

ASSOCIATION OF INDEPENDENT LIBERAL ARTS COLLEGES FOR TEACHER EDUCATION

The Voice of Teacher Preparation in Independent Colleges and Universities



A MESSAGE TO AILACTE MEMBERS

Buen Saludos/Greetings to all
AILACTE Members and Colleagues:

As the new President and on behalf of the AILACTE board, thank you to all who attended our back to in-person conference in New Orleans this past February, 2022. Once again, it was a success just as it has been in previous years. I want to thank AILACTE board members who were part of the planning committee, and former AILACTE Presidents David Cherry and David Denton for organizing the research presentations.

UPCOMING:

- May 15, 2022 AILACTE Awards Deadline
- June 17, 2022 AILACTE Journal Call for Manuscripts
- 2023 AILACTE Conference Call for Proposals



**AILACTE PRESIDENT
REYES L. QUEZADA**

AILACTE PRESIDENT REYES L. QUEZADA

A MESSAGE TO AILACTE MEMBERS

I want to thank our sponsors, GoReact, CAEP, AAQEP, and the University of San Diego for their financial contribution and making themselves available to answer questions for AILACTE delegates at the conference. It was a pleasure seeing everyone in person, connecting, and engaging with both member and non-member conference participants. We were able to interact, experience, and build community during our coffee breaks in the morning, during lunch, and the social hour to discuss the many sessions we all attended. We look forward to seeing everyone at our next AILACTE conference in Indianapolis, Indiana in February, 2023!

For many of us, the Spring semester is ending after two full semesters of in-person instruction at our own institution, and others even three semesters. I hope all of us take the time to celebrate the many accomplishments of our teacher candidates, both in their coursework as well as in their clinical field placements, and in particular those who completed student teaching in Fall 2021 or this semester, Spring 2022. We also want to celebrate our teacher education faculty for their hard work in these challenging times as many provided both in-person instruction as well as synchronous and asynchronous instruction when a student felt ill or contracted covid and could not attend class. As faculty we did not do it alone, we needed the guidance and leadership of our own college of education administration as well as the many staff members who support us. Therefore, let us move forward and continue to provide the best teaching opportunities and experiences to our teacher candidates, so they may best serve our culturally and linguistically diverse students in our PreK-12 schools.

As I reflect on the contents and message for this Spring 2022 Newsletter, I wish to focus on two topics. One is to utilize a quote that reflects a theme of our current times - "Innovation" by Edgar Dale-He writes:

The sequence in the acceptance of a new idea:

1. It's a foolish idea and won't work.
2. It's not a bad idea, but the time isn't ripe.
3. The time is ripe, but we couldn't finance it.
4. I was always in favor of this idea.

AILACTE PRESIDENT REYES L. QUEZADA

A MESSAGE TO AILACTE MEMBERS

Let us think back to the start of the pandemic when we faculty received notice that we would all be transitioning to fully online/remote learning and teaching in one form or another in Spring 2019. How many of us thought what a foolish idea that was, and that we were not ready and it would not work, or that it would take much to finance to convert our university classrooms to allow for Zoom meetings by teaching directly from our classrooms or our homes? By the end, many were converts, either by choice or because we believed that we could do it! If kindergartners and other K-12 students could do it, so could we at the university. Online/remote learning and teaching tested our resiliency to be innovative as colleges of education and as departments transitioned to be fully remote. Now that we are back in person, many of us are still utilizing the many online/remote learning and teaching strategies that we have learned, and developed new online programs to support the new trend in education. Those institutions who were already providing online/remote learning and teaching or hybrid transitioned in a seamless manner and even became more innovative. The use of video lesson recording in our clinical placements increased and now most are hybrid. Some class sessions of our traditional 14-15 weeks are presented in a synchronous mode or the use of flipped classroom strategies are also more evident.

My message here is for us to take the best Innovative ideas and pedagogies that we have learned with regards to remote teaching and learning and not revert back to our old ways' of just lecturing and doing cooperative activities and thinking that is as innovative as we can get! Let us move beyond what we have been doing but at the same time be cautious of some of the new learnings, which brings me to the second point of this Presidents message and that is Moving Beyond Educational Fads. In education we are known for adopting new fads that are short-lived to address quick fixes in both teacher education and in our K-12 schools. There are many commercial companies selling their products (video supervision, classroom teaching simulations, etc.), many of which have not been vetted through research, let alone rigorous research. Some are being sponsored by educational organizations for financial support.

