



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

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## Annual Meeting and Conference, February 21, 2019, Louisville, Kentucky

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### From the President *David Denton*



Dear AILACTE Friends,

It was wonderful seeing AILACTE members at the Annual Conference in Baltimore. After several years of participation, I have come to believe AILACTE provides opportunities unlike many other professional organizations. It is more personal and focused, there are many opportunities to participate, and members have many things in common. We share research interests, we share challenges, and perhaps most importantly, we share collective commitment to preparing exceptional educators in the tradition of liberal arts. Once each year, at the Annual Conference, we come together to reaffirm individuals, community, democratic principles, and equity. While each of these principles has equal share as part of AILACTE's identity, the Annual Conference most exemplifies member commitment to community. It is a special feature of the organization that shows itself best at the Conference.

Similar to past years, participation in the Annual Conference was representative of membership, with members such as Albion College, Berea College, to Trinity Christian College and Wheaton College. The Conference theme for 2018 was *Renewing Our Commitment to Principles of Independent Liberal Arts Preparation*. By the end of the Conference, it seemed we had lived up to the theme. In different ways, we had renewed our commitment to our institutions, to our colleagues, and even to one another and to the important principles that guide liberal arts education. Along with general attendance, members renewed their commitment by leading presentations and roundtable discussions. Topics ranged from *Liberal Arts Makeover*, to *Teaching Science as Inquiry*, to *The Power of Mentoring Groups*. We renewed our commitment by holding an un-conference to discuss impromptu areas of interest, including developing leaders, establishing research agendas, and forming partnerships. We renewed our commitment by celebrating individual achievements. Trish Harvey from Hamline University was recognized as AILACTE Scholar and Kirsten Koetje from Seattle Pacific University was recognized as AILACTE Graduate Scholar.

We also demonstrated our commitment through the many volunteers that keep AILACTE moving forward. They contribute numerous hours to ensure AILACTE is achieving its mission. They support the organization by serving as AILACTE Journal Editors; they review applications for Scholar and Graduate Awards; they review proposals for the Annual Conference; they serve as AACTE Affiliate Representatives, AACTE Standing Committee Representatives, AILACTE State Representatives; and they serve as AILACTE Executive Board members. The list of service venues is long, unsurprisingly,

since AILACTE is truly an organization guided by members. Indeed, opportunity to serve and be involved is one of the benefits of AILACTE.

As in past years, the Conference included an address by the AACTE President. This year's address was memorable, for its substance and optimistic tone. We were fortunate to hear from Dr. Lynn Gangone who has firsthand experience with private independent institutions. Before Dr. Gangone was selected as AACTE President, she served as Dean of Colorado Women's College at the University of Denver, a private institution. She also worked as vice president of the Maryland Independent College and University Association, where she led academic policy and lobbying efforts, specific to teacher education in the independent institution sector. It was easy to tell from Dr. Gangone's talk that she has deep admiration for AILACTE members. She is thinking strategically about the future and about AILACTE. She recognizes the important role of private independent liberal arts institutions in the work of preparing exceptional educators. While AILACTE members renewed their commitments, Dr. Gangone reaffirmed the contribution of AILACTE institutions to achieving the vision and mission of AACTE.

The year is coming to a close, and reflecting back shows there are many successes worth celebrating. Perhaps the greatest success, however, is feeling a sense of inspiration for the coming year. AILACTE Executive Committee is inspired. The Executive Committee reconvenes in June to begin planning for the coming year. There is a good deal of work ahead and we are thankful to partner with you in getting it done. We are thankful for you individually and for your institutions. We are thankful because you have contributed to the success and flourishing of the organization. We look forward to your ongoing partnership and to a bright future for AILACTE.

