



Views and News

The Voice of Teacher Preparation in Independent Colleges



From AILACTE President Reyes L. Quezada, University of San Diego

Buen Saludos/Greetings to all AILACTE Members and Colleagues:

As the incoming President and on behalf of the AILACTE board, thank you to all who attended our first ever virtual annual conference this past February 2021. It was a success thanks to the hard work of many, like Past President Dr. David Cherry, Whitworth University, AILACTE board members who were part of the planning committee, as well as our sponsor, GoReact. It was a pleasure seeing everyone virtually, connecting, and engaging with both member and non-member conference participants. We know it does not replace the face-to-face interaction as

well as the building of community that is experienced meeting at the coffee shop before the morning sessions or meeting for lunch to discuss the sessions attended or relaxing and meeting friends for dinner. Therefore, unless otherwise required that we have a virtual conference, we look forward to seeing all of you at our next AILACTE conference in New Orleans in February, 2022!

This past year, we continued to experience many challenges within K-12 schools, community colleges and universities going virtual due to COVID-19. The pandemic has now resulted in over 550,000 deaths in the United States. Some four-year Private and Independent colleges and universities (including AILACTE member institutions) continue to experience financial hardships. Some are closing their doors and/or laying off faculty, staff, and administrators. We now have a new administration in the White House with the election of President Joe Biden and Vice President Kamala Harris. Nationally we also saw the challenges that resulted in the protest and attack on our nation's capital and to our democracy due to claims that there were irregularities in voting. In the end, democracy prevailed as we saw the peaceful transition of the presidency once the protests were quelled.

A most difficult challenge for the nation and the world was seeing the death of George Floyd, Breonna Taylor, Ahmad Aubrey and the many other injustices done to Blacks in our nation's communities which further propelled antiracism sentiments and the Black Lives Matter movement in support of all races. Many marches took place throughout the United States and the world bringing awareness of antiracism in their own countries to marginalized communities. These protests against Antiracism of Blacks and people of color and most recent the rise of Anti-Asian Americans/Asian Pacific Islander community. This resulted in attacks, including the shooting and deaths in Georgia primarily people of Asian descent, and the elder lady being kicked in New York cannot continue. As a nation, we need to reflect on our values and beliefs as to how we may rid discrimination and inequities for a more socially just nation. These changes can start in our K-12 schools as well as our universities by having the educational programs, resources, curriculum and culturally proficient policies to fight discriminatory practices that address antiracism at its core.

There is hope. We saw colleges of education as well as K-12 schools rise to the challenges last Spring in meeting our students' needs. Practically all instruction went virtual and educational systems responded. Much has been learned in the transition from March, 2020-Spring, 2021 and we will continue to learn as we transition back to normality. Over this past year, inequities in the digital divide have been evidenced in low-income communities. Even though many students had the technology and hardware, the connectivity and the instructional support was not all there on an equal basis. We saw how in some communities students attempted to connect in parking lots of fast food restaurants or in school parking lots in order to access the internet.

In our case, as educator preparation programs (EPPs), we responded by attempting to meet the needs of our teacher candidates. Some responding much better than others. Instruction and clinical placements went virtual through the use of video-based supervision and feedback. Our university supervisors, who were probably the least trained, also became more technologically savvy in short periods of times. In the fall of 2021, some of our teacher candidates will step into K-12 classrooms without having any face-to-face instruction in their teacher education programs and without ever stepping into an elementary or secondary classroom as part of their clinical teaching experience. Much research has surfaced with regard to the effectiveness of remote teaching and learning as well as with the supervision of student teachers through video-based supervision and feedback, but the questions have not changed. How do we best prepare our teacher candidates to meet these new challenges? How do we maintain the humanistic

components? Most likely instruction will continue to evolve by providing teacher candidates more opportunities to receive instruction in a face-to-face mode as well as hybrid.

More than ever, K-12 students and our teacher candidates will need the compassion, care, well-being and empathy to finish this year. We will all get through together if we support each other and learn from each other. Our work as teacher educators is essential—we are the essential workers who prepare the best teachers in the world to work with our ethnically and linguistically diverse students in our nation’s schools. We, as an AILACTE community, need to continue to advocate for the best resources for ourselves, our teacher candidates and our K-12 students so we may do our jobs effectively.