AILACTE PRESIDENT REYES L. QUEZADA

A MESSAGE TO AILACTE MEMBERS

Therefore, let us be cautious as we know that teacher education cannot be improved by educational fads but by teacher education faculty who are invested in making sure our teacher candidates receive the best teaching experiences in our university classrooms as well as with our K-12 partners in their schools. We must critically assess these products to see if they support our institution, college of education, and our teacher education department's mission, vision and core values such as inquiry, diversity-equity-inclusion, social justice, global competency and others that we value.

Therefore, I leave you with these questions that Paul and Elder (2007) provide in making sure these new remote teaching and learning strategy fads and products may be questioned for their merits to make sure they are properly used as part of our teacher education instructional strategies as we revise our curriculum. These include:

1. What is the essential idea behind the trend or fad?
2. What is the proper educational use (when integrated into a substantive concept of education)?
3. What is the likely misuse (when the idea is unreasonably applied)?

I welcome comments so we may continue a discussion and dialogue!



FORMER PRESIDENT DAVID CHERRY

REFLECTING ON AILACTE PRESIDENCY

What was your passion for serving as the AILACTE President?

My passion to serve as the AILACTE President was to build on previous presidents' contributions to the association, collaborate with incredible and dedicated board members as we support each other in this important work, continue advancing our mission, increasing participation of faculty from member institutions, and offering conference sessions of interest that highlight the excellent work faculty at member institutions are doing.



What accomplishments are you most proud of during your presidency?

One of my major objectives for the association was the diversification of the AILACTE board. Diverse board members provide rich perspectives on educator preparation and serve as role models for faculty from diverse ethnic and racial backgrounds as well as those from the LGBTQ+ community who have not felt perhaps welcomed or were underrepresented. Voices and perspectives of diverse communities are essential as we prepare our next generation public and private school teachers who have been and will be serving diverse students in their classrooms and communities.

FORMER PRESIDENT DAVID CHERRY

REFLECTING ON AILACTE PRESIDENCY

Another focus was to add a new revenue source and thus increase financial support to AILACTE by creating and nurturing relationship with corporate sponsors. We have been enjoying this new revenue source and look forward to continuing and increasing conference sponsorships.

Finally, with the pandemic framing the past 2 years, my goal to increase conference attendance and engagement was certainly hampered. I am hopeful that with moving back to an in-person conference setting, more colleagues will choose to attend. Even, a hybrid model may meet many restrictions placed upon us as institutions address financial restrictions brought about by the pandemic.

What words of wisdom would you give to incoming AILACTE Presidents?

I would encourage AILACTE leadership to collaborate with and advocate for independent teacher education programs to seek, engage, and increase greater visibility at the national level. Independent universities and colleges prepare and support a tremendous number of teacher candidates and many match or exceed the numbers as compared to state university systems. Yet, we are not allocated the earned and rightful recognition, or do we have access to financial resources whether it be at the professional, federal, or state levels. Other words of wisdom would be to continue recruiting and gathering greater institutional membership and engagement of our diverse colleagues in AILACTE educator preparation institutions throughout the nation. Finally, continue to promote, lead, and advocate for thinking creatively and optimistically about innovative ways of effectively preparing the next generation of teacher leaders to thrive and persist regardless of the increased political pressures that demoralize the incredible efforts made by millions as they daily make efforts to address the social-emotional and academic needs of their students. Together, we can do this!!



UPDATES

2022 AILACTE JOURNAL CALL FOR MANUSCRIPTS

Jacqueline Crawford and Elizabeth Leer, Journal Editors

Each year AILACTE publishes a peer reviewed journal. The goal of the journal is to disseminate scholarly work that enhances the work of teacher education professionals in independent, liberal arts colleges and universities.

On behalf of the AILACTE Journal Editorial Board, we congratulate the authors who were published in the 2021 AILACTE Journal. These authors made significant contributions to our journal and the profession. We hope you will read these enlightening articles:

- Student Engagement & Digital Tools: Lessons Learned During the COVID-19 Pandemic, by Stephanie Shedrow of St. Norbert College.
- Virtual Learning Environments and a Needs Assessment of K-12 Teachers, by Nalline Baliram, Kirsten Koetje, and Emily Huff of Seattle Pacific University
- Student Teaching During the COVID-19 Pandemic: Navigating Being Both Student and Teacher, by Nicole Ralston and Rachel Blakely of the University of Portland

The **2022 journal will be a non-themed volume**. Manuscripts may address any issue that enhances the work of teacher educators in a liberal arts context. Although submissions are not limited to research studies, manuscripts that are grounded in literature and supported by empirical data will be given stronger consideration. **Manuscripts are due June 17, 2022**, and must follow APA 7 guidelines, as well as additional AILACTE Journal requirements. Information about requirements and guidelines for submission are be posted on the website at www.ailacte.org/AILACTE_Journal. If you have questions, please feel free to contact Jackie Crawford (Jackie.crawford@simpson.edu).

