



Views and News
The Voice of Teacher
Preparation in Independent
Institutions

Annual Meeting and Conference, February 2020, Atlanta, Georgia

From the President, David Cherry



Greetings to AILACTE membership:

On behalf of the AILACTE board, thanks to all of you who attended the AILACTE conference in Louisville, Kentucky, this past February, 2019. It is always great to connect with those who consistently attend and to interact and engage with those of you who are new to the association. Attending the conference, presenting at sessions and professionally contributing your time and effort to making the conference successful was energizing and sincerely appreciated. Teacher education in liberal arts colleges and universities affords us the opportunity and privilege to interact with and many times more closely pay attention to the professional preparation of our teacher candidates.

The theme of the conference was *Urgency, Challenges, and Opportunities in Educator Preparation*. There were 5 strands supporting the theme: (1) Social-Emotional Learning and Complex Trauma; (2) Equity, Access, Benefits and Opportunities for all students; (3) Teaching Civility and Civil Discourse; (4) Recruitment and Retention of Diverse Teacher Candidates and; (5) Partnerships with Schools. These 5 strands were relatively represented across the conference presentations. The strands which drew the most number of presentations were #1; Socio-Emotional Learning and Complex Trauma and #2; Equity, Access, Benefits and Opportunities for all Students. Yet, the other strands were also well represented. Our hope is that the sessions attended provided you with increased knowledge of and appreciation for the meaningful work being carried out by colleagues and further, inform the decisions and directions you may take in your perspective educator preparation programs. We also hope you found times to interact and network with colleagues across the nation. We are planning for greater networking opportunities in our future association conferences.

Noteworthy reflections of the conference proceedings include starting the first night of the conference with gathering feedback and recommendations from the membership on draft policy position statements regarding two critical national education issues. The first was in regard to the most recent federal definition of sex or gender and how it would impact the protections afforded to transgender and gender non-binary individuals under federal, state, and local law. The second was on AILACTE's position on school safety. Board members collected the recommendations of those who attended the session and are drafting a revision which will be sent to membership prior to posting them on the AILACTE website. Following work on the policy statements, we awarded this year's **Scholar Award**

to Amber Peacock, Ph.D., from Randolph-Macon College. The title of her study submitted in her application for this award is “Using a New Theoretical Framework to Articulate the Features and Worth of Liberal Arts Teacher Education.” We look forward to Amber presenting her findings at the 2020 conference in Atlanta, Georgia.

The next morning, our opening session began with hearing from AACTE CEO, Lynn Gangone, who welcomed and reminded us that her undergraduate educator preparation experience began and thus is grounded in liberal arts colleges and universities. She also recommitted to assisting and engaging AILACTE with wider conversations and initiatives sponsored by AACTE. Since the conference, I have had several conversations with AACTE staff as we carve out a collaborative event(s) jointly sponsored by both AILACTE and AACTE during our upcoming meeting in Atlanta, 2020. Following Lynn’s welcome, we heard from AILACTE’s first sponsor, Joe Rowley of **Educational Impact (EI)**. Joe and Mark Hogan of Belmont University then presented at a subsequent session on EI. The session was well attended. Sponsorships are excellent opportunities to partner with educational-minded businesses and garner financial support for our conferences. We look forward to establishing additional sponsorships for upcoming professional meetings. To that end, please contact me directly (dcherry@whitworth.edu) if you have established professional relationships with educational providers who you recommend I contact as possible sponsors.

Regional and state representatives met during the noon hour which included lunch. Updates were provided to those attending on worthy state news and several contributed ideas on building and increasing engagement in the association and conference attendance. Those attending this lunch meeting were also reminded that many states throughout the nation are not represented in AILACTE and encouraged colleagues to recommend names of those who may want to get involved in our association. It was also recommended that they check the AILACTE website to identify states that are not represented. Please note that if you know colleagues who you would recommend as state representatives, invite them to contact Janet Arndt (Janet.Arndt@gordon.edu).

In addition to the more formal session presentations, attendees had the opportunity to present and participate in round table sessions. These are perennially excellent settings to inform and engage in productive conversations with colleagues related to various educational topics. David Denton, AILACTE’s past president, presided over the sessions and reported that “Roundtables are effective exchange of ideas through discussion and sharing examples on specific/relevant topics. It seems like there’s more of a chance to get to know members through roundtable discussion as well. Also, my own experience is I’ve been able to apply specific information literally the next week, in one case organizing content shared in a roundtable on student mental health for one of my classes.”

