the areas of advocacy, scholarship, and service will also be collected.

The findings of this study will be disseminated to a wide audience. Locally, the information will be shared with the Piedmont College School of Education and the Center for Teaching and Learning, which provides professional development for all college faculty. These findings will also be shared with P-20 collaborative groups established across Georgia. Additionally, it would be an honor to publish the findings and present the information in the *AILACTE Journal* and at the national conference.

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## *AILACTE Journal Volume XIV 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 addressing issues related to teacher education within the liberal arts context; including teaching and learning, preservice and in-service education, research and practice related to the preparation and development of teachers, and other related topics. Project descriptions, research reports, theoretical papers, papers espousing a point of view and descriptions of activities or issues pertinent to the education and professional development of teachers at the local, state or national level would be appropriate topics for the journal.

### Criteria for submitting a manuscript:

Authors must submit their manuscripts electronically (in MS Word or MS Word Compatible format) as email attachments by July 1, 2017, to the following email address: [ailactejournal@gmail.com](mailto:ailactejournal@gmail.com).

Manuscripts must comply with *The Publication Manual of the American Psychological Association, Sixth Edition* (2010) for format and style and not exceed 20 pages, double spaced. Within the body of the manuscript, authors must disguise all identifying information that could compromise our blind review process. Manuscripts must contain the following:

- a title page that contains the title, abstract, keywords, and all authors' names, highest degree earned, titles, and institutional affiliations, in order of authorship;
- the body of the manuscript that also contains a running head (no more than 50 characters) and uses a pagination format that adheres to APA style guidelines;
- a reference section that has been thoroughly checked for APA compliance; and
- a last section containing autobiographical sketches for each author in authorship order (comprised of a short paragraph for each).

### ***In a separate file, entitled 'Author Information,' authors are requested to provide the following:***

- complete name, institutional postal mailing address, email address, and telephone numbers (including cell phones if appropriate) of each author on the manuscript in authorship order.

*Considering our blind review process, please address all correspondence to the AILACTE Journal email address [ailactejournal@gmail.com](mailto:ailactejournal@gmail.com).*

***Views and News:*** The Voice of Teacher Preparation in Independent Institutions is published twice yearly in partnership with the Charter School of Education and Human Sciences at Berry College, Mt. Berry, Georgia. Co-editors are Jacqueline McDowell and Kathy Gann.

The Association of Independent Liberal Arts Colleges  
for Teacher Education (AILACTE)

Membership Invoice for Calendar Year 2017

(January 1 – December 31)

Full Membership including one newsletter subscription, \$300

Additional journal subscriptions \_\_\_\_ @ \$10 each \_\_\_\_\_

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**Institutional Reps:** Select three faculty/staff members to serve as "Institutional Representatives" in 2017. They will also receive free newsletters, e-mail updates and calls for proposals/journal articles.

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**Institutional Memberships and Accreditations**

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Is your institution pursuing accreditation by CAEP? Yes No



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## Views from the 2017 Annual Meeting in Tampa