Wishing you all the best,  
David W. Denton, Ed.D.  
AILACTE President

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## 2018 AILACTE Scholar

### **Trish Harvey Hamline University**



Trish is working with an urban school district to investigate digital learning in K-2 classrooms. She is researching how teachers use Seesaw on iPads to collect formative assessment data in the classroom. Seesaw is a digital student portfolio system. The district has 1-to-1 iPads and this study will help to identify challenges and celebrations in how digital learning is used in classrooms. Additionally, teachers are asked their perceptions and examples related to technology and equity in the classroom. Research tools include surveys, interviews, classroom observations and Seesaw usage data.

This research partnership between Hamline University and the public school district will help Hamline faculty better prepare student teachers and inform current teachers on the best practices related to digital tools. Additionally, the results can be used to assist the district in designing effective professional development opportunities for their teachers that can increase the productive use of technology and positively impact student learning.

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## 2018 AILACTE Graduate Scholar

### **Kirsten Koetje, Teacher Education Instructor and ARCSE Program Coordinator, Seattle Pacific University (SPU)**

#### **Video Analysis: A Hammer in the Teacher Prep Toolbox?**



Working in teacher education at Seattle Pacific University (SPU), I have come to wonder: What are the most impactful strategies offered in teacher preparation programs? As I milled over this question for the last couple of years as a PhD student, I simultaneously overtook some responsibilities for our online program offerings and came to the topic of candidates' own video analysis. Video analysis provides a suitable strategy for pairing the theoretical with the practical; it offers a bridge. With the ubiquity of smart phones and recording devices, it has become more and more common and convenient. The edTPA, a certification requirement in Washington State, requires video clips of candidate instruction and analysis in Task 2: Instruction. National Board Certification also requires video analysis, suggesting video's important place within the teaching profession. Bandura's theory of self-efficacy asserts that having personal success in a somewhat challenging environment can strengthen one's own belief in the ability to carry out certain behaviors. Using the authentic artifact of their own classroom instruction, video analysis may provide a vehicle for witnessing and noticing those overcoming moments. At SPU, we have multiple graduate teacher certification programs, including an entirely online track that mirrors a hybrid online/face-to-face track. The 2017-18 year introduced a more systematic use of classroom video recordings for supervisor observation purposes for the online track. My research will look to see if frequent practice with video analysis improves teacher candidates' instruction and analysis as measured by a composite of edTPA Task 2 scores. This will be an ex-post facto, causal-comparative design since I will be using historical SPU data along with 2018 incoming scores. Score differences will be compared between three naturally occurring groups within our programs: 2016-17 online cohort, 2017-18 online cohort (systematic video recordings), and the 2017-18 hybrid cohort.

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### **Future Annual Meetings—Hope to See You There! Jackie Crawford**

**The 2019 AILACTE Annual Meeting will be held in Louisville, Kentucky. The date is tentatively scheduled for February 21, 2019.**

**The 2020 conference will be in Atlanta, Georgia, and the 2021 conference will be in Seattle, Washington.**

## State Representatives' Breakfast News:

### **Chandra Foote—Niagara University, Niagara, New York**

Susan Nesbitt Perez, Vice President for Outreach, on the Commission on Independent Colleges and Universities represented the independent colleges for teacher education in New York State on the TeachNY Statewide Roundtable where discussions were held across the state on teacher supply and demand, clinical residencies, and other issues pertaining to the current and future teaching workforce needs. The roundtable's work will continue as the New York Teacher Table. New York is only the second state to launch a Teacher Table based on a national model established by the Council of Chief State School Officers (CCSSO) and the College Football Playoff Foundation (CFPF).

### **Nili Luo—Southwest College, Winfield, Kansas**

On April 17, 2018, Gemini II, a new redesign plan to change Kansas education over a 10-year cycle was launched. It's a voluntary program that districts may choose to do that aims to have 95% graduation rate for secondary students as one of its results. School districts may apply if they will commit one elementary and one secondary school for the redesign. Regional support will be given to districts from an identified regional site to lead school districts through the design process. Principals have to be willing to allow teachers to lead so the project is truly a team approach. There are no limits to the number of schools that may apply.