Finally, I would like to report on some of the data collected as a result of the survey recently sent to conference participants. One data point was the ethnic diversity of those who attended. Eighty-one percent identified as White. I encourage all of us to commit to increasing the numbers of colleagues from diverse racial and ethnic backgrounds. With diversify there is wealth of insights, perspectives and experiences that enrich our educator preparation community. I encourage all AILACTE members to work toward a greater inclusive community as we move toward future annual conferences.

Another data point was that 62% of participants who only attended AILACTE and not AACTE. There are several reasons for this that may be due to total costs of professional travel, conference fees and/or perhaps the perceived value added to registering for both. Whatever the case, feedback you are able to provide would be appreciated. This will inform the AILACTE board what might be modified in terms of programming and relevance that would incentivize members to consider attending both conferences.

One of the most pressing data gathered was the concern about the number of participants who attended the conference. At our upcoming summer AILACTE board planning meeting, this will be a major

focus. We will be considering programming alternatives, inviting and incentivizing memberships, considering the relevancy and inclusive focus of presentations at general and breakout sessions, partnering with other AACTE affiliates who have common issues, challenges and commitments to excellence in educator preparation. Your feedback, recommendations and support on effective ways of increasing conference attendance are very welcomed. Feel free to email me directly with any recommendations (dcherry@whitworth.edu).

Several of you stated in the survey your interest and willingness to be involved in committees, reviewers of presentation proposals, etc. Please access the AILACTE website to familiarize yourself with the various ways to be involved and then connect or reconnect with us.

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) about relevant topics of interest 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.

AILACTE Journal **Call for Manuscripts**

Jackie Crawford and Elizabeth Leer, Editors

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 all education professionals and particularly those in liberal arts, higher education departments of education. Manuscripts may address any issue that pertains to the liberal arts context for: teaching and learning, pre-service and in-service education, research and practice related to the preparation and development of teachers, teacher leadership, administration, public policy and legislation, recruitment and retention, advising candidates, candidate and program assessment, and other relevant topics. Project descriptions, research reports, theoretical papers, papers espousing a point of view, and descriptions of activities or issues pertinent to the education and professional development of educators at the local, state, or national level would be appropriate topics for the journal. More information may be found at [https://ailacte.org/AILACTE Journal](https://ailacte.org/AILACTE_Journal). *Please share this information with all faculty in your department.*

Manuscripts are due no later than **June 21, 2019**. Please submit your work to Jackie.crawford@simpson.edu.

We look forward to reviewing your work and learning from your experiences, ideas, and research.

AILACTE JOURNAL

CALL FOR MANUSCRIPTS FOR THE 2019 AILACTE JOURNAL, VOLUME XVI

The AILACTE Journal is a refereed journal with national representation on its editorial review board published by The Association of Independent Liberal Arts Colleges for Teacher Education.

Call for Manuscripts

Co-Editors: Jacqueline Crawford, Professor Emeritus, Simpson College; and Elizabeth Leer, Associate Professor of Education, St. Olaf College

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Submission Criteria

As you are preparing your manuscript for submission, please follow the guidelines below.

- Submit electronically by **June 21, 2019**
- Use *The Publication Manual of the American Psychological Association (APA), Sixth Edition* (2010) for format and style including 12-point font, Times New Roman style, and 1” margins
- Limit manuscript to no more than 20 pages, double-spaced
- Include a reference list that follows APA style guidelines exactly (not part of the 20-page maximum)
- Include a running head (no more than 50 characters) and page numbers on subsequent pages (following APA style)
- Complete the Submission Form [AILACTE Journal Submission Form](#)
- Submit the Submission Form and Manuscript MS Word or compatible software for Windows XP *and* as a PDF
- Submit your materials to jackie.crawford@simpson.edu by June 21, 2019



Lycoming College

By: Rachel Hickoff-Cresko

Founded in 1812, Lycoming College is a private, residential, four-year liberal arts and sciences undergraduate college located in Williamsport, Pennsylvania. Williamsport is perhaps best known as the birthplace of Little League Baseball, but it is much more. By many accounts, Williamsport is a city on the rise; it is a destination for work, study and recreation with an increasingly vibrant downtown. Williamsport is situated in the Susquehanna Valley of the Bald Eagle

Mountains, and is within a three- to four-hour driving distance of a number of destinations including New York City, Philadelphia, and Washington, D.C.

Lycoming College is one of the 50 oldest colleges in the United States. The College has been recognized as a Tier One institution by U.S. News & World Report Best Colleges, in the No. 147 spot on the National Liberal Arts Colleges list, and as one of “The Best 382 Colleges” for undergraduate education by The Princeton Review. Lycoming was also ranked No. 101 in the Washington Monthly Liberal Arts list. There are approximately 1,200 full-time students, all undergraduate, who represent 30 states and 22 nations.