AILACTE Journal:

I want to remind our AILACTE members to share our AILACTE journal as Editors Jacqueline Crawford (Simpson College) Elizabeth Leer (St. Olaf College) and their team have released and mailed the latest issue. Please share with colleagues and encourage them to submit manuscripts for review for possible publication. Also, keep an eye for a “Special on-line Issue” to be published and released shortly titled: *Bearing Witness, Speaking Truth, Taking Action: Creating and Centering Transformative, Responsive, Healing Spaces of Resistance to Enact Anti-Bias, Anti-Racist Teacher Education* by Guest Editors Dr. Kimberly A. White-Smith, (University of La Verne) and Dr. Betina Hsieh (University of La Verne) in California.

2022 AILACTE Conference: The AILACTE board will be meeting virtually in June to further discuss the 2022 conference scheduled for New Orleans to coincide with AACTE. We will decide if the meeting will be held in a hybrid, virtual, or face-to-face mode. Once a decision has been made, we will inform our AILACTE members and institutional representatives. We will also include updates on our website as soon as details become available.

2022 Call for Proposals: Later this summer and early fall, AILACTE member institutions will be receiving the 2022 call for proposals based on the conference theme and session strands. The board encourages you to visit the AILACTE website (www.AILACTE.org) for updates on the conference as well as for deadlines for both awards and the call for proposals on topics of interest, as well as for the resources we provide. We also want to hear from you for your expertise as to how we can best serve our AILACTE members.

Don’t forget to renew your membership!

It’s not too late to update your AILACTE dues payment. If you already have renewed, thank you very much! If you have not taken the opportunity to do so yet, please process the AILACTE invoice at your earliest convenience or go to https://ailacte.org/form.php?form_id=8 . This will allow your voice to be heard as AILACTE continues to advocate 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!!!!” There is a printable membership form at the end of this document.

Janet S. Arndt, AILACTE Secretary

5 Ways to Get Involved in AILACTE

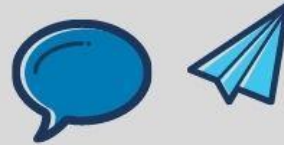
Association of Independent Liberal Arts for Teacher Education



Join AILACTE

We are a vibrant group of passionate teacher educators affiliated with AACTE who support independent liberal arts teacher education programs. [Click here!](#)

STEP
01



Submit a National Conference Proposal

Join us in Atlanta, GA! To find out more check out the conference proposal page and read about our exciting conference themes!



Be a conference reviewer

Want to add a national conference review to your CV? Contact info@ailacte.org for additional information about this opportunity.

Contact your regional representative with questions

STEP
02



Submit for an award!

AILACTE sponsors the Scholar, Graduate Scholar, and Model of Excellence Awards.

New in 2020 - the Diversity and Inclusion Change Agent Award. Check out all our awards.

STEP
03

STEP
04

Be a state representative



Are you looking for a service opportunity! We are seeking state representatives in all regions! Reach out to your regional representative if you are interested in serving.

STEP
05



Jennie M. Carr
South



Jackie Crawford
Midwest



Chandra Foote
East



Hillary Merk
West

Regional Reports

East Regional Representative Chandra Foote

Massachusetts (Priscilla Nelson)

While many private schools remained open throughout this school year, public schools either continued remote instruction or shifted to a hybrid model. In March, the Governor and others urged districts to return to in-person learning by April 5th given assurance of increased access to the vaccine. By mid-March, the vaccine was made readily available to teachers and school staff. Some districts chose to apply for waivers to delay in person instruction to later in April. Few waivers, mostly from urban areas that were entirely remote this school year, were approved. Testing Centers where the Massachusetts Tests of Educational Licensure (MTEL) is administered were reopened. An increasing number of MTEs are now available online. The new Foundations of Reading (190) MTEL was administered starting in February. Comparing test objectives from the former reading test to the new reading test objectives reveals increased emphasis on evidenced-based strategies and application of knowledge. The word *demonstrate*, for example, does not appear in the previous test objectives while it appears 64 times in the new test objectives. Currently, teacher candidates may student teach prior to passing required MTEs and then teach temporarily on a *provisional license*. However, teacher candidates must meet all requirements including successfully passing licensure tests to receive an *initial license*.

The [Mass Literacy](#) initiative is rolling out with emphasis on evidence-based early literacy. The initiative website provides numerous resources for elementary schools and teacher preparation. Notable effort has been made and continues to support preservice teachers in their preparation and current in-service teachers with the same evidence-based research and methods in support of developing a strong literacy foundation in grades PreK – 3.

New York (Chandra Foote)

The New York State Department of Education (NYSDE) has partnered with SCALE to help teacher education programs navigate completion of the edTPA in virtual field placements. NYSED has also extended the timeline for programs to teach virtually through the 2021-2022 academic year.

