

ASSOCIATION OF INDEPENDENT LIBERAL ARTS COLLEGES FOR TEACHER EDUCATION

The Voice of Teacher Preparation in Independent Colleges and Universities



A MESSAGE TO AILACTE MEMBERS

View the embedded video message on the page below or click [here](#) to hear AILACTE President, Dr. Kimberley White-Smith discuss:

1. Conveying to legislation and decision makers that independent liberal arts college and universities are *partners* in the growth and development of the teaching workforce.
2. Developing an agenda for teacher advocacy.
3. Cultivating leadership within our institutions.

UPCOMING:

- New AILACTE President
- Awards Deadline May 15
- 2023 Conference Highlights
- 2023 Journal Call for Manuscripts due June 16



**AILACTE PRESIDENT
DR. KIMBERLY WHITE-SMITH**

AILACTE PRESIDENT KIMBERLY WHITE-SMITH

A MESSAGE TO AILACTE MEMBERS

[VIEW VIDEO HERE](#)



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](#)

AILACTE.org

The Voice of Teacher Preparation in Independent Colleges and Universities

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](#)

2023 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.

2023 DIVERSITY AND INCLUSION CHANGE AGENT AWARD

Winn Crenshaw Wheeler

Assistant Professor of Literacy, Bellarmine University

The Collaborative for Anti-Racist Teaching (CART) is a consortium of teacher educators and professional learning providers in the greater Louisville area devoted to healing by developing the capacity of pre-service and practicing educators (P-20) to create innovative classrooms, institutions, communities, and organizations that support the engagement, the success, and the transformation of all students.

Since its inception in the summer of 2020, The collaborative has planned and hosted five virtual professional learning events including the voices of community members, business leaders, elected officials, and educators (P-20). Topics for professional learning have included the history of Black Louisville, anti-racist teaching practices P-20, critical race theory, and snapshots of instructional practice. These events have been attended by approximately 200 preservice, practicing, and retired educators. In an effort to ground, deepen, and widen the scope of its outreach, The collaborative's work and mission are grounded in the belief that schools hold a long history of inequity in serving the needs of Students and Families of Color, but see hope in potential in the capacity of schools to empower lasting transformation and change

2023 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.

AWARDS



**MAY 15TH
DEADLINE**

SCHOLAR AWARD

This award will be presented to given to a faculty member at an AILACTE institution in their 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. The new or ongoing research must connect to the AILACTE mission and demonstrate an impact on the field of teacher 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 that 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 that 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 that 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 an AILACTE faculty member, department, or College of Education that has been involved in a significant and sustained P-12 partnership.

STATE REPRESENTATIVES

EAST

State	Representative	Institution	Email
Maryland	Bridget Bunten	Washington College	bbunten2@washcoll.edu
Massachusetts	Priscilla Nelson	Gordon College	priscilla.nelson@gordon.edu
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WEST

State	Representative	Institution	Email
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MIDWEST

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SOUTH

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West Virginia	Karen Pettito	West Virginia Wesleyan College	petitto@wvwc.edu

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

UPDATES

2023 AILACTE CONFERENCE HIGHLIGHTS

We were excited to offer the annual conference for 2023 in-person on February 23 and 24 in **Indianapolis, IN**. Conference sessions included a welcome from AACTE's CEO, Lynn Gangone, as well as an AILACTE Deans Panel on Solution-Focused Innovations for Leading Educator Preparation Programs. The conference also included awards presentations and **30** refereed presentations! To learn more about the 2022 AILACTE conference, visit <https://ailacte.org/meetinginfo.php?id=18&ts=1677013094>

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.

INSTITUTIONAL SPOTLIGHT

BELLARMINE UNIVERSITY



About Bellarmine University

The Premier Independent Catholic University in the South. Bellarmine University is a vibrant community of educational excellence and ethical awareness that consistently ranks among the nation's best colleges and universities. Students pursue an education based in the liberal arts – and in the distinguished, inclusive Catholic tradition of educational excellence, the oldest and most rewarding in the western world. It is a lifelong education, worthy of the university's namesake, Saint Robert Bellarmine, and of his invitation to each of us to learn and live in veritatis amore – in the love of all that is beautiful, true and good in life. Bellarmine offers a personalized, student-centered network that inspires meaningful, personal, academic, transformative growth in a way that prepares students for a well-rounded life and successful career. They are civic-minded, inclusive, outcome-oriented and bursting with meaningful connections in a tight-knit community.

ANNSLEY FRAZIER THORNTON

School of Education

The mission of the Annsley Frazier Thornton School of Education (AFTSE) is to prepare caring, effective educators in the Catholic liberal arts tradition of Bellarmine University to teach and lead in diverse settings. The AFTSE is a leading education school in the region. <https://www.bellarmino.edu/education>