### **Janet Arndt—Gordon College, Wenham, Massachusetts**

MA Department of Elementary & Secondary Education Educator Preparation unit had released new guidelines for pre-practicum requirements. Colleges and universities have to redesign prepracticum experiences so that they start with low involvement and go to high involvement prior to the practicum. Students must be evaluated a minimum of two times in the pre-practicum experiences. Instructions for targeted feedback are being offered to the sponsoring organizations. Host teachers are able to have prepracticum students in their classrooms, but only supervising practitioners who have gone through the CAP training are able to give feedback for observations in the prepracticum along with program supervisors. MA has developed a supervising practitioner endorsement.

### **Jackie Crawford—Simpson University, Iowa**

Several bills related to the elimination of pedagogy and subject-area assessments for teacher preparation candidates have been filed in the Iowa Legislature this session. Some of the bills referred to shortage areas only, but a bill that has made it through the House and is still moving forward in the Senate would eliminate the assessments for all teacher education students. If the bill makes it to the Governor's office, it is likely the measure will be enacted immediately.

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***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.

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## Tech Tips

### *Jennie Carr, South Region Representative*

#### **Flipgrid: Empowering Student Voice**

*The teacher asks a question. One or two students respond. Another question is posed but again the same student shares a response creating only minimal student engagement. This scene is played over and over again in many classrooms. Teachers are frequently looking for ways to increase student engagement.*



Flipgrid was designed to promote student voice and student engagement. Flipgrid is a free platform where teachers create a brief discussion-based prompt where students respond. The difference is the responses are all recorded videos. Flipgrid's goal is "100% engagement for everyone" because unlike the scenario above Flipgrid offers the opportunity for every student to respond to the teacher's question. The teacher can review video responses to identify student understanding as well as see facial expressions and hear voice intonation. Flipgrid incorporates fun stickers, giphy's, and emojis to personalize the user experience and mimic current social media filter trends.

Utilized in over 150 countries, Flipgrid's interface is simple for teachers and students. If you can create a video on your phone, you can use Flipgrid. The platform works with any internet enabled device and is compatible with most learning management systems. This versatile tool is adaptable to any content area. It can be used for every age group from preschool to graduate school. Flipgrid can be implemented in endless ways such as, but not limited to, a bell ringer, debates, appsmashing, exit ticket, or discussion forum. To get started, teachers sign up for a free account. Then create a grid code and write a discussion topic or question. The teacher sends the grid code to students. Next, the students create personalized video-responses to submit. Flipgrid notifies the teacher when students respond and offers a variety of teacher tools such as assessment rubrics, view count, responses, engagement hours, and privacy control settings to meet the needs of every learning community.

I encourage you to create your own Flipgrid, say goodbye to the back row, and catch the #Flipgridfever. If you have any questions, Flipgrid offers a free downloadable tutorial for teachers and students as well as a quick start video! As always, you can reach out to me on any social media platform @DrJennieCarr or contact me by email: [JCarr@bridgewater.edu](mailto:JCarr@bridgewater.edu).

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## Randolph-Macon College

### Amber Peacock

Founded in 1830, Randolph–Macon College is a private liberal arts college located in Ashland, Virginia, near the capital city of Richmond. With enrollment of over 1400 students, the college offers bachelor's degrees in 38 major disciplines in the liberal arts, as well as 34 minors, including education. The mission of the college—to develop the mind and character of each student—is achieved by providing a broad interdisciplinary academic foundation, rich multicultural experiences, active learning opportunities, and specific expertise in each student’s chosen major field. With a 12:1 student to faculty ratio, no classes are taught by teaching assistants. While faculty are actively involved in cutting edge research, their priority is excellent teaching. Average class size is sixteen.

The Randolph-Macon College Education Department is committed to developing reflective practitioners who embrace and celebrate diversity, are highly qualified in their content area and 21<sup>st</sup> century teaching skills, and are caring individuals committed to P-12 students and their families. The teacher preparation program is state-approved and accredited by the Council for the Accreditation of Educator Preparation (CAEP). Teacher candidates complete a rigorous minor in education, specified general education courses, and a major program to qualify for a Virginia teaching license in one of the following areas. With careful course planning, strong, organized students can complete the requirements for multiple endorsements (i.e., Elementary and Special Education.)