Pennsylvania (Rachel J. Hickoff-Cresko)

Act 136 of 2020 waives the Basic Skills requirement in PA statute through June 30, 2021 for preparation program entry or application for certification. Students enrolled in a Pennsylvania institution and seeking to become certified to teach in Pennsylvania do not have to meet the basic skills requirement for entry into a preparation program. The Department of Education is

permitting online proctoring for the PreK–4 assessment. Online proctoring allows candidates to test securely from home, school, or business.

South Regional Representative Jennie Carr

Georgia (Monica Willingham)

Most of the institutions in Georgia have been virtual since August. A few of the smaller institutions are hybrid and some have been face-to-face all year. The larger school districts in Georgia will be virtual until vaccinations have been received. Those districts are starting to go back on a variety of different schedules with virtual learning still being an option. Our smaller school districts have been hybrid and some have been face-to-face all year. Field placements have been difficult for all of us this year. Our candidates in Georgia are doing exceptionally well making adjustments as necessary. Local school districts are meeting the first week in April, 2021 to make decisions about next year. For most of our institutions across the state, it is hopeful that we will be back face to face.

The Georgia Professional Standards Commission (GaPSC), is committed to supporting a viable educator pipeline, with the guidance of stakeholders from the field. In addition, we remain greatly focused on multiple streamlining and enhancement initiatives and effective communication with those we serve, all to support the educator workforce. Part of this charge is the implementation of multiple flexibility measures in response to COVID-19, one of which included extending most certificates through June 30, 2021. While the GaPSC did not anticipate additional COVID-19 flexibility measures past the substantive ones put in place in Spring 2020 and Summer 2020, they are continuing to monitor the impact of this unprecedented challenge and adjust our policies as needed. We have since determined an additional measure is needed for Fall 2020 program completers. Two policy changes regarding the GACE Program Admission Assessment (PAA), are scheduled to become effective July 1, 2021.

Virginia (Diana Yesbeck)

At no other time was education more respected and more important than during the spring of 2020 when the World Health Organization (WHO) declared a global pandemic as the COVID-19 virus spread among populations around the globe. As K-12 schools were closing and making decisions about how to continue instruction through online modalities, institutions of higher education were doing the same. However, institutions with teacher preparation programs, among other things, concentrated on supporting teacher candidates who were finishing up their clinical experiences to be eligible for state licensure. Fortunately, in Virginia, the Virginia Department of Education (VDOE) provided regular communication to answer questions and provide support, specifically for teacher candidates who were nearly finished with their programs. VDOE allowed teacher preparation programs across the state to submit alternative activities to substitute for the remaining necessary hours to complete clinical experiences. Furthermore, VDOE allowed one-time licensure options for those candidates who still needed to complete standardized testing but could not complete because testing sites had closed. From these experiences in spring 2020, lessons were learned in general, and specifically, on how best to support teacher candidates in teacher preparation programs. Our accrediting agency, CAEP, has

also changed their standards of accreditation to include mandatory online field experiences for all candidates, and CAEP also made changes related to data collection and site visits. As AY 2020-2021 continues, all models of teaching continue for effective teaching and learning. Hybrid, in-person, and virtual college courses are taking place; field and clinical experiences continue in virtual modalities and in-person, and our K-12 school partners continue to welcome and mentor our teacher candidates. Furthermore, there has been a greater demand for our education students and teacher candidates to offer tutoring to neighboring families as they continue to support at-home learning. We expect to continue to learn and adjust as necessary to keep the focus on the important work we do as teacher educators, and we feel fortunate that our programs continue to grow as we assist in narrowing the gap of teacher shortages in K-12 schools, nationally and within our state.

Midwest Representative Jacqueline Crawford

Iowa

Iowa, once a progressive state, is on the verge of passing legislation (HF 802) that will ban training by public institutions that focus on “divisive concepts.” Some of the concepts that are described as divisive are: 1) teaching that the United States of America and the state of Iowa are fundamentally or systemically racist or sexist; 2) teaching that an individual, by virtue of the individual’s race or sex, is inherently racist, sexist, or oppressive, whether consciously or unconsciously; 3) teaching that an individual, by virtue of the individual’s race or sex, bears responsibility for actions committed in the past by other members of the same race or sex; 4) teaching that any individual should feel discomfort, guilt, anguish, or any other form of psychological distress on account of that individual’s race or sex; 5) teaching that meritocracy or traits such as a hard work ethic are racist or sexist, or were created by a particular race to oppress another race.

