



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

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## Annual Meeting and Conference, 2021, Seattle, Washington

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### From the President, David Cherry, Whitworth University



Greetings to AILACTE colleagues:

On behalf of the AILACTE board, thank you to all who attended the annual conference in Atlanta, Georgia, this past February 2020. It was great to connect, interact and engage with all of you whether you attend regularly or are new to AILACTE.

As a nation, we certainly are experiencing one of the most challenging and uncertain times in decades. Virtually all educator preparation programs (EPPs) are responding in unfamiliar and perhaps uncomfortable ways to how best to prepare our teacher candidates to enter a profession that needs their skills, empathy and compassion more than ever. We will get through this pandemic perhaps viewing our work differently at our institutions and as an association. We still care for those teacher candidates we prepare for diverse classrooms; we still know the work our colleagues do is essential in equipping the next generation of teachers; we still believe that being proactive as we face new challenges is what we are called to do, and finally; all of us who serve in AILACTE institutions still need a professional association to support, advocate for, and advance the work they do.

[Please note: At the end of my message here, I make a brief statement about what the AILACTE board will be discussing and planning next year's conference (2021) as we respond to the adverse impact on institutional travel budgets as result COVID-19.]

The theme of the 2020 conference was *Celebrating 40 years of AILACTE: Continuing to Advance, Adapt and Advocate for Teacher Education in Independent Liberal Arts Institutions*. There were five conference strands associated with the theme: (1) Diversity and Inclusion; (2) Social-Emotional Learning and Teacher Self-Care; (3) Recruitment and Retention of Diverse Teacher Candidates; (4) Assessment, Accountability and Accreditation Recruitment; and (5) Innovative Partnerships with P-12 Schools. These five strands were relatively represented across the conference presentations. The strands that drew the most number of presentations as breakout sessions and roundtables were #1: Socio-Emotional Learning and Teacher Self-Care and #3: Recruitment and Retention of Diverse Teacher Candidates. While these two themes drew the most presentations, the remaining three were well represented and rated highly as reported on the conference survey. Our hope is that all the sessions attended provided you with increased knowledge of and appreciation for the meaningful work being carried out by our colleagues. I am unsure if you noticed that toward the end of our conference, attendance at session presentations swelled. That was because many who had registered for AACTE found the titles of your

presentations intriguing and wanted to learn of the work you were doing. Several who attended sessions commented to me that, “AILACTE sessions were more interesting than others offered through AACTE.” While we were not trying to compete, we appreciated the professional accolades.

As related to the conference general sessions, conference survey data reported that they were relevant, connected to the conference theme, interesting, informative and feeding. Speaking of feeding, your responses on the conference survey enthusiastically supported the increased food and/or beverages being available at all general sessions. The opportunities taken to network during these sessions were apparent and certainly appreciated by all who attended. We are anticipating the planned social and networking times will continue in the future! The sponsorships provided by NEA, GoReact and CAEP certainly helped with food and beverages costs. On that note, if you or your institution have professional affiliations with educational-focused businesses who are serving you well, please forward contact information to one of the AILACTE board members or me ([dcherry@whitworth.edu](mailto:dcherry@whitworth.edu)) and we will enthusiastically reach out to them.

One of the highlights of this conference was hearing from the past AILACTE presidents as part of our 40<sup>th</sup> anniversary celebration. One member commented on the conference survey that, “I felt as a relatively new member to AILACTE that this session was what I needed to understand where we come from and where we are going. I was very pleased the committee decided to host the past presidents panel.” More on the celebration can be found in this *View and News* publication by Jackie McDowell.

I want to highlight the results of the three awards that were presented at our past conference. The first award has been part of our awards program for several years. That is the **Scholar Award** that recognizes 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. This \$2,250 award is designed to enhance the professional development of the recipient and can be used for professional travel, support for professional work or other appropriate expenses. This year’s recipient was **Dr. Kate Strater** from **Calvin University**. The title of her study is “Goal Attainment and Quality of Life Through Inclusive College for Individuals with Intellectual and Developmental Disability.” We look forward to her disseminating her findings at our upcoming conference in Seattle, Washington, in February 2021.

The second award is the **Diversity and Inclusion Change Agent Award**. It was awarded for the first time in 2020. The award is 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. Recipient(s) of this award will receive a \$500 stipend and free registration at the annual upcoming conference. The award is intended to enhance the professional development of the recipient and can be used for professional travel, support for professional work or other appropriate expenses. This year’s recipient was **Laura Delgado** from **Lipscomb University**. She is director of the Pionero Scholars Program. This is a grow-your-own scholarship program for area public school graduates from first-generation, low-income and/or underrepresented backgrounds. We look forward to her disseminating the specifics of her work at our upcoming conference in Seattle, Washington, in February 2021.

The third award is the **Models of Excellence**. This year’s award went to **Bridgewater College** and was presented to **Dr. Jennie Carr**. The title of the project is **A Virtual Math Mentorship (M&M) Partnership**. It was designed to support upper elementary high need students at an elementary school while simultaneously providing hands-on experience in relationships, teaching, and learning for the teacher candidates at Bridgewater College. This innovative technology rich partnership supports the academic, social, and emotional needs of the mentees and supports the professional goals of the teacher candidate mentors through virtual meetings, digital pen pal journals, and face-to-face meetings. This is a model project that could be duplicated by other AILACTE institutions.