Lycoming College’s education department embraces the tradition of a liberal arts education by offering programs that allow students to earn a degree in an academic major while also working toward a teaching certificate, which will allow them to teach, pursue employment in their chosen field, or pursue graduate school. From freshman year through graduation, students work closely with multiple advisors and professors to build a foundation of skills necessary for successful teaching. Students connect theory to practical application in a classroom setting by participating in field experiences as a part of every education course they take, starting as early as their freshman year.

Lycoming College offers 14 traditional certification programs and 14 post-baccalaureate certification programs. These include Early Childhood Grades PreK-4; Special Education Grades PreK-8; Grades 7-12 certifications in Biology, Chemistry, English, Mathematics, Physics, Social Studies, and Special Education; and Grades PreK-12 certifications in Art, French, German, Music, and Spanish.

Numerous research, scholarship, and study abroad opportunities make Lycoming students competitive in the teaching field and highly regarded in the classroom. Teacher candidates have received college-supported summer research grants to work alongside professors in conducting field research locally and internationally. Our undergraduate teacher candidates have presented along professors at international, national, state, and regional level conferences.

Teacher candidates have two unique study-away opportunities within the education program. First, they are able to participate in the Interdisciplinary Dominican Republic Program, where faculty from the departments of Chemistry, Education, Political Science, and the Center for Energy and the Future collaborate to build sustainable development projects in a rural, mountainous region of the Dominican Republic. Teacher candidates who participate in this program have the opportunity to teach in schools where we are working to build ongoing, mutually beneficial relationships. Teacher candidates model

new pedagogical practices for the teachers and offer professional development workshops on topics identified by the school personnel.

An additional study-away opportunity is available through our Rural Alaska Student Teaching Program. Students accepted to participate in this opportunity spend approximately 10 weeks living and teaching in a public school located in a Yupik community within the Yukon Delta Wildlife Refuge. Being in a community where there are no roads in or out, that can only be reached by small bush plane or boat, or snowmobile in the winter, provides teacher candidates with an understanding of how important community and culture are and the role they play within the education field. Furthermore, this unique opportunity provides student teachers with professional development and experience with teaching English learners and methods of providing culturally sensitive and relevant teaching.

In 2017, Lycoming College was awarded a Robert Noyce Teacher Scholarship grant from the National Science Foundation for \$1 Million, aimed at recruiting and graduating more STEM teacher candidates. The grant will provide 18 two-year scholarships to biology, chemistry, mathematics, and physics majors who simultaneously earn a Secondary Teacher Certification. Noyce scholars will receive scholarships of up to \$20,000 in their junior and senior years, with supplemental scholarship funds available should additional courses be needed to complete their course requirements. Noyce scholars must commit to teach full-time in a high-need school as a STEM teacher for two years for each scholarship year.

Our mission at Lycoming College is to provide an academic program that produces reflective teacher practitioners who think critically about the many aspects of teaching and learning, creating frameworks that allow them to effectively teach diverse learners and to create learner-centered classroom environments. The Department embraces an approach to education that is student-centered, inspires a genuine respect for learning, culture and gender diversity and enhancement of individual and community life. A critical component of this commitment is the strong connection between the college and local public and private schools in the Lycoming County area. The Lycoming Education Program is committed to preparing teachers to enter the diverse and demanding world in which they will practice their profession.



Tech Tips

By: Jennie M. Carr

Google Drawing

Google Drawing is a resource I would consider “An oldie but goodie!” I’m frequently surprised by the number of teacher candidates and faculty who are unaware of this user-friendly platform. Google Drawing is a diagramming program which is part of the Google Suite. Google Suite offers multiple free programs including word processing (docs), spreadsheets (sheets), presentations (slides), surveys (forms), websites (sites), and diagramming (drawing). Google Suite offers a comparative product for several of Microsoft’s paid products



In my opinion, Google Drawing is most similar to Microsoft Office Publisher because of its diagramming and layering capabilities. Have you ever had a formatting issue in word or docs and tried to press the “Tab” or “Space” key and nothing happens? Or an image moves and re-formats everything on the page? My frustration level immediately increases when this happens. Google Drawing is a platform that can provide a solution. Drawings is a blank canvas. With each item you add to the page, a new layer is created. If you like analogies, you may compare this process to building a sandwich. A user may start with a text box that is your bottom bread slice. Then, add an image which would be your cheese and so on. Each item adds an additional invisible horizontal layer thus no formatting issues. Users can use “ordering” to visually organize items of the page. Drawings offers the same collaborative features as all other Google Suite products.