Public, higher education institutions “may continue training that fosters a workplace and learning environment that is respectful of all employees and students. However, the president, vice presidents, deans, department directors, or any other administrator of a public institution of higher education shall ensure that any mandatory staff or student training provided by an employee of the institution or by a contractor hired by the institution does not teach, advocate, act upon, or promote divisive concepts. Institutions will be allowed to discuss divisive concepts only as a part of a larger course of academic instruction.”

Administrators of K-12 schools must comply with the same limitations as public institutions of higher education, and “each board of directors of a public school shall adopt rules in the form of a written publications code, which shall include reasonable provisions for the time, place and manner of conducting such activities within its jurisdiction.” The code shall incorporate all of the provisions of the section on divisive concepts. Additionally, “student editors of official school publications shall assign and edit the news, editorial, and feature content of their publications subject to the limitations of the section on divisive concepts.”

This legislation was passed by the house and is now with the senate. Many groups in the state have been pushing back on the legislation, but the legislature has moved forward.

West Regional Representative Hillary Merk

Oregon (Jackie Waggoner)

Oregon is working to bring down the COVID-19 positivity rate, as are many western states. Online instruction continues to be common, though many universities are beginning to discuss a possible return to in-person instruction. This is dissertation defense time at the University of Portland. The education program is on track to report that 100% of the 17 doctoral candidates were successful in defending their doctoral dissertations. Last year, 100% of the University of Portland doctoral candidates successfully completed a three-year doctoral program taught in Edmonton, Canada. This is outstanding given the typical graduation rate of doctoral students.

Many universities in Oregon are considering a move to become accredited by AQEP instead of CAEP. Oregon law requires universities to be nationally accredited.

AILACTE State Representatives

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<u>West – Hillary Merk</u>			
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<u>Midwest – Jackie Crawford</u>			
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<u>South – Jennie Carr</u>			
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Tennessee	Aarek Farmer	Freed-Hardeman University	afarmer@fhu.edu
Virginia	Diana Yesbeck	Randolph-Macon College	dianayesbeck@rmc.edu
West Virginia	Karen Pettito	West Virginia Wesleyan College	petitto@wvwc.edu

AILACTE State Representatives Needed For: Alaska, Arizona, Connecticut, Delaware, Hawaii, Idaho, Kansas, Louisiana, Maine, Mississippi, New Hampshire, New Mexico, Montana, Nebraska, Nevada, New Jersey, North Dakota, Ohio, Oklahoma, Rhode Island, South Carolina, South Dakota, Texas, Utah, Vermont, Wisconsin, Wyoming.

Please contact Alyssa Haarer a.haarer@yahoo.com if you are interested in serving.



AILACTE
SCHOLAR AWARDS
Application Deadline: **May 15th**

Scholar Award (\$2000): Applicants must hold a **regular faculty** appointment at an AILACTE member institution and be in the **first five years** of their full-time experience as faculty.
Graduate Scholar Award (\$1000): Applicants must be enrolled as a **graduate student**, at least half-time, at an AILACTE Institution.

Applicants also need to demonstrate a desire to be involved in working on issues related to the unique mission of the association, to present a summary of the project in an AILACTE publication, to make a presentation at an AILACTE annual meeting, and submit the research as an article to an appropriate refereed journal.

Application Process and additional information can be found at
www.ailacte.org
Contact: Jennie Carr - Jcarr@bridgewater.edu



AILACTE Partnership Award

Deadline: May 15th

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

The purpose of this award is to recognize quality partnerships. Partnerships could include but are not limited to collaboration within and between institutions and/or private or public P-12 schools. In a strong partnership, each partner has structures and resources to support the work of the collaboration. Recipient(s) of this award will receive a \$250 stipend and two free registrations at the annual conference. Monies awarded are intended to enhance the work of the partnership. Again, we particularly seek individuals who are making a difference and positively impacting their teaching and learning community.

APPLICATION PROCESS AND ADDITIONAL INFORMATION CAN BE FOUND AT WWW.AILACTE.ORG OR CONTACT: JENNIE CARR AT JCARR@BRIDGEWATER.EDU



AILACTE DIVERSITY & INCLUSION CHANGE AGENT AWARD

Application Deadline: May 15th

The award will be presented to a faculty member from an AILACTE institution who has been engaged in significant ways in the advancement of diversity, equity, and inclusion in the field of education through teaching, service, and/or research. The awardee(s) will be invited to share their work in a presentation at the annual conference, and if applicable, submit a manuscript to the AILACTE Journal or *Views and News*.