Yet another highlight of the conference the board was delighted to invite was Jackie Rodriguez from AACTE to report on “**Opportunities to Collaborate with, Engage and Promote AILACTE Institutions**” with the Holmes Scholar Awards program (<https://aacte.org/programs-and-services/holmes-program/>). In the past, the perception was this was reserved only for R1 institutions preparing diverse doctoral candidates for careers at the university level. This is not the case as AILACTE has been invited to engage in and reap some of the professional benefits and services offered by being affiliated with this excellent awards program. More to come on this growing professional relationship in the upcoming fall publication of *Views and News*.

One more general session highlight I wanted to briefly mention is the panel presentation by the Networked Improvement Community (NIC) (<https://aacte.org/programs-and-services/nic/>). Several representatives from institutions that are participating in this work presented on the opportunities and challenges of recruiting and retaining diverse teacher candidates. If you want to read about “Exploring New Pathways to Recruit and Retain” Black and Hispanic/Latino educators, the report can be found here: [https://secure.aacte.org/apps/rl/res\\_get.php?fid=4482&ref=rl](https://secure.aacte.org/apps/rl/res_get.php?fid=4482&ref=rl). Here is what one of our AILACTE members commented about the presentation, “Very good points were made regarding the difficulty of recruitment and retention, and larger underlying problems in the college environment that work against efforts to recruit people of color.”

A couple of final words about responding to **COVID-19** related planning and conference and **Call for Proposals**.

**COVID-19:** The board will be meeting virtually toward the end of May to discuss a hybrid virtual/face-to-face conference in Seattle for 2021. While the conference formatting will most likely be very similar to what occurred in 2020, the delivery will account for both virtual and face-to-face options. It is our goal that participants will be able to attend and present using either one of the options. The cost savings will be substantial for your institutions and we believe a quality professional experience for those who plan to attend is feasible. We will provide more updates on AILACTE’s website as soon as details become available. We will also send out emails to institutional representatives.

**Call for Proposals:** Toward the beginning of the upcoming fall term, you will be receiving a call for proposals based on the conference theme and session strands. Until then, the board encourages you to reach out to us via the AILACTE website ([www.AILACTE.org](http://www.AILACTE.org)) about relevant topics of interest, resources we may want to explore or expertise you may have.

In closing, please remember AILACTE is your national professional educator preparation association. Deans and directors, engagement in AILACTE is an excellent way to network with and learn from each other. It is also a credible opportunity for your junior faculty to make professional presentations, publish in the *AILACTE Journal*, apply for scholar awards, be involved as reviewers of presentation proposal or even be an AILACTE state representative.

### **Membership Information**

The purpose of this message is to remind colleagues about submitting annual institutional AILACTE dues. If you already have, thank you very much! If you have not taken the opportunity to do so yet, please process the AILACTE invoice at your earliest. This will allow us to sustain your voice to be heard through AILACTE as the organization advocates for Liberal Arts Teacher Education Preparation programs. Now more than ever being a member of AILACTE promotes policies that benefit and advance our institutions. AILACTE’s seat at the AACTE table keeps liberal arts educator teacher prep priorities and values at the forefront. Join or rejoin today!!!”



## 2020 AILACTE Awards

**Models of Excellence**  
**Jennie Carr**

**Scholar Award**  
**Kate Strater**

**Diversity and Inclusion**  
**Change Agent Award**  
**Laura Delgado**



### **Models of Excellence Award: Bridgewater College Accepted by Jennie Carr**

The 2019-2020 AILACTE Model of Excellence Application, Quality II: *Partnerships* was recently featured on AACTE Ed Prep Matters blog, a column that spotlights the many ways AACTE, member institutions, and partners are pioneering leading-edge programs. <https://edprepmatters.net/2020/01/revolutionizing-education-3/>

Educator preparators are often seeking unique and meaningful experiences for their teacher candidates. With the knowledge that high quality mentoring relationships can demonstrate positive improvements in academic performance, attendance, feelings of self-confidence, resilience, perceived social acceptance, and relationships with others, the creators of this program began working collaboratively to create a mutually beneficial math mentorship partnership between Bridgewater College and an elementary school in the Rockingham County Public School District. The logistics of managing a traditional face-to-face mentoring experience was too difficult. Because online tools are typically utilized on college campuses and with the

school district's recent 1:1 Chromebook adoption, program administrators crafted the virtual math mentorship.

Connecting the virtual math mentorship to teacher candidates' capstone project in the math methods course was vital to its success. The eight-week project consisted of a teacher candidate field trip to the elementary school, two virtual Google Hangout sessions, four virtual Seesaw pen pal exchanges, and the creation of a personalized and interest-based differentiated math lesson for a fifth grade mentee, which was implemented during the students field trip to Bridgewater College.

During the initial elementary school field trip, teacher candidates and mentees got to know each other, ate lunch together, and completed an initial pre-test that focused on mentees' perceptions of school, math, and involvement in the mentorship project. Building trust and friendship are paramount to any mentorship. Teacher candidates also prepared a discussion outline prior to each 15-minute virtual session and implemented Seesaw pen pal activities related to building relationships, growth mindset, and feelings toward school. The virtual Seesaw pen pal exchanges, used throughout the partnership, began with the teacher candidates on Mondays and completed by the mentees on Fridays.