There are countless ways to use Google Drawing in the P-12 classroom and higher education. Users can create flowcharts, diagrams, posters, organizational charts, sketchnotes, logos, mind maps, or anything that may be heavy in graphics and texts. Google Docs also has a Drawing integration feature which is very handy if a user is word processing but wants to add graphics, they can do so by selecting, “Insert Drawing” (like I did with the graphic above). Then the user can create their drawing and it is immediately integrated into the Doc. This drawing integration works well for annotating reading passages, examining art pieces, showing math work, reviewing historical primary sources, and creating timelines or badges. The next time you have a formatting issue on a word processing platform, consider trying out Google Drawings! Reach out to me if you have any questions via email at jcarr@bridgewater.edu or on any social media platform [@DrJennieCarr](https://twitter.com/DrJennieCarr)

Regional Reports

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

Cynthia McPhail Nazareth College, New York

In April, the NYS Education Department proposed regulatory changes that would require teacher preparation programs to dedicate at least three of the currently required six semester hours in language acquisition and literacy development to language acquisition and literacy development of English language learners (ELLs). If the proposal is accepted, the revision will apply to registered programs beginning on September 1, 2022.

In an effort to provide easy access to information about the NYS Every Student Succeeds Act (ESSA) plan, at the end of 2018, the New York State Education Department launched a new resource website of videos, fact sheets and FAQs. A section that is specifically designed for parents features numerous resources with fact sheet information available in 15 languages. Availability of this information is particularly relevant in light of New York State's January 2019 modifications in school accountability indicators in order to comply with ESSA. Accountability indicators include: student achievement in English language arts, mathematics, science and social studies; student growth in language arts and math; 4-, 5-, and 6-year graduation rates; student readiness for college, career, and participation in civic life; acquisition of English proficiency by English language learners; and chronic absenteeism.

Rachel Hickoff-Cresko Lycoming College, Pennsylvania

Pennsylvania is dealing with teacher shortages. The state is trying to help by changing their special education certificate from pre-K to Grade 12. The change from a pre-K-8 or a 7-12 plus needing to be paired with a regular education certificate is no longer a requirement. This new certificate for pre-K-12 is a stand-alone license.

Pennsylvania is trying to incentivize a full-year residency through a grant for institutions who apply. This means that coursework would be completed in three years and then the year-long practicum.

Pennsylvania did choose the edTPA but are exploring ways to have their own evaluation tool based on the Danielson model.

Janet Arndt Massachusetts

Massachusetts is having institutions submit Gateway Assessments for EPP Initial Licensure programs to the Department of Elementary and Secondary Education (DESE). DESE will finalize the Assessments choices for institutions to use.

Massachusetts has changed the grade span of certain licenses. The new licenses are: English 5-12, History 5-12, Social Science 5-12, Earth and Space Science 8-12. Principal/Assistant Principal is now pre-K to Grade 9 or 5-12.

Priscilla Nelson Gordon College, Wenham, Massachusetts

The Massachusetts Department of Elementary and Secondary Education (DESE) released new Subject Matter Knowledge (SMK) Guidelines to ensure strong content knowledge and pedagogical skill

(August, 2018). The changes reflect a significant shift in the approach to outlining content expectations for teachers, emphasizing the importance of aligning standards for students with expectations for educators. Subject matter content knowledge is measured at these levels: basic, functional, fluent, and expert. **Basic knowledge** is the expected level for high school graduates as measured by state tests administered in public schools. **Functional knowledge** is the expected level for Provisional license holders as measured by the Massachusetts Test of Educator License. **Fluent knowledge** is the expected level for Initial license holders as measured by Pre-Practicum gateway tasks* and the Massachusetts Candidate Assessment of Performance, indicating an ability to teach the content. **Expert knowledge** is the expected level for Professional license holders. All Initial preparation programs are required to ensure completers are Fluent in all SMKs as well as have Functional knowledge of the two grades below and above the license level in which they are prepared.

*In an effort to measure candidate readiness for licensure and support teacher candidates at risk, sponsoring organizations are in the process of identifying gateway assessments (tasks) designed to measure performance-based content specific pedagogical skill across all programs in a given licensure area. Minimum performance standards must be met before advancing beyond pre-practicum. Candidates who are at risk must be identified and receive necessary supports and guidance or exit the program.