Recipient(s) of this award will receive a \$250 stipend and free registration to the next annual 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.

Application Process and additional information can be found at www.ailacte.org or Contact: Jennie Carr
Jcarr@bridgewater.edu



AILACTE GLOBAL EXCELLENCE AWARD

Deadline: May 15th

The award will be presented to a faculty member, department, or College of Education representing an AILACTE institution who has been engaged in significant and exemplary global education programming or practices in advancement of global/international, intercultural and cross culture education. The purpose of this award is to recognize the excellence of a global and or international teacher education which encompasses the range of global and international education.

Recipient(s) of this award will receive a \$250 stipend and one free registration at the annual conference. Monies awarded are intended to enhance the work of globalization and internationalization. Again, we particularly seek individuals who are making a difference and positively impacting global education and internationalization

APPLICATION PROCESS AND ADDITIONAL
INFORMATION CAN BE FOUND AT
WWW.AILACTE.ORG OR CONTACT: JENNIE CARR
JCARR@BRIDGEWATER.EDU

Congratulations to the 2020 *AILACTE Journal* Authors

Jacqueline Crawford and Elizabeth Leer, Journal Editors

On behalf of the AILACTE Journal Editorial Board, we congratulate the authors who were published in the 2020 *AILACTE Journal*. These authors made significant contributions to our journal and the profession. We hope you will read these enlightening articles.

Amber R. Peacock, Randolph-Macon College, for her article, *LATE to the Party: A New Theoretical Framework of Liberal Arts Teacher Education*.

Amber Peacock uses the results of a survey of liberal arts teacher educators to develop a theoretical framework articulating “what liberal arts teacher educators do, what teacher candidates learn, and the enduring tension inherent in that work. The “LATE” framework emphasizes teacher well-being and social-emotional learning, themes that an overwhelming 97.9% of participants believe are as important for teacher candidates to learn as professional, licensure-based issues. However, less than 30% of participants reported that the social-emotional needs of teachers were commensurately emphasized in their programs. Peacock suggests that embedding more social-emotional learning into the teacher education curriculum could positively impact teachers’ ability to successfully navigate the challenges and tensions inherent in the profession.

Yasemin Gunpinar and **R. Kevin Mackin**, St. Catherine University, for their article, *What Teacher Candidates Have to Say: Analyzing Perceptions of Program Effectiveness Across 14 Universities*.

Yasemin Gunpinar and Kevin Mackin report results of a multi-institution survey, a large study involving 14 higher education institutions across three states (six of which are liberal arts colleges). Recent teacher education program completers and novice teachers one year after graduation were surveyed to identify common areas of strength and weakness in teacher preparation programs. Although both groups report feeling well-prepared overall, especially regarding creating effective learning environments and implementing instructional practices, specific areas where they indicate a desire for more professional support include meeting the needs of diverse students (i.e., needs relating to mental health, giftedness, English language learning, and IEPs), communicating productively with parents to support student learning, and incorporating digital technology into the classroom effectively.

Michelle Rupenthal and Shelly Furuness, Butler University, for their article, *A Recursive Loop in Teacher Socialization: Extending and Improving Teacher Education Curriculum*.

Michelle Rupenthal and Shelly Furuness explain and provide examples of the “Recursive Loop Model” of teacher education that initially draws on the strong relationships built between students and faculty in their liberal arts teacher education program, then “crystallizes as [they] collectively maximize those existing relationships beyond graduation from the program.” The circular motion of the loop recognizes the shared knowledge and expertise of faculty and practicing teachers/alumni, involving both groups as equal partners in conversations that enhance the teacher education context. They argue that continuing relationships with alumni improves pre-service preparation by “incorporating and amplifying practicing teachers’ voices” and also supports practicing teachers by “providing ongoing professional development.”

Ronald M. Shultz, Eastern Mennonite University, for his article, *Teacher Candidates’ Dispositions Toward English Learners: The Impact of Field Experiences*.

Ronald Shultz discusses the value of providing teacher candidates with structured field experiences working directly with English learners (ELs). Drawing on the perceptions of seven teacher candidates, Schultz explains that building meaningful relationships with ELs and having the opportunity to practice planning and implementing supportive instructional strategies, while receiving feedback and reflecting on the experiences, lead both to greater confidence and skill in teaching ELs.

You may read the full articles by purchasing a hard copy of the journal (\$10 at admin@ailacte.org) or view the Journal online at [2020 AILACTE Journal](#).