The **2023 journal will be a themed volume** addressing the Intersection of Neuroscience and Education. The Call for Manuscripts can be found at [https://ailacte.starchapter.com/images/Call for Manuscripts for the 2022 AILACTE Journal.pdf](https://ailacte.starchapter.com/images/Call_for_Manuscripts_for_the_2022_AILACTE_Journal.pdf). Encourage your colleagues to submit manuscripts for possible publication.

UPDATES

2022 AILACTE CONFERENCE HIGHLIGHTS

We were excited to offer the annual conference for 2022 in-person on March 3 and 4 in **New Orleans, LA**. Conference sessions included a welcome from AACTE's CEO, Lynn Gangone, as well as keynote speaker Dr. Paul Rogers of University of California, Santa Barbara, and Strategic Advisor for Ashoka. The conference also included awards presentations, **31** refereed presentations, and **4** round tables from our members and member institutions! To learn more about the 2022 AILACTE conference, visit <https://ailacte.org/meetinginfo.php?id=17&ts=1646321068>

2023 AILACTE CONFERENCE CALL FOR PROPOSALS

The annual conference for 2023 will be held in-person in **Indianapolis, IN**. AILACTE member institutions will be receiving the **2023 Call for Proposals** based on the conference theme and session strands. The board encourages you to visit the AILACTE website for updates on the conference, for deadlines for the Call for Proposals on topics of interest, as well as resources we provide: <https://ailacte.org/meetinginfo.php?id=6&ts=1532377681>. We also want to hear from you for your expertise as to how we can best serve our AILACTE members.

RENEW AILACTE MEMBERSHIP ONLINE

It's not too late to renew your AILACTE membership online at https://ailacte.org/form.php?form_id=8! Being a member of AILACTE promotes policies that benefit and advance Liberal Arts Educator Preparation programs. AILACTE's seat at the AACTE table keeps member's voices regarding teacher preparation priorities and values at the forefront.



AWARDS



**MAY 15TH
DEADLINE**

SCHOLAR AWARD

This award will be presented to given to a faculty member at an AILACTE institution in his or her first five years of appointment as a full-time faculty member to conduct research related to the impact of teacher preparation at AILACTE institutions. The \$2000 award is designed to enhance the scholarship and professional development of the recipient and can be used for professional travel, support for professional work or other appropriate expenses. Again, we particularly seek research, new or already underway, that connects to the AILACTE mission statement and demonstrates the impact of the field of education.

GRADUATE SCHOLAR AWARD

The \$1000 award will be presented to a graduate student that is currently enrolled as a graduate student in an AILACTE institution who is involved in scholarly research, new or already underway, that connects to the AILACTE mission statement and demonstrates the impact of the field of education.

DIVERSITY AND INCLUSION CHANGE AGENT AWARD

The award will be presented to a faculty member from an AILACTE institution who has been engaged in significant ways in the advancement of diversity, equity, and inclusion in the preparation of teacher candidates through teaching, service, and/or research.