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- Elementary Education, PK-6
- Special Education, General Curriculum, K-12
- Music Instrumental, PK-12
- Music Choral/Vocal, PK-12
- Secondary Education (subject specific)
  - English, 6-12
  - History and Social Studies, 6-12
  - Mathematics, 6-12
  - Biology, 6-12
  - Chemistry, 6-12
  - Physics, 6-12
  - French, PK-12
  - German, PK-12
  - Latin, PK-12
  - Spanish, PK-12

Field experience is a valuable learning experience that greatly enhances college coursework. From the first education course, R-MC teacher candidates are in the community, working with real P-12 students and professional teachers in local school classrooms. Small education class sizes and partnerships with area schools afford opportunities for personalized guidance, leadership development, collaborative research, and diverse field experiences.

The department faculty work together to create an intellectually safe environment that promotes dignity and respect for all people within the academic community and prepare our preservice teachers to do the same. Our commitment to developing the mind and character of each student is longstanding and is evident in the positive impact of our graduates on P-12 students.



## AILACTE JOURNAL VOLUME XV CALL FOR MANUSCRIPTS

Each year the Association of the Independent Liberal Arts Colleges for Teacher Education (AILACTE) publishes a peer reviewed journal. This year the journal is soliciting manuscripts for a themed edition. The 2018 topic is **Civil Discourse in Difficult Times: The Power of Words**. Project descriptions, research studies, theoretical papers, point of view or opinion pieces, and descriptions of activities that relate to the 2018 theme are appropriate for the journal. If your work does not address the theme for this year, you may want to submit it for the 2019 volume that will not be thematically based.

The 2018 theme is grounded in Quality 1 of AILACTE's Models of Excellence for teacher education that addresses the moral and ethical dimensions of a preparation program's learning community. Exceptional AILACTE institutions view teaching as a moral activity, explained as "a way of acting in relationship to others and situations, [and] the sense of taking responsibility for one's actions as an individual in the professional environment." At the heart of this moral activity is effective communication. One cannot be in true relationship with others if clear, respectful, reciprocal communication does not exist. In this age when public discourse is increasingly vitriolic and sometimes used as an attempt to deflect personal responsibility, it is incumbent upon teacher education programs to model and teach candidates how to use words to foster an understanding of differences and to forge peaceful compromise.

AILACTE asserts that exemplary moral institutions create "an intellectually safe environment that promotes dignity and respect for all people within the academic community." Promoting civil discourse is essential if our institutions and programs are to become and remain safe spaces where all of our teacher candidates—and their future students—both give and receive respect. As you prepare a manuscript for this themed issue of the AILACTE Journal, you may want to consider the following questions: In what ways is your institution teaching and promoting civil discourse among your preservice teachers? How do you encourage the expression of multiple views in your classroom? How can a learning community thrive despite disagreement? How do you teach students that words matter? What structures and pedagogies support the moral dimension of your work with preservice teachers? We look forward to reading your work and learning from your experiences, research, and ideas.

Criteria for submitting a manuscript:

- ❖ Submit electronically by **July 15, 2018**.
- ❖ Use *The Publication Manual of the American Psychological Association (APA), Sixth Edition (2010)* for format and style.
- ❖ Manuscript should be no more than 15 pages, double-spaced.
- ❖ References must be included and are not part of the 15 page maximum.
- ❖ On the cover page list the author(s), institution(s), and contact information.
- ❖ On the cover page, include a three to five sentence autobiographical sketch of the author(s).
- ❖ On the title page list the complete title and an abstract (150 word maximum).
- ❖ Running head and page number on subsequent.
- ❖ Submit in MS Word or compatible software for Windows XP.

Considering our blind review process, please address all correspondence to the AILACTE Journal email address [jackie.crawford@simpson.edu](mailto:jackie.crawford@simpson.edu).