Call for Manuscripts for the 2021 AILACTE Journal, Volume XVIII

The Association of Independent Liberal Arts Colleges of Teacher Education (AILACTE) is a non-profit organization dedicated to the work of educator preparation programs in private liberal arts institutions. AILACTE supports, recognizes, and advocates for private higher education institutions that offer a liberal arts education. As an affiliate of the American Association of Colleges for Teacher Education (AACTE), we provide communication, resources, information sharing, and leadership across organizations. Each year AILACTE publishes a peer-reviewed journal. The goal of the journal is to disseminate scholarly work that enhances the work of teacher education professionals in independent, liberal arts colleges and universities.

The 2021 *AILACTE Journal* will be a themed edition; we are currently soliciting manuscripts addressing the topic **Rethinking Teacher Education: Providing Quality Programs During and Post Pandemic**.

In early 2020, we witnessed history as the outbreak of COVID-19 reached pandemic status. We watched as the virus and its adverse effects made their way around the globe and into our own backyards. Once-stable countries, including our own, began to struggle mightily as their healthcare systems were over-taxed and their economies were decimated by COVID-19. Almost no sector of society has been left unaffected by the pandemic--including, of course, education. As schools abruptly closed to slow the spread of the virus, students and educators—preschool through university levels--found ourselves tossed into a sea of uncertainty with little time to adjust to a new educational paradigm.

As we reflect on the spring and fall of 2020, and possibly beyond, and continue to grapple with how to educate students effectively while mitigating the effects of an unpredictable public health crisis, some of the questions we teachers might ask ourselves include:

- How do we effectively engage students in online learning when they (and we) have little or no experience in this medium?
- How do we develop and nurture relationships with students at a distance?
- How do we meet the varied needs of all students--especially those with special needs--without the luxury of direct interaction?
- How do we address the issues of equity and access with online learning?
- What new pedagogical tools can we use to facilitate distance learning and how can we learn them?
- How do we advise students in an online setting?
- How do we access and leverage financial support for a major, unplanned change in our programs? What cost savings evolved at our institutions? Did they cover the added costs?
- How might lower enrollment and financial stress impact what we do?

While all teachers may find themselves struggling to maintain educational quality for all of their students, teacher educators and teacher education programs have unique concerns and challenges. As we work to prepare highly qualified teachers ready to take on the rigors of leading PK-12 classrooms, we are confronted with further questions to consider:

- How can we prepare our students to use PK-12 digital resources and do we have the resources necessary to accomplish this task?
- How can we ensure that teacher candidates are ready for student teaching if early field experience opportunities are compromised by school closures or no-visitor policies?
- How can we support student teachers who find themselves involved in distance teaching or in situations where little instruction is being provided?
- How can we supervise and assess student teachers in an online learning environment?
- What can we learn from programs that have been online for years?
- How can we reassure teacher candidates worried about fulfilling licensure requirements when we are unsure ourselves about how our state licensing boards will rule?
- How can we mentor first-year teachers whose student teaching may not have adequately prepared them for in-person classroom challenges?

Finally, additional questions surface as we contemplate the return to “normal”:

- What have we learned about teaching and learning as a result of our practices during COVID-19?
- What successes can we celebrate?
- What elements of our reconfigured practice might we want to retain post-pandemic?

We look forward to reading about your insights on these or other related questions and learning from your experiences, research, and ideas, as we work to deliver high-quality teacher preparation in the midst of the pandemic and going forward. Although submissions are not limited to research studies, manuscripts that are grounded in literature and supported by data will be given stronger consideration. Manuscripts are due **June 18, 2021**, and must follow APA guidelines, 7th Edition. Please refer to the *AILACTE Journal* Submission Guidelines and Checklist for the additional *AILACTE Journal* requirements (https://ailacte.org/AILACTE_Journal). To submit your materials, go to the Author Submission and Biography form. Once you have completed the form, there is a place for you to submit your materials (manuscript, Author Submission and Biography form, and Institutional Research Board approval (if applicable) on the online form.

The *Journal* editors and publishers are Jackie Crawford (Jackie.crawford@simpson.edu), Professor Emerita at Simpson College, Iowa, and Elizabeth Leer (leere@stolaf.edu), Associate Professor at St. Olaf College, Minnesota. Assistant editors are Julie Kalnin, University of Portland, and Kevin Thomas, Bellarmine University.