Mentees were selected based on not only having deficits in learning but also having issues with self-esteem, motivation, and a lack of interest in school. Using Tomlinson's differentiation framework, teacher candidates created interactive engaging lessons and integrated hands-on manipulatives tailored to their mentee's personal interest. For example, one mentee expressed interest in the Fortnite game, so the teacher candidate built a multiplication review game using each level of Fortnite. Another mentee's favorite football team is the Dallas Cowboys, so the teacher candidate created a board game so that when the mentee got a basic fact question correct they could throw a "Hail Mary" for a touchdown.

The final component of the project was the face-to-face on campus visit and lesson plan implementation. Developing mentees' interest in future college attendance was an integral part of bringing mentees to campus.

Many of the mentees have never been on a college campus and were immediately curious and enthusiastic about their collegiate future. While on campus, teacher candidates led their mentees through their personalized math experiences, enjoyed lunch, participated in a campus tour, and completed a math post-test. Mentees left smiling, with Bridgewater College branded mementos from their mentors.

At the end of the partnership, encouraging statements, upbeat attitudes, and deeper engagements with math were recognized and documented:

"Being able to create a lesson plan, present it to my mentee and observe their reaction of the project that I had designed for them – It was awesome! It's a nice reassurance that all my hard work is paying off and I'm growing as a future teacher." – Teacher candidate mentor

"I was impressed to see how engaged and interested students are when you focus the lesson on their specific learning styles and hobbies outside of school" – Teacher candidate mentor

This partnership confirms previous research that even one experience can change a child's attitude toward school.

By Dr. Jennie Carr, Elementary Education Program Coordinator at Bridgewater College and Mrs. Tammy May, Principal at Lacey Spring Elementary School for Rockingham County Public Schools.

Several others were involved in this project including:

Ms. Cindy Parks, Instructional Technology Resource Teacher, Rockingham County Public Schools

Ms. Sarina Dean, 5<sup>th</sup> Grade Teacher, Rockingham County Public Schools

Mr. Tyler Martin, 5<sup>th</sup> Grade Teacher, Rockingham County Public Schools

Ms. Amanda Woolf, Education Coordinator

Dr. Barbara H. Long, Interim Director of Teacher Education, Bridgewater College

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### **AILACTE Scholar Award**

#### **Kate Strater: Goal Attainment and Quality of Life through Inclusive College for Individuals with Intellectual and Developmental Disability**

Individuals with intellectual and developmental disabilities (IDD) have historically been excluded from pursuing post-secondary education opportunities from institutions of higher education (IHEs); however, in 2008, the reauthorization of the Higher Education Opportunity Act provided access to financial aid for individuals with IDD to attend college programs. By 2019, 271 post-secondary education programs for individuals with IDD were identified through *Think College* national survey (Think College National Coordinating Center, 2019). Along with a growing prospect for students with IDD to attend college programs comes a greater need for teachers prepared to support students in the development of skills and opportunity related to self-determination and self-advocacy.

The Academy is a 4-year college inclusion program for transition-age young adults with IDD at two small, faith-based liberal arts IHEs located in a Great Lakes state. The purpose of this mixed-method, exploratory study is to acquire data on goal attainment and quality of life outcomes achieved by young adults with IDD who are participating or have participated in the Academy over several years. *Phase 1* of the pilot year is currently underway. Following the academic calendar, data is collected through a goal setting and monitoring process aligned with the *Self-Determined Learning Model of Instruction* (Shogren, Wehmeyer, Burke, & Palmer, 2017) within pre-determined quality of life (QoL) domains (Schalock, Keith, Verdugo, & Gómez, 2013). Participants also complete a QoL rating scale and questionnaire. The impact of this exploration is three-fold: 1) it provides RFLA participants voice in program evaluation and planning; 2) it fosters educator understanding of learning environments supportive of self-determination; and 3) it informs practices related to the preparation and development of special education teachers in the area of disability and transition.

### **References**

Think College National Coordinating Center (2019). Higher education access for students with intellectual disability in the United States. *Think College Snapshot*, Boston, MA: University of Massachusetts Boston, Institute for Community Inclusion.

Schalock, R. L., Keith, K. D., Verdugo, M. A., & Gómez, L. E. (2013). Quality of life model development and use in the field of intellectual disability. In Kober, R. (Ed.), *Enhancing the quality of life of people with intellectual disabilities: From theory to practice*. Dordrecht: Springer.

Shogren, K. A., Wehmeyer, M. L., Burke, K. M., & Palmer, S. B. (2017). *The Self-Determination Learning Model of Instruction: Teacher's Guide*. Lawrence, KS: Kansas University Center on Developmental Disabilities.

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**2019 AILACTE Diversity and Inclusion Change Agent Award**  
**Laura Delgado**

Laura Delgado is the Program Director of the Pionero Scholars program at Lipscomb's College of Education. Launched in 2015, Pionero Scholars is a grow-your-own scholarship program for area public school graduates from first-generation, low-income, and/or underrepresented backgrounds. There are currently twenty-one enrolled candidates, who speak seven languages and represent eleven countries of origin. The first graduating class of Pioneros will move into certified teacher roles this fall. Under the Pionero Scholars program, the undergraduate student population in the College has moved from 93% White to 80% White. In the summer of 2018, Laura launched the Pionero Summer Camp, to improve the recruitment of area high school students. This weeklong day camp allows students to volunteer in area summer camps with children, work with College of Education professors, and be mentored by current Pioneros.