## Views from the 2018 Annual Meeting in Baltimore



**President David Denton welcomes conference attendees at the Opening Session.**



**We honored Michael Hillis for his two terms of service as President of AILACTE and his leadership on the Executive Committee.**



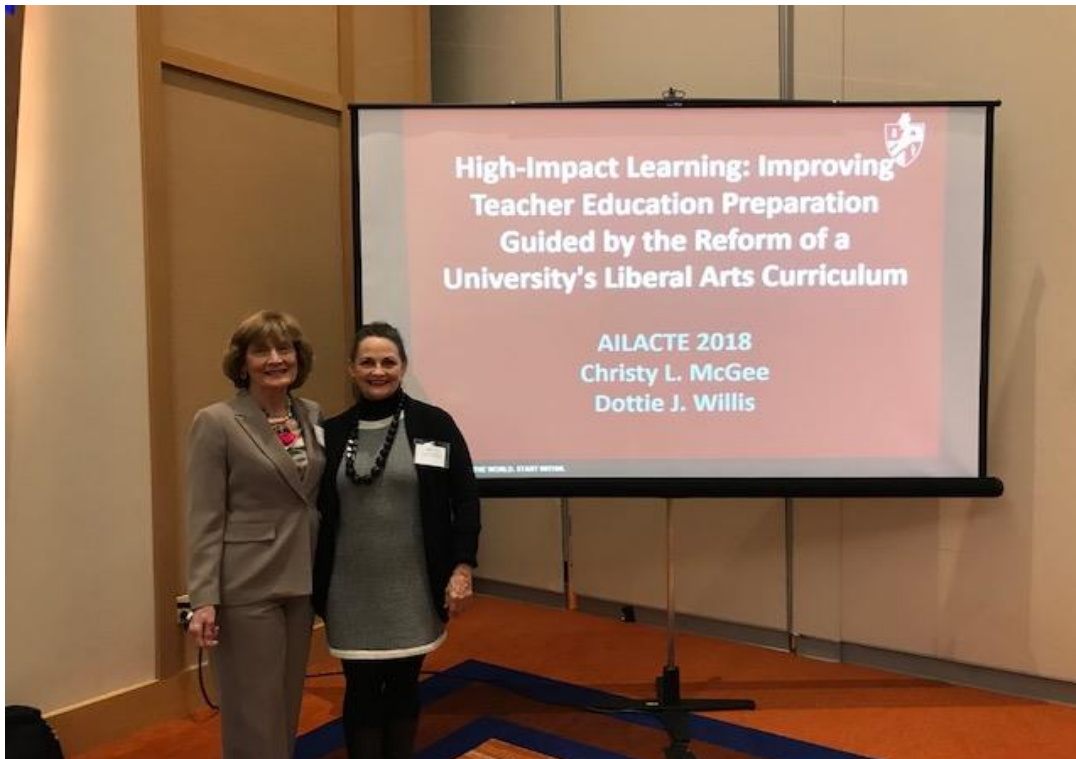
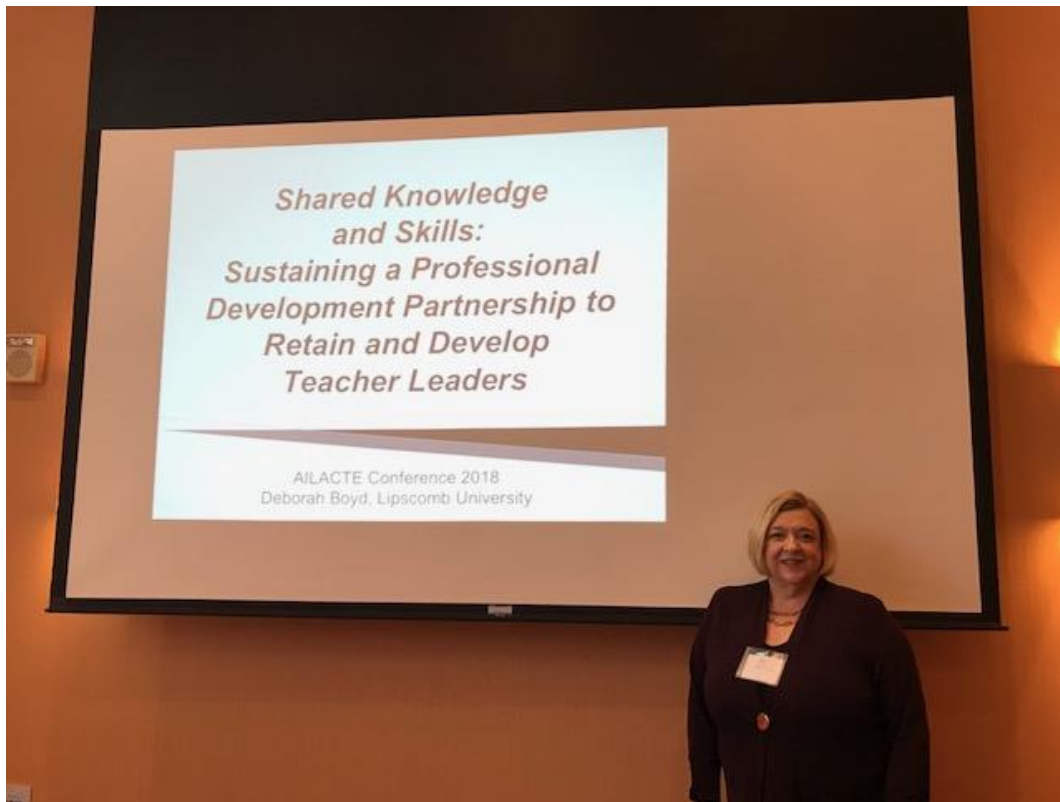