AILACTE Annual 2021 Conference Highlights



We were excited to virtually offer the annual conference for 2021. We were convinced this was the only ethical and responsible way to protect AILACTE members as you navigate the realities of COVID-19. We also proactively responded to the reality that travel and lodging budgets for the 2020-21 academic year were restricted at many, if not all, AILACTE institutions due the pandemic.

In addition to the Invited Presentations highlighted below there were twenty-nine refereed presentations from our members and member institutions!

The full conference program can be accessed at :

<https://docs.google.com/document/d/1I7Mx09V6LXgC5W4ppGs1nhR93KkvU9-h8vTpMTZLqnk/edit?usp=sharing>

AILACTE Meeting “At a Glance”

*A Call for Action: Surviving, Thriving, and Reimagining
the Preparation of Teachers*

February 24 - 26, 2021

Anti-Bias, Anti-Racist Teacher Education: Transformative, Responsive, and Healing Spaces of Resistance. Panel Presentation

Moderated by **Kimberly White-Smith & Betina Hsieh, University of LaVerne**

An Elementary Classroom Teacher’s Experience Teaching about Racism & BLM: Impacting Students and the Community. (CNN: <https://www.cnn.com/2020/10/31/us/black-lives-matter-lesson-wisconsin/index.html>) **Melissa Statz** – 4th grade teacher from Burlington, WI

Accreditation Presentations

AAQEP – A Test for Standards: Can Accreditation Support Innovation and Equity? Panel Presentation Moderated by **Mark LaCelle-Peterson: AAQEP President**

CAEP – Small but Mighty: CAEP Through the Lenses of Independent EPPs. Panel Presentation Moderated by **Christopher Koch: CAEP President**

Opportunities to Foster International Collaboration and Reimagining Networks for Improving Teacher Education. Panel Presentation: **International Council on Education for Teaching (ICET) President, James O’Meara, Dean-Texas A & M International University, Laredo, Texas, Professor Linda LaVelle, Bath Spa University, UK., Dr. Carol Hordatt Gentles University of the West Indies Mona, Jamaica.** Moderated by **Reyes Quezada: AILACTE President-Elect**

Advancing Racial and Social Justice Through Educator Preparation for Family and Community Engagement. Panel Presentation: **National Association for Family, School, and Community Engagement (NAFSCE)/AACTE (Consortium)** Moderated by **Maggie Caspe, (NAFSCE Pre-Service and Credentialing Services Consultant) and Weade James, Director of Development and Research (AACTE), Bola Delano-Oriaran, St. Norbert College, and Kristine Greer, Fort Lewis College**

Creating Equity and Access in Inclusive Settings: The Role of HLPs **Cyndi Caniglia Whitworth University, WA and Jen Cole, Washington PAVE**

Fighting Anti-Blackness in Teacher Education Programs Panel Presentation: Moderated by **David Sharpe-Haygood**, Pierce College, WA

Remote Fieldwork and Student Teaching: How it Can Benefit all Stakeholders: Laurier, Whitworth University

Removing Testing Barriers for all Teacher Candidates Through Multiple Measures: Keith Lambert: President, Washington Association for Colleges of Teacher Education (WACTE)/Whitworth University

Teacher Candidates' and Mentors' Voices: *Teacher Candidate Experiences in Remote Learning Environments.* Panel Presentation (Representing 3 Universities) Moderated by **Kathryn Picanco**, Whitworth University, WA

Teacher Candidates' and Mentors' Voices: *Technology Tools and Apps Every Teacher Candidate Must Know How to Use.* Panel Presentation(Representing 2 Universities) Moderated by **Jennie Carr**, Bridgewater, VA

Special recognition goes to **Past President, David Cherry, Incoming President Reyes Quezada and Executive Assistant Alyssa Harrer** for navigating the waters of planning the first virtual conference. With the help of the Executive Committee, AILACTE was able to conduct an extremely successful conference and continues to be an effective voice for member institutions at the national, state, and campus level in matters related to teacher education.

Honoring David Coffman for twenty-three years of Service to AILACTE.

We honored Dr. David Coffman at the conference for serving AILACTE from 2002-2021 as Southern Reginal Representative and Treasurer for fourteen years. David taught for 23 years at Martinsville High School teaching Spanish, German, World and U.S. History He was at Bridgewater College for 21 years serving as Professor and Chair of the Education Department.

We asked David to share his “wisdom of practice”.



Alyson Coffman, Amy Smith, Camden Smith, Judy and David.

What was your passion for serving AILACTE for so long?

