

ASSOCIATION OF INDEPENDENT LIBERAL ARTS COLLEGES FOR TEACHER EDUCATION

The Voice of Teacher Preparation in Independent Colleges and Universities



A MESSAGE TO AILACTE MEMBERS

Most, if not all of us have started teaching this Fall semester at our AILACTE institutions. We prepared ourselves mentally and physically for some of the uncertainties we would be facing teaching our first day of class. I am positive that our teacher candidates and k-12 teachers had similar thoughts. In California, some institutions of higher education will once again require or encourage the wearing of masks inside classrooms this Fall semester. Some Pk-12 schools required the wearing of masks inside their classrooms in early August. The new virus, Monkeypox has been declared a global and a national health emergency by the Biden administration as of August 4, 2022.

UPCOMING:

- 2023 Conference Call for Proposals
- 2023 Journal Call for Manuscripts
- Award Winners



**AILACTE PRESIDENT
REYES L. QUEZADA**

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A MESSAGE TO AILACTE MEMBERS

It is too early to assess the impact on schools but we know that some k-12 students have contracted the virus. In late August we saw natural disasters in the southeast where torrential storms have caused major flooding, in some cases no potable drinking water is available to residents, such as in Jackson, Mississippi, yet the impact of these disasters on schools and schooling have not been mentioned. We know that many of the hardest hit areas that have the least capacity to endure or respond to these types of disasters are once again communities of color. Of most importance, let us not forget the horror of the incident in Uvalde, Texas that killed 19 innocent children and two of their teachers at Robb Elementary school. Their school began the school year with 19 members of their community that will no longer be there physically with them, but will always be there in spirit and in prayer. Let us also not forget the racist killing of 10 Black community members in Buffalo, New York, and a person in Irvine, California at the Presbyterian Church, in Laguna Woods. The trauma being experienced by the families, the school, and their local communities where these incidents happened are devastating.

We therefore need to continue to be vigilant and resilient so we may continue to support each other as the school year begins. As a result of some of these incidents we find ourselves asking similar questions when Covid-19 came upon us-how can we as AILACTE institutions best prepare future teachers in our colleges of education for the complexity and uncertainties that face our teacher candidates as we work with students, locally, nationally, and in global contexts? What impact can we have as we teach and work with culturally and language diverse general education, special needs, multilingual learners, and gifted students in inclusive settings? How can we as AILACTE institutions be a resource and hubs in innovation to support each other, as well as other non-AILACTE institutions? What best educational research practices, instructional, and social service models can we share that have worked for us in supporting our teacher candidates? The above questions lead me to introduce theme for our upcoming national AILACTE conference in Indianapolis, IN on Feb. 23-24, 2023:

“One Mission, Multiple Voices:

*AILACTE Institutions as Major Educational Resource Centers
for High Quality Teaching, Learning, and Leading.”*

AILACTE PRESIDENT REYES L. QUEZADA

A MESSAGE TO AILACTE MEMBERS

The AILACTE Board members are excited to provide all of our AILACTE institutions an opportunity to show case what we do best in supporting our teacher candidates in our educator preparation programs. As independent liberal arts institutions of higher education we have been leaders in developing innovative approaches in both research and practice in supporting our teacher candidates and Pk-12 practicing teachers. As AILACTE educational resource centers we are able to share best practices in improving teaching and learning in current and future contexts, in recruiting, retaining, and supporting Pk-12 teacher candidates, in leading and advocating for the profession, and in attracting and mentoring teacher educators and administrators.

Each strand will allow faculty to be as innovative as possible by delving deeply in each of the many questions posed in each strand. The questions address teacher education policy, instructional practices, research, technology and innovation, Pk-12 partnering programs, financial creativity, teaching licensure, leadership, and advocacy, best recruitment practices for faculty and teacher candidates to reach diversity and racial parity, diversity equity and inclusion, curricular challenges and the innovations that addressed them, social and emotional support services, and many others.