Outside of her main duties, Laura co-leads the Simulations initiative to design and implement simulated interactions for undergraduate majors. In these simulations, actors are hired to portray a difficult scenario that candidates will encounter in the field, including conversations with students, paraprofessionals, family members, and principals. These simulations educate candidates to consider issues of situational power, race, and class in their future roles.

In 2016, Laura co-founded The Trailblazer Coalition, which gathers EPPs across Middle Tennessee to discuss how to improve the recruitment and retention of candidates of color and share best practices across nine institutions. As a result of this work, in the spring of 2016, she launched and subsequently chairs the College's Diversity Task Force (DTF).

Campus wide, Laura is an advocate for first-generation students and students of color. She co-launched a First-Generation Student Boot Camp for incoming freshmen, and lead professional development around Supporting First-Generation Students for student leaders and Student Life. She fundraises DACA renewal fees for DACAmended students, and helped launch a partnership with a local foundation to scholarship undocumented and DACAmended students at Lipscomb.

The AILACTE JOURNAL Wants to Hear from You

CALL FOR MANUSCRIPTS FOR THE 2020 AILACTE JOURNAL,  
VOLUME XVII

Each year the Association of Independent Liberal Arts Colleges for Teacher Education (AILACTE) publishes a peer-reviewed journal. The goal of the journal is to disseminate scholarly work that will enhance the work of *teacher education professionals in independent, liberal arts colleges and universities*. The *2020 AILACTE Journal*, Volume XVII, will be disseminated in February 2021.

The 2020 journal will be a non-themed volume. Manuscripts may address any issue that will enhance the work of teacher educators in a liberal arts context. Topics that are appropriate for the journal include teaching and learning strategies, candidate and program assessment, diversity and inclusion, policy changes, program models, etc. Submissions are not limited to research studies, but manuscripts that are grounded in literature and supported by data will be given stronger consideration.

Manuscripts are due **June 19, 2020**, and must follow APA guidelines, 6<sup>th</sup> Edition. Submissions should be 20 pages or less; the 20 pages do not include the abstract and references. Please send your manuscript (including the abstract and references) in an editable MSWord.docx file (not as a pdf or view only), your Author Submission and Biography form, and your Institutional Review Board (IRB) approval (if appropriate) to [AILACTE - AILACTE Journal Submission Guidelines and Checklist](#),

We are excited to share our updated journal section on the AILACTE website. You will find a lot of information, such as review criteria, timeline, review process, etc. Please check out our updated site at [https://ailacte.org/AILACTE\\_Journal](https://ailacte.org/AILACTE_Journal).

The 2021 journal will be a themed volume. The theme for the 2021 volume will be posted on the AILACTE website in July 2020.

Jackie Crawford ([Jackie.crawford@simpson.edu](mailto:Jackie.crawford@simpson.edu)) and Elizabeth Leer ([leere@stolaf.edu](mailto:leere@stolaf.edu)) are editors of the *AILACTE Journal*.



## Institutional Spotlight



### **Bellarmino University** **By Kevin Thomas**

Bellarmino University, located in Louisville, Kentucky, is a vibrant community of educational excellence and ethical awareness that consistently ranks among the nation's best colleges and universities. Our students pursue an education based in the liberal arts – and in the distinguished, inclusive Catholic tradition of educational excellence. 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.

Bellarmino College was opened on October 3, 1950, under the sponsorship of the Roman Catholic Archdiocese of Louisville. In 1968, Bellarmine merged with [Ursuline College](#), a Catholic college for women established by the Ursuline Sisters of Louisville in 1938. It was at the time of merger that the traditional student body became coeducational.

In 1963, Bellarmine opened the [Thomas Merton Center](#), devoted to the works of Thomas Merton, a monk at the Abbey of Gethsemani. Today, this internationally significant archive contains more than 50,000 items; more than 100 doctoral dissertations, as well as master's theses and numerous books, have been written based in part on work at Bellarmine's Merton Center.

In 2000, the Board of Trustees voted to change the name of the institution from Bellarmine College to Bellarmine University to reflect its true status as a Master's I university. Today, Bellarmine University is composed of the Bellarmine College of Arts and Sciences, the College of Health Professions, the W. Fielding Rubel School of Business, the Annsley Frazier Thornton School of Education, and the School of Continuing and Professional Studies.

Bellarmino is situated on 175 acres on the edge of downtown Louisville in the artful and eclectic Highlands neighborhood. A diverse student body from 43 states and 26 countries attends Bellarmine. Our total enrollment is 3,331, of which 2,552 are undergraduate students. Our student-faculty ratio is 11 to 1; the average class size is 20. We offer more than 60 majors in the arts and sciences, business, education, communication, environmental studies, nursing and health sciences.

**VISION:** We will become the leading Catholic university in the South by embracing innovation and creativity, forging new and mutually beneficial partnerships, intentionally diversifying curricula and community, and providing a distinctive and transformative student experience.

**MISSION:** We are an inclusive Catholic university that educates students—mind, body, and spirit—for meaningful lives, rewarding careers, ethical leadership, and service to improve the human condition.