My desire was to serve in an organization that supported the small independent liberal arts colleges/universities with teacher education programs. Since I firmly believe in the value of a liberal arts education, AILACTE provided an avenue to further promote teacher education in a liberal arts setting. It was truly an honor to have served with so many other dedicated educators from across the US during my tenure on the Executive Committee.

What you are doing now and any words of wisdom for the membership?

By being retired I am doing anything and everything!! I am enjoying spending time with my family, pre-COVID traveling especially to NYC and Myrtle Beach, and working in our yard/garden/woods. I spent several months last summer building a treehouse for Camden, our 6-year-old grandson. Judy and I seem to never have the problem of wondering what we are going to do each day....every day is a Saturday. My words of wisdom to AILACTE members would be to firmly believe in the value of the liberal arts by serving and/or being a leader in organizations that are collective voices for small independent liberal arts colleges/universities that have teacher education programs.

Institutional Spotlight

Doane University



Doane University is Nebraska's oldest private higher education facility, founded in Crete, Nebraska in 1872 as Doane College.

The university's mission is to create distinctive educational experiences, rooted in the liberal arts, to prepare students for careers and lives grounded in inquiry, ethics, and a commitment to lead and serve in the global community. The Crete campus' scenic 300 acres encompass an arboretum and historic district with distinctive Prairie School and Collegiate Gothic architecture. The university added a campus in Lincoln, Nebraska in 1981, and in Omaha in 2014. In 2016, Doane launched its Open Learning Academy and now offers multiple online learning opportunities with courses under national/state authorized reciprocity agreements. Four values guide the university:

- **Inclusion:** Helping each other and every student discover who they are and how they can live and contribute in a global society.
- **Integrity:** Upholding high standards of academic and professional excellence and integrity makes Doane an enduring and prestigious institution.
- **Innovation:** Encouraging big, bold thinking from all of our students, faculty, and staff ensures Doane remains at the forefront of relevant new learning.
- **Transformation:** Caring about all our students, staff, and our world helps us learn and grow into a new era for both our university and our planet.

Students in 175 countries and all 50 states enrolled in online classes and programs on the university's digital learning platforms . The university contains five colleges — the College of Arts & Sciences, the College of Business, the College of Professional Studies, the College of Education and the School of Innovative Learning, and offers 45 majors, several pre-professional programs, and 36 minors. Class sizes are an average of 11 students and getting to know students on a first-name basis is a pride of the university's faculty teaching on campus or online. Doane also has a rich tradition of service learning, research achievements and producing Fulbright scholars. With 10 Greek Life organizations, 22 athletic teams, and more than 60 student clubs and organizations, students at Doane can find their niche on campus, and gain valuable experience in their field. More than 80% of students complete an internship, clinical experience, or participate in student teaching during their time on campus, according to a survey of students who graduated in May 2019.

Doane's College of Education offers both undergraduate degrees and three masters' programs, education specialist and doctorate of education degrees in addition to teaching certifications and endorsements. The College of Education's mission is summarized in four words: Learn. Challenge. Empower. Transform. College of Education faculty, staff and students work to enact this mission daily in their classrooms, field experiences, and as part of the larger learning community. College of Education academic programs have a strong foundation in the liberal arts and strive to embrace critical thinking approaches to teaching, learning and leading. Doane was recently the recipient of a Noyce Grant from the National Science Foundation that continues to provide funding to support STEM majors and professionals to become teachers in high-needs areas. The College of Education programs are accredited by the Nebraska Department of Education and CAEP.

**The Association of Independent Liberal Arts Colleges
for Teacher Education (AILACTE)**

**Membership Invoice for Calendar Year 2021
(January 1 – December 31)**

Membership renewal due date December 1, 2020

Full Membership including one newsletter subscription, \$310

Additional journal subscriptions @ \$10 each

(List names and addresses on the back of this form)

Total Amount Enclosed

Please provide the following information so that we can update our database and ensure an accurate entry for your institution in the AILACTE Directory.

Institution Name: _____

Dept/School/College: _____

Address: _____

City/State/Zip: _____

Chief Institutional Representative: _____

Contact Person's Title: _____

Email: _____ Telephone: _____

Institutional Reps: *Select three faculty/staff members to serve as “Institutional Representatives” in 2021. They will also receive free newsletters, e-mail updates and calls for proposals/journal articles.*

1st Institutional Representative: _____

E-mail: _____

2nd Institutional Representative: _____

E-mail: _____

3rd Institutional Representative: _____

E-mail: _____

Institutional Memberships and Accreditations

Is your institution a member of AACTE? Yes No
Is your institution pursuing accreditation by CAEP? Yes No