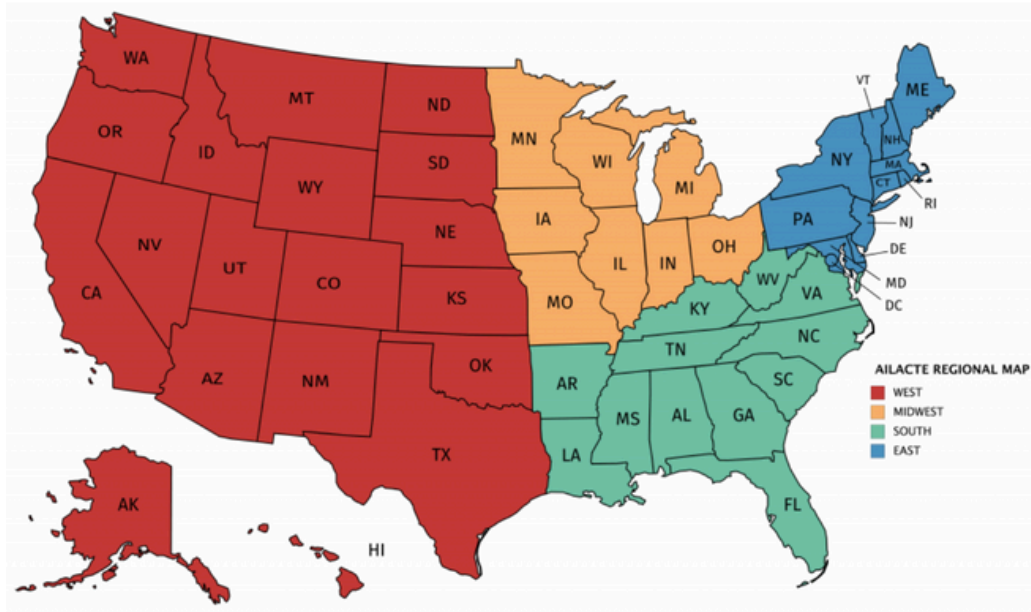
GLOBAL EXCELLENCE AWARD

The award will be presented to a faculty member, department, or College of Education representing an AILACTE institution who has been engaged in significant and exemplary global education programming or practices in advancement of global/international, intercultural and cross culture education.

PARTNERSHIP AWARD

The award will be presented to a faculty member, department, or College of Education representing an AILACTE institution who has been significantly engaged in substantial P-12 partnership.

REGIONAL REPORTS



WEST REGION

Representative:
Hillary Merk

MIDWEST REGION

Representative:
Jackie Crawford

SOUTH REGION

Representative:
Jennie Carr

EAST REGION

Representative:
Caitlin Riegel

US Department of Education seeks to increase the number of teacher candidates

States are being called to:

- Establish teaching as a Registered Apprenticeship
- Invest in evidence-based teacher residency programs
- Establish or expand loan forgiveness or service scholarship programs
- Increase teacher compensation

Districts are being called to:

- Increase the number of partnerships between EPPs and districts that support teaching residencies and schools
- Increase the availability of qualified teacher residents to support educators, students, and staff

Educator Preparation Program (EPPs) are being called to:

- Increase the number of teaching residency programs and program capacity
- Work with states to establish teaching as a Registered Apprenticeship
- Establish or expand loan forgiveness or service scholarship programs

REGIONAL REPORTS

Legislation changes have occurred to address the nation wide teacher shortage:

- Alternative teacher certification to respond to teacher (and sub) shortage/retention issues
- Supporting teacher residency models
- Re-writing content standards for ELA, math & science
- Removal of edTPA for obtaining licensure

GRANT OPPORTUNITY

[\\$65 Million in U.S. Department of Education Grants to Address Teacher Development, Support, and Shortages](#)

The U.S. Department of Education is continuing to take action to support and invest in the teaching profession and address the teacher shortage many schools and districts across the country face. The Supporting Effective Educator Development (SEED) grant program is now accepting applications for efforts that increase the pipeline of highly effective educators.

The SEED program will award \$65 million to support the implementation of evidence-based practices that prepare, develop, or enhance the skills of educators. These grants also will enable recipients to develop, expand, and evaluate practices that can serve as models that can be sustained, replicated, and scaled. This program is part of the Biden-Harris Administration's broader commitment to supporting targeted efforts that will provide comprehensive, high-quality pathways into the profession, such as residency and Grow Your Own programs, and evidence-based professional development all focused on building and supporting a more diverse educator pipeline and combating the teacher shortage nationally.

Grant applications are due June 3, 2022.



STATE REPRESENTATIVES

EAST

State	Representative	Institution	Email
Maryland	Bridget Bunten	Washington College	bbunten2@washcoll.edu
Massachusetts	Priscilla Nelson	Gordon College	priscilla.nelson@gordon.edu
New York	Cynthia McPhail	Nazareth College	Cmcphai2@naz.edu
Pennsylvania	Rachel Hickoff-Cresko	Lycoming College	hickoff@lycoming.edu

WEST

State	Representative	Institution	Email
California	Monica Fitzgerald & Tamara Spencer	Saint Mary's College of California	mdfl@stmarys-ca.edu ts19@stmarys-ca.edu
Colorado	Mike Taber	Colorado College	Mike.Taber@coloradocollege.edu
Washington	Keith Lambert	Whitworth University	klambert@whitworth.edu
Nebraska	Tim Frey	Doane University	timothy.frey@doane.edu
Orgon	Jackie Waggoner	University of Portland	waggoner@up.edu

MIDWEST

State	Representative	Institution	Email
Illinois	Rebecca Nelson	North Park University	RNelson1@NorthPark.edu
Indiana	Shelly Furuness	Butler University	sfuruness@butler.edu
Iowa	Jenifer Diers	Central College	diersj@central.edu
Michigan	Brian Bolt	Calvin College	brb8@calvin.edu
Minnesota	Elizabeth Leer	St. Olaf College	leere@stolaf.edu
Missouri	Colleen Hardy	Evangel University	hardyc@evangel.edu