**Motto:** *In Veritatis Amore* (In the Love of Truth).

The Annsley Frazier Thornton School of Education, founded in 2001, prepares caring, effective educators to teach and lead in diverse settings, through extensive partnerships with primary and secondary schools in Louisville and the region. We offer undergraduate, graduate and doctoral degrees for teachers and education administrators. All candidates earning certification in either Early Elementary (P-5) or Middle School Education (5-9) also receive certification in Learning and Behavior Disorders (Grades P-12). We believe that earning dual certification in general and special education competencies prepares our graduates for the diverse and challenging classrooms of tomorrow. Bellarmine is one of only a small number of colleges and universities in the nation with a teacher preparation program that requires this type of intense learning environment. In addition, we offer two unique programs: a Master of Education in Higher Education Leadership and Social Justice, and a Ph.D. in Education and Social Change. The Master of Education in Higher Education Leadership and Social Justice is a fully online master's program that provides students with the breadth of knowledge and professional experiences to lead and serve in a variety of entry and mid-level positions in higher education. The Ph.D. in Education and Social Change focuses on the development of highly skilled professionals who will act as change agents in improving the education of children and adults coming from high-poverty circumstances. The program prepares leaders for a wide range of education-related vocations, including not-for-profit agencies, family advocacy, higher education, learning and teaching research, social policy, and public/private school venues or environments.

We are proud to be accredited by the National Council for Accreditation of Teacher Education and Kentucky's Education Professional Standards Board.

## Tech Tips

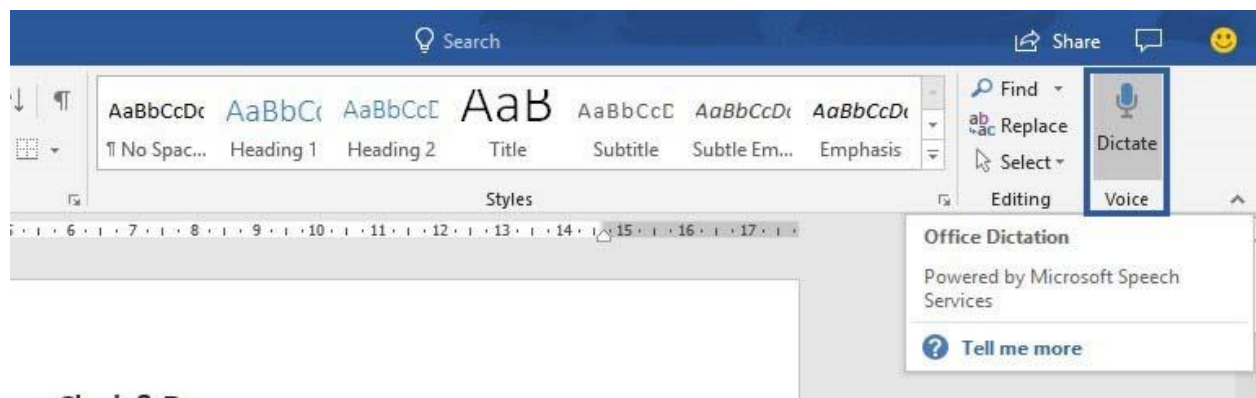
By Jennie M. Carr

### Need to be more efficient when providing quality feedback? Try these tools.

Amidst the COVID-19 pandemic, I find the need to provide more personalized feedback to be even more paramount. Feedback is the number one driver of student learning (Education Endowment Foundation, 2018). Providing quality feedback is always important; however, sometimes I feel like I spend twice as long trying to think about exactly how I am going to convey the necessary information to my students. The purpose of this article is to suggest a few quick tools, which may help you to more efficiently provide feedback.

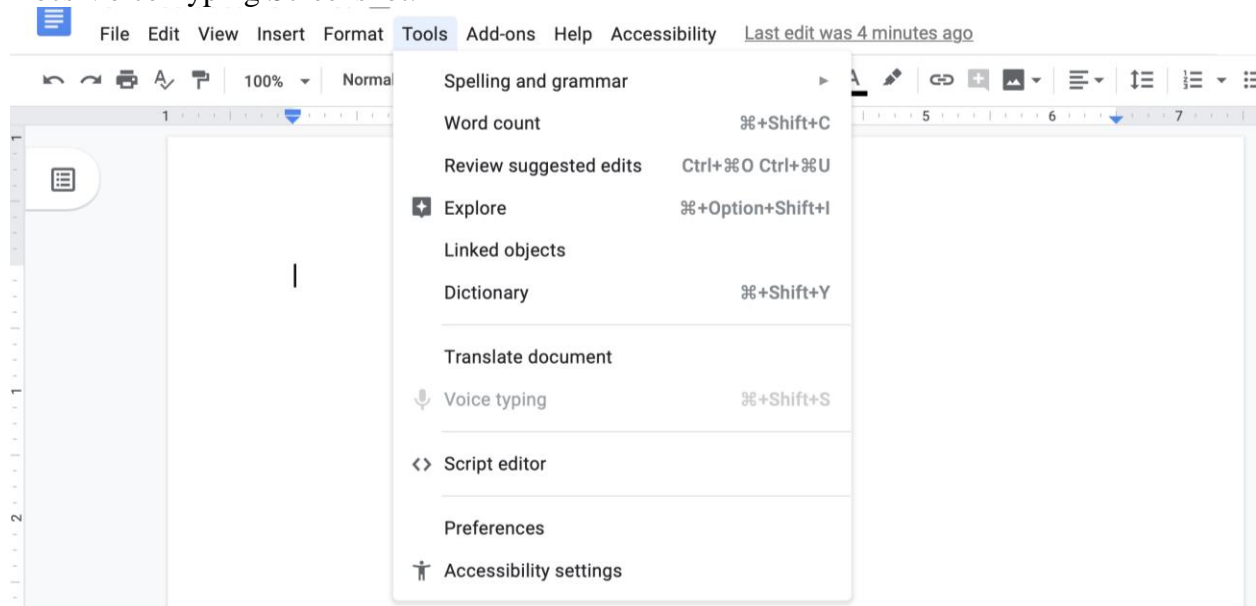
\*Dictation tools: Do you ever use talk to text on your phone? Essentially, this is the same feature. I'm not even typing this article – I am using a dictation feature. I typically find that I can talk faster than I can type. Can you? Most people can speak up to three times faster than they type (Ruan, Wobbrock, Liou, Ng, & Landay, 2018). Several word processing programs including Microsoft Word and Google docs have integrated dictation features (Microsoft Word dictation and Google Docs Voice typing). These features can help users to be effective and efficient when providing feedback. I find that I provide more quality and extensive feedback when using a dictation tool versus traditional typing. Pro Tip: Always read over your dictations.