We invite you to have conversations with your faculty peers and others who support educator preparation programs in your unit to submit a conference proposal to address the challenges and share your research and best practice stories.

I leave you to reflect, discuss and to share with your colleagues how we as AILACTE institutions and faculty are in our best moments when we share and collaborate with each other to support our teacher candidates and our Pk-12 partners. We too as faculty are the “hubs of innovation and as the major resources for each other.”

2023 AILACTE CONFERENCE

CALL FOR PROPOSALS

Educator Preparation Programs (EPPs) have responded in multiple ways and on multiple fronts to address the challenges of the pandemic; social and educational injustices in our communities; P-12 school attacks and traumas; and political censures. At the same time that EPPs are recruiting fewer traditional teacher candidates, our nation is facing a significant teacher shortage, and states are reducing and/or eliminating basic certification and licensure requirements, resulting in underprepared P-12 teachers assigned to our most marginalized students and classrooms.

These challenges have prompted AILACTE institutions to reimagine teacher education. By definition, independent educator preparation programs can be more nimble, innovative, and flexible than larger public institutions. We can pilot approaches and practices to support teacher candidates and practicing teachers in ways that are most responsive to their immediate needs. As AILACTE institutions we are, and can further be, Major Educational Resource Centers for High Quality Teaching, Learning, and Leading for each other, as well as other EPPs, on the local, state, national and global scene.

*One Mission, Multiple Voices:
AILACTE Institutions as Major Educational Resource Centers
for High Quality Teaching, Learning, and Leading*

Strand 1: Improving Teaching and Learning in Current and Future Contexts

Strand 2: Recruiting, Retaining, and Supporting P-12 Teacher Candidates

Strand 3: Leading and Advocating for the Profession

Strand 4: Attracting and Mentoring Teacher Educators and Administrators

With the above in mind, AILACTE is reaching out to educator preparation programs, faculty, and P-12 partners to submit research and best practice proposals to the AILACTE's national conference in Indianapolis, IN to be held February 23-24, 2023.

Proposals are due December 5th, 2023

[VIEW FULL CALL FOR PROPOSALS](#)

2023 AILACTE JOURNAL

CALL FOR MANUSCRIPTS

The 2023 Journal will be a themed volume addressing **The Intersection of Neuroscience and Education**. Educators are increasingly conscious of the diversity of their students and the need to provide all students with high-quality instruction that is relevant to their diverse, lived experiences in the world. Pedagogy that is responsive to students' various identities (e.g., racial, ethnic, gender, sexual, socio-economic status, ability, etc.) results in greater learning and higher achievement. Culturally relevant/responsive/sustaining pedagogies are topics receiving more attention in educator preparation programs as teacher educators work to equip teacher candidates with the skills they will need to teach all their students well. One aspect of diversity that seems not to receive as much attention in teacher preparation, however, is neurodiversity. In preparing your manuscript, you might want to consider the following questions.

- *How well are our educator preparation programs (EPPs) preparing teacher candidates to teach neurodiverse students?*
- *How can adverse childhood experiences (ACES) impact a student's neurology, learning, and coping strategies?*
- *What essential knowledge, skills, and dispositions must teacher educators cultivate in teacher candidates for them to be effective teachers of neurodiverse students?*

Further, given the recent proliferation of scientific research and education texts about the brain and how students learn (e.g., Goodwin & Gibson, 2020; Jensen & McConchie, 2020; McTighe & Willis, 2019; Posey, 2019), how are teacher educators drawing on neuroscience to improve educator preparation programs?

- *How can teacher educators harness what they know about the brain to enhance lesson planning and delivery?*
- *In what ways can teacher education courses incorporate brain-based instruction?*
- *How can teacher candidates be best prepared to consider neuroscience in their own planning and instruction?*
- *How do educator preparation programs bridge the gap between research/theory and classroom practice regarding the brain and how students learn?*

Manuscripts are due June 16, 2023.