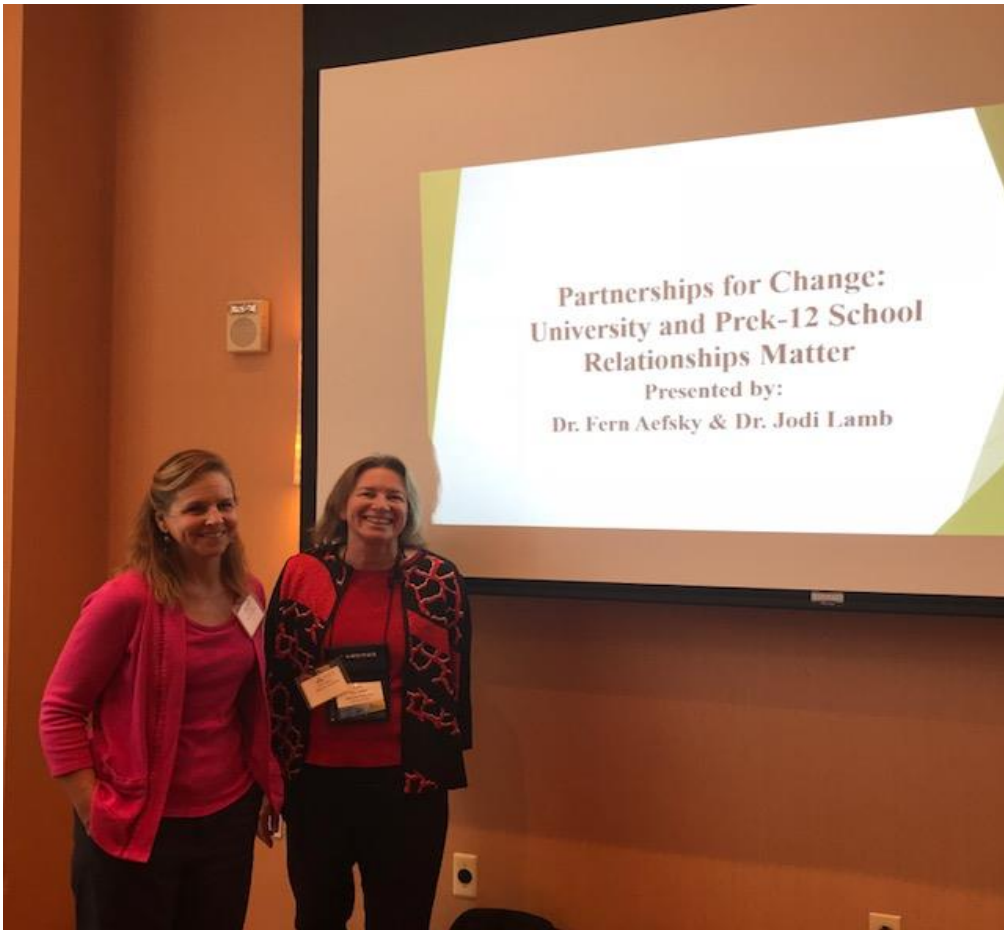
**We honored Sam Hausfather for his service as Secretary and member of the Executive Committee.**