Microsoft Word Dictate Tool Screenshot:



Google

Docs Voice Typing Screenshot:

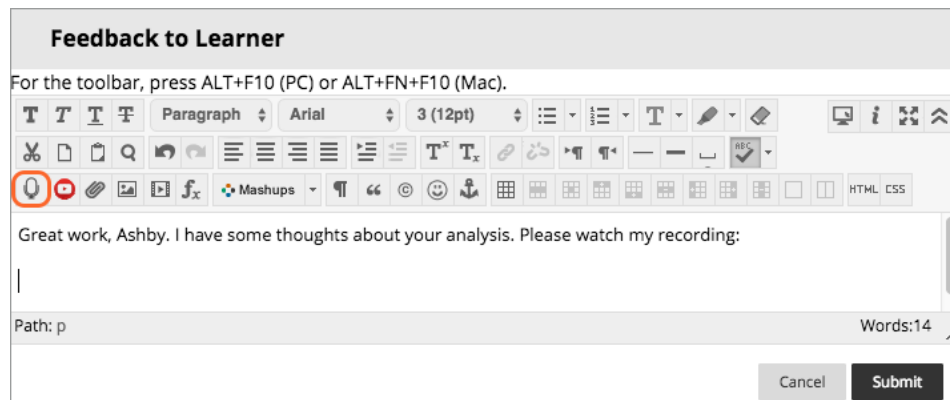


\* [Floop](#): Floop is a website and mobile application designed to provide faster, more meaningful feedback on student work. Using Floop, faculty can save written comments and hyperlinks they use frequently. Faculty can also integrate anonymous peer reviews. Students can self-evaluate their progress and have the opportunity to respond to faculty feedback through text safely within the platform.

\* [Kaizena](#): Kaizena is very similar to Floop except it is a Google Chrome extension and website. The key difference is the integration of audio and voice comments. Faculty provide voice comments and students can respond safely via text or voice comment safely within the platform. Faculty can also create rubrics, track skills, implement peer reviews, and identify error trends in student writing on Kaizena.

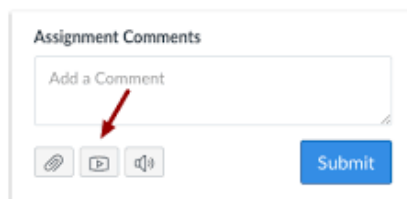
\*Audio/Video Feedback Integrations on Learning Management Systems: Several of the leading LMSs including Canvas and Blackboard provide integrated audio and video feedback features embedded with each course assignment. Often I want to have my students physically listen and visually see me providing their feedback. Feedback is commonly and unintentionally misinterpreted. When using audio or video feedback, the misinterpretation is likely lessened. If your institution uses Moodle: try the [Poodll](#) plug-in, which offers similar features.

Blackboard Screenshot: Check out Blackboard's help page [here](#) for more information



Canvas Screenshot: Check out Canvas' help page [here](#) for more information.

#### Add Media Comment



To record a video or audio comment, click the **Media** icon.

I hope you will consider exploring these effective and efficient feedback tools next semester. If you have any questions, please reach out to me via email at [jcarr@bridgewater.edu](mailto:jcarr@bridgewater.edu) or on any social media platform via @DrJennieCarr.

## References

Education Endowment Foundation (2018). Teaching & Learning Toolkit: Feedback. Retrieved from: <https://educationendowmentfoundation.org.uk/pdf/generate/?u=https://educationendowmentfoundation.org.uk/pdf/toolkit/?id=131&t=Teaching%20and%20Learning%20Toolkit&e=131&s=>

Ruan, S., Wobbrock, J.O., Liou, K., Ng, A., & Landay, J.A. (2018). Comparing speech and keyboard text entry for short messages in two language on touchscreen phones. Association of Computing Machinery: Interactive, Mobile, Wearable and Ubiquitous Technologies. <https://doi.org/10.1145/3161187>

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## Are You Interested in a Service and Leadership Position within AILACTE?