[VIEW FULL CALL FOR MANUSCRIPTS](#)

2022 GRADUATE SCHOLAR AWARD RECIPIENT

Kelly León

*Candidate, PhD in Education for Social Justice
School of Leadership and Education Sciences
University of San Diego*

Kelly's doctoral research is driven by questions related to teachers' preparation and agency in enacting an emancipatory curriculum, particularly for students most marginalized by a traditional vision of school. Her dissertation focuses on the expanding school subject of Ethnic Studies as it is a unique moment for studying the translation of a field- with roots in both community activism and higher education- into the institution that is public schooling.

Utilizing a qualitative case study, she examines the work of a group of scholars and educators engaged in curriculum-making around local oral histories. The group's collaborative efforts provide a rich context for studying the ways in which community-responsive curriculum and curricular guidance is generated and she hopes her findings will contribute to ethnic studies education, teacher education, and curriculum theory. In addition to this research, she has co-written a chapter on the value of geography to an individual's education, and co-authored papers on DEI leadership in colleges of education and on a research-practitioner-partnership for which she serves as co-Principal Investigator.

Kelly worked for 18 years for California's largest secondary school district as a teacher and curriculum-specialist and has worked part-time as a teacher-educator for San Diego State for the past seven years. While she is currently working on co-authoring papers related to the rollout of Ethnic Studies in California and on teachers' curriculum-making, her main focus is to complete her dissertation research (hopefully yielding a meaningful contribution to the field), and figure out what comes next.

2022 PARTNERSHIP AWARD RECIPIENTS

Dr. Vanessa Garcia

*Assistant Professor and Director of M.Ed Instructional Practice Programs
&*

Dr. Ally Hauptman

*Associate Professor and Lead Faculty for Instructional Practice
College of Education
Lipscomb University*

Lipscomb University and Clarksville Montgomery County School System (CMCSS) LTR (Lipscomb Teacher Residency) Grow Your Own Pipeline partnership is focused on providing an accelerated opportunity for individuals to obtain a Master's Degree in Education with a dual endorsement in K-5 Elementary Education and SPED or a middle grades license (LMTR- Lipscomb Middle Grades Teacher Residency) with an ELL endorsement. In partnership with CMCSS, the goal was to prepare highly skilled, committed teachers who will teach in hard-to-staff schools and teaching positions and will remain in these schools for substantial periods of time.

Lipscomb University provides the coursework and support for state required tests. CMCSS has created a residency program in which candidates take coursework their first year and are embedded in a classroom with a master teacher. During the second year, candidates are guaranteed a position as a lead teacher in the classroom. In this second year, they finish their master's and licensure coursework with Lipscomb and complete all testing requirements for the state. Together, this partnership has filled over 80 teacher positions within CMCSS.

The pool of potential teacher candidates comes from individuals who do not have a teaching license but are already invested in education. These are educational assistants, bus drivers, front office staff, custodians, and more. In all cases, candidates in the partnership have always wanted to be teachers, but experienced obstacles to achieving this goal. This partnership has removed those obstacles for people who have dreamed of being teachers and are now affecting the lives of children in their community.

UPDATES

2024 AILACTE JOURNAL CALL FOR MANUSCRIPTS

The 2024 Journal will be a non-themed volume. Manuscripts may address any issue that will enhance the work of teacher educators in an independent, liberal arts context. Topics that are appropriate for the journal include teaching and learning strategies; candidate and program assessment; diversity, equity, and inclusion; policy changes; program models; accreditation; etc. A detailed 2024 Call for Manuscripts will be posted on the AILACTE website (www.ailacte.org) no later than September 2023.

RENEW AILACTE MEMBERSHIP ONLINE

It's not too late to renew your AILACTE membership online! 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.



[RENEW MEMBERSHIP HERE](#)