SOUTH

State	Representative	Institution	Email
Arkansas	Kimberly Crosby	Lyon College	kimberly.crosby@lyon.edu
Florida	Holly Atkins	Saint Leo University	holly.atkins@saitleo.edu
Georgia	Monica Willingham	Berry College	mwillingham@berry.edu
Kentucky	Kevin Thomas	Bellarmino University	kthomas@bellarmine.edu
Mississippi	Cindy Melton	Mississippi College	cmelton@mc.edu
North Carolina	Linda Neuzil	Montreat College	linda.neuzil@montreat.edu
Tennessee	Aarek Farmer	Freed-Hardeman University	afarmer@fhu.edu
Virginia	Diana Yesbeck	Randolph-Macon College	dianayesbeck@rmc.edu
West Virginia	Karen Pettito	West Virginia Wesleyan College	petitto@wwwc.edu

*Contact Alyssa Haarer (a.haarer@yahoo.com)
if you are interested in serving as a State Representative for a state not listed above*

INSTITUTIONAL SPOTLIGHT

THE UNIVERSITY OF SAN DIEGO



[About the University of San Diego](#)

The University of San Diego sets the standard for an engaged, contemporary Catholic university where innovative Changemakers confront humanity's urgent challenges. With more than 9,000 students from 69 countries and 50 states, USD is the youngest independent institution on the U.S. News & World Reportlist of top 100 universities in the United States. The university's eight academic divisions include the College of Arts and Sciences, the School of Business, the Shiley-Marcos School of Engineering, the School of Law, the School of Leadership and Education Sciences, the Hahn School of Nursing and Health Science, the Joan B. Kroc School of Peace Studies, and the Division of Professional and Continuing Education.

USD's Envisioning 2024 strategic plan capitalizes on the university's recent progress and aligns new strategic goals with current strengths to help shape a vision for the future as the university looks ahead to its 75th anniversary in the year 2024.



INSTITUTIONAL SPOTLIGHT

THE UNIVERSITY OF SAN DIEGO



School of Leadership and Education Sciences (SOLES)

Rooted in social justice, led by compassion, inspired by curiosity, driven by a shared vision.

School of Leadership and Education Sciences' (SOLES) is a vibrant and vision-driven collective of academic departments, centers and institutes offering graduate programs in education, counseling, therapy, leadership, nonprofit management, and more. For aspiring leaders and educators who want to make an impact, our graduate students include working professionals advancing in their fields, new graduates preparing to begin their careers, and returning students discovering new possibilities.

Mission

SOLES believes in academic excellence, innovation, and a strong commitment to equity and inclusion. We educate, engage, model, mentor, and challenge the campus community to promote social justice and ignite meaningful change in our diverse society.

Vision

Shaping the future by educating and empowering professionals to enact social justice, enhance human dignity, and improve the quality of life of diverse individuals, families, and communities.

INSTITUTIONAL SPOTLIGHT

THE UNIVERSITY OF SAN DIEGO

The Department of Learning and Teaching (DLT)

The Department of Learning and Teaching (DLT) is one of the three academic departments at SOLES. The mission of the DLT is to prepare its students to address the needs of the multi-ethnic, multi-lingual and multi-racial birth through adult student population and to advance scholarship that helps to promote this process.

Our graduates will be the first teacher candidates in the United States to graduate from a Changemaker teacher preparation program. They are well prepared for a lifelong teaching career focused on the many social-justice issues that come with teaching diverse populations.

We strive to create an academically rich environment that engages our students in contemporary and innovative research-based practices and to develop teacher leaders who embrace a global perspective guided by our mission of addressing the needs of all learners in a culture of care.

Members of the DLT learning-community are committed to:

- **Diversity and Inclusion:** We believe recognizing and valuing all forms of human diversity is an ethical responsibility.
- **Critical Inquiry:** We believe that critical inquiry is at the core of the learning of our students. Critical inquiry entails analysis of positionality, privilege, power, and educational systems within social, political, historical, and economic contexts.
- **International and Global Citizenship:** We believe in offering students local and international cross-cultural experiences so that they are able to think critically about education, social and cultural implications of linguistic and cultural contexts different from their own.
- **Change for a More Just World:** We believe that at the end of the program our students see themselves as Changemakers who are able to help develop youth who take action for the common good.
- **Antiracism** (*Adopted in Fall 2021-Being Further Developed for Fall 2022*): The Department of Learning and Teaching takes a view of anti-racist education focused on the critical role teacher educators play in recruiting diverse and socially just educators and engaging them in rigorous scholarship and forward-thinking practice that develops and expands critical consciousness about schooling and racism.