By Jackie Crawford

We are looking for some teacher education faculty members who want to serve and lead within AILACTE. Our association is divided into four regions, and Regional Representatives work together with State Representatives to coordinate and advocate for all states. Hillary Merk serves as the West Regional Representative, Jackie Crawford works in the Midwest, Jennie Carr represents the South, and Chandra Foote coordinates in the East. We have several states where we need State Representatives, and we encourage you to volunteer.

I started my service in AILACTE as the state representative for Iowa. After a few years, I became the regional representative for the Midwest, and I now serve on the AILACTE board. Through my work as a State and Regional Representative, I have met so many wonderful colleagues from across the country. Our work during the annual conference is always invigorating, and serving as a State Representative is a great addition to your curriculum vita.

State Representative responsibilities include: Provide information to AILACTE regarding contact information for private/independent institutions in your state, Provide feedback to AILACTE regarding issues facing the private/independent institutions in your state, Recruit new members, Communicate with your Regional Representative, and Attend the AILACTE Annual Meeting (or send a designee) to participate in the State Representatives Luncheon. We hope you will consider serving as a State Representative for AILACTE. If you live in one of the states below, simply contact Alyssa Haarer ([a.haarer@yahoo.com](mailto:a.haarer@yahoo.com)) to let her know of your interest. If you know teacher educators who live in other states, please encourage them to volunteer.

Alabama	New Hampshire
Alaska	New Jersey
Arizona	New Mexico
Connecticut	North Dakota
Delaware	Ohio
District of Columbia	Oklahoma
Hawaii	Rhode Island
Idaho	South Carolina
Kansas	South Dakota
Louisiana	Texas
Maine	Utah
Mississippi	Vermont
Montana	Wisconsin
Nebraska	Wyoming
Nevada	

Our goal is to have a State Representative for every state. Please help us meet our goal.



## Regional Reports

### **East Regional Representative Chandra Foote Niagara University, Niagara, New York**

#### **Chandra Foote Niagara University**

Governor Cuomo directed the closing of all New York p-12 schools by March 18, and extended closures from April 1 until at least April 29, 2020. Teacher candidates completing field experiences during the spring semester were permitted to either continue their work through distance education under the guidance of their cooperating teacher, or complete alternative virtual experiences. The New York State Department of Education required each IHE to submit an alternative plan by April 30 for candidates not completing typical field experiences. Candidates who have not completed the edTPA as part of their spring 2020 student teaching experience were permitted to complete a safety net standardized assessment measure, Assessment of Teaching Skills-Written. If Pearson VUE testing centers do not open by May 1, 2020, candidates may be exempted from other certification examinations if they were completing their culminating semester in spring 2020.

### **South Regional Representative Jennie Carr Bridgewater College, Bridgewater, Virginia**

#### **Alabama**

- We would love to know more about what is happening in Alabama. Do you know anyone who would be interested in serving as a state representative? If so, please have them contact the South Regional Representative, Jennie Carr – [Jcarr@bridgewater.edu](mailto:Jcarr@bridgewater.edu)

#### **Florida, Holly Atkins**

- Of course, the challenges to initial teacher preparation programs have been heightened in these past few months. However, I have seen an even greater spirit of collaboration and camaraderie both among the various institutions of Higher Ed, and the Florida Department of Education (FL DOE). We have held a number of Zoom meetings to share processes and procedures both with completion of field placements this spring and looking down the road if PK-12 classes are still online in the fall. The bureau chief from the FL DOE and others have been active participants in those meetings -- even being part of the breakout groups. The sharing of resources has been incredible. I know I speak for others when I say how now, more than ever, this positive collaboration has been so very important.

#### **Louisiana**

- We would love to know more about what is happening in Louisiana. Do you know anyone who would be interested in serving as a state representative? If so, please have them contact the South Regional Representative, Jennie Carr – [jcarr@bridgewater.edu](mailto:jcarr@bridgewater.edu).

#### **Linda Neuzil, North Carolina**

- NC has signed an agreement with AAQEP—in addition to CAEP—for national accreditation. More EPPs are looking at AAQEP because of their inclusion of context and mission.
- The NC legislature is looking at how to evaluate EPPs. Requiring EPPs to demonstrate diversity as a sanctionable metric is a topic of debate—along with the need to increase the teacher pipeline.
- NC has approved 5 non-IHE EPPs in an effort to increase the teacher pipeline (Teach for America, Troops to Teachers, Western Governor's, and two school districts).

### **Cindy Melton, Mississippi**

- A current focus of EPPS is the continuing to work towards improved literacy preparation for our candidates, and the changes that may need to occur during educator preparation to assist with this.

### **South Carolina**

- AILACTE would love to know more about what is happening in South Carolina. Do you know anyone who would be interested in serving as a state representative? If so, please have them contact the South Regional Representative, Jennie Carr – [jcarr@bridgewater.edu](mailto:jcarr@bridgewater.edu).