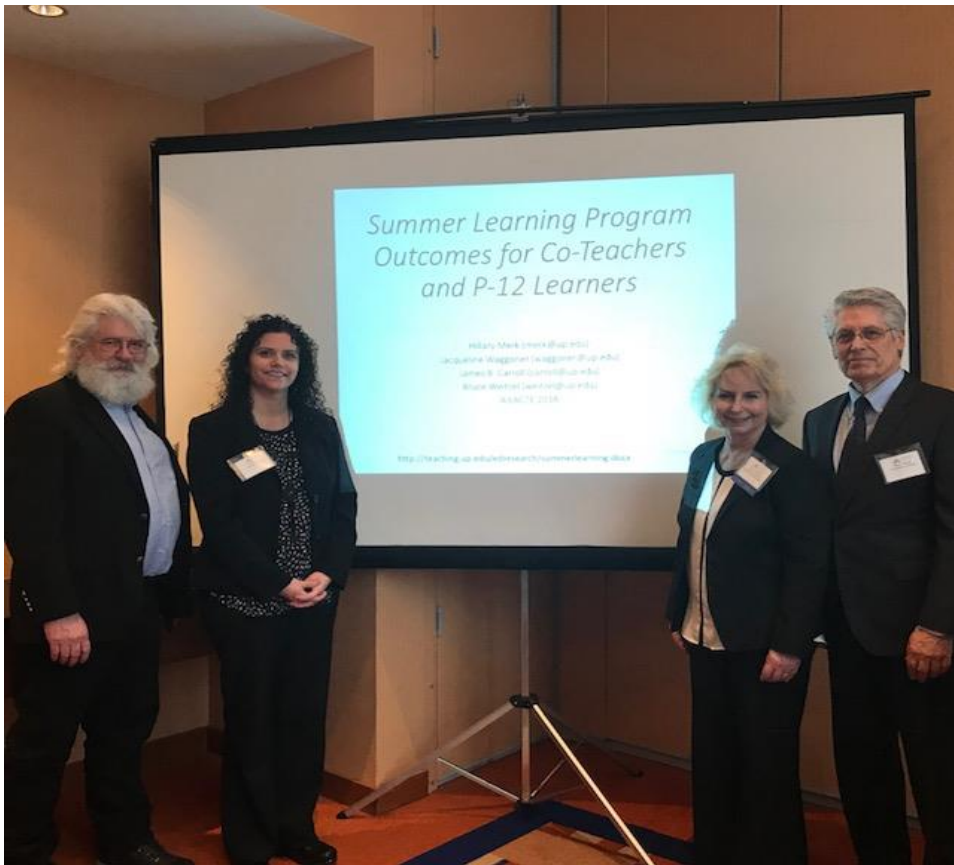
### **Conference Presenters Share Their Expertise**











### Round Tables Participants Engaged in Lively Discussions





Be sure to visit the newly revised website at [www.ailacte.org](http://www.ailacte.org).