### **Diana Yesbeck, Virginia**

- Many schools are doing great with moving forward with the new Elementary Education Major Proposals through the Virginia Department of Education (VDOE). VDOE approved 15 institutions to begin with offering majors for 2019-2020. More Virginia institutions will follow with their proposals this summer.
- EPPS in VA continue to work with our national accrediting agency, CAEP. With increased communication efforts and timeliness of reports, etc., we are hopeful for a much stronger and beneficial relationship.

### **West Virginia**

- We would love to know more about what is happening in West Virginia. Do you know anyone who would be interested in serving as a state representative? If so, please have them contact the South Regional Representative, Jennie Carr – [jcarr@bridgewater.edu](mailto:jcarr@bridgewater.edu).

### **West Regional Representative Hillary Merk University of Portland**

Oregon is under an Executive Order from the Governor Kate Brown to Stay Home; Stay Safe. Subsequently, the governor released guidance for all Oregon's higher education institutions to cancel all in-person classroom instruction through April 28 and for Oregon's higher education institutions to move their curriculum to online learning wherever they are able. Oregon Teachers and Practices Commission (licensing authority in Oregon) is faced with decisions about such things as students passing statewide assessments and the edTPA, as are other licensing authorities in other states in light of school closures due to the coronavirus. Higher education institutions are faced with decisions about conducting candidate observations of teaching when the candidates' schools are closed. The University of Portland and other institutions have moved to online learning for the rest of the semester.

EdWeek is providing National Center for Education Statistics state-by-state information about school closures in various states. It is updated daily at the following link:

<https://www.edweek.org/ew/section/multimedia/map-coronavirus-and-school-closures.html>

Below is a snapshot of the West Region and school closures according to EdWeek as of March 26, 2020. Kansas was the first state to close schools for the remainder of the school year.

**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.

**Views from the 2020 Annual Meeting in Atlanta, Georgia  
February 27-28, 2020**



**President David Cherry and Treasurer David Coffman  
Preside Over the Annual Business Meeting**

## AILACTE 40<sup>th</sup> Anniversary Celebration

Continuing to Advance, Adapt and Advocate for Teacher Education in Independent Liberal Arts Colleges



**Jill Lederhouse (2010-2012)   Ann Shelley (1989-1990)   Mike Hillis (2014-2017)   David Denton (2017-2019)   Marilyn Guy (1987-1988)**

**(Not pictured: Mark Hogan (2012-2014))**

A highlight of the AILACTE 40<sup>th</sup> Anniversary Celebration was the presence of six AILACTE past presidents. Each of the presidents joined in a discussion called “Past as a Prologue to AILACTE’s Future.” They shared the highlights of their term, as well as the challenges that faced teacher education. Each ended with comments regarding AILACTE’s bright future. This was a wonderful opportunity to recognize their leadership, dedication and vision. A lovely fellowship reception followed their comments. There was an opportunity for all conference participants to talk, reminisce and join together in thanking our leadership—past, present and future.



## Conference Sponsor Presentations

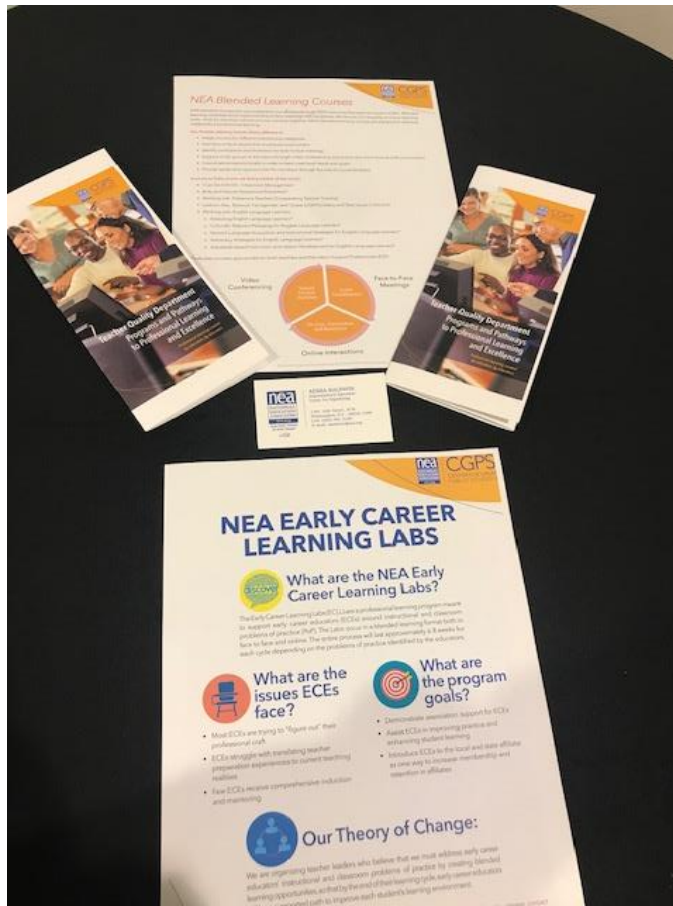


**Sponsor Presentation by Council for the Accreditation of Education Preparation (CAEP)**



**Sponsor Presentation by GoReact**





**Sponsor Presentation by the National Education Association**

**Breakout Sessions**











**Thank you to Alyssa Haarer, our Executive Assistant, and Jackie Crawford for overseeing the excellent conference registration process.**



## **Regional Representatives Luncheon**





## Round Table Sessions