(Adapted from the DESE website)

Debra Lecklider

Butler University, Indianapolis, Indiana

Ray Oldenburg in *The Great Good Place*, argued that places for people to gather are a critical component of a prosperous community. One of the main places to gather in academia are annual conferences, which not only serve as sites for the exchange of new theories, research, and best practices, but also as spaces where new professional relationships are forged.

On November 7-8, IACTE will host an annual conference for teacher educators in Indiana to share research, theories, best practices, and gather to form new cross-institutional relationships. The theme for this conference is *Innovative Teacher Education in Indiana*. Although the word “innovation” is an education buzzword, it is often misused to describe a new practice or program that more efficiently reproduces unjust outcomes. To advance a more advanced discussion of “innovation” in Indiana, we seek proposals that describe research, programs, and pedagogical practices across all teacher preparation institutions in Indiana that work “against the grain” and focus on issues such as humanization, social justice, and furthering the common good. We welcome all involved in the preparation of teacher candidates to submit proposals: teacher educators, teacher candidates, teacher education administrators, graduate students, K-12 personnel, and education policymakers. (Dr. Alex Cuenca, Indiana University and IACTE Executive Committee Member.)

South Regional Representative

Jennie Carr, Bridgewater College, Bridgewater, Virginia

Mark Hogan (Tennessee) - Support for edTPA. Advocacy for EPPs. Panel Discussion for State Board Members at TAILACTE. EPPs have representation on the state board. Mark appointed to the Policy Directors Board. Invites the House of Representatives. What is the group doing to help TN children? There are Issues with TN College Report Cards due to ranking quartiles. Consider encouraging and thanking Sally Engles and Dale Ramesbeck to represent small liberal arts at CAEP. Maybe have Mark write an article on the road to advocacy.

Yoli Carter (Kentucky) - There is strength in small liberal arts colleges. We are passionate, flexible and hardworking and we have to be held to the same standards as the large publics, but with half the

staff and budget. Liberal arts colleges do a great job providing culturally responsive pedagogy. There is strength in our partnerships.

Holly Atkins (Florida) - Is there a misperception of our students as being “elite”? How can a fact sheet tell what we do and who we are?

Other ways to recruit:

North Carolina - Shares at NCIU Meetings - Could use Talking points and possibly “Fact Sheet”

Tennessee - Paid a legacy gift to alma mater to try out AILACTE

Florida: State Meetings

Kentucky - KACTE as a vehicle - Create meetings for Independents when publics are meeting

Jennie - Developing a systematic approach to recruiting - find out when state conferences are, who is going to speak on behalf of AILACTE.

Linda Neuzi

Montreat College, Montreat, North Carolina

- edTPA scores become consequential for licensure Fall 2019.
- North Carolina has eliminated the Pearson General Curriculum exam for initial licensure in Elementary Education and Exceptional Children: General Curriculum licenses only, while retaining the Pearson foundations for Reading with the option of the Pearson Mathematics Subtest or the Praxis 7803 CKT for mathematics.
- North Carolina is instituting a Residency Model for alternative initial licensure requiring those with Residency status to be both employed by an LEA and enrolled in an approved EPP in order to complete initial licensure requirements.
- The TeachNC initiative aims to inspire interest in the teaching profession and generate a stronger, more diverse pool of applicants to Educator Preparation Programs (EPPs), and ultimately to school districts in North Carolina.
- NCICU EPPs are currently collaborating to develop a framework to prepare teacher candidates to meet the new NC Digital Learning Competencies.

**West Regional Representative Jacqueline Waggoner
University of Portland**

Members of the West Region met to discuss ideas and common thoughts about AILACTE. Since AILACTE is such a great organization for independent liberal arts institutions, members discussed how to increase membership. Some ideas were to share the benefits of AILACTE more widely, so that members can speak articulately about the benefits of our organization. We would like to share with newer and junior faculty members about how AILACTE has a valuable, national peer-reviewed conference at which they could present their research at a paper, round table, or poster presentation. Additionally, the *AILACTE Journal* is an excellent journal in which to publish, and there is an AILACTE Scholar award, which some around our table had received.

Other topics of discussion were appreciation of the new and improved AILACTE website which is easier to navigate and how the increased ability of AILACTE to accept credit cards for registration made registration easier. Members appreciated the rate reduction to attend AACTE if one also attended AILACTE and liked the ability for members to meet as a region to get to know each other.

News from members in the state of Washington, which was well represented at the AILACTE conference, included individuals from WACTE attending the Washington Day on the Hill and WACTE receiving a grant to increase the number of special educators. There are efforts in both Washington and

Oregon to increase access in teacher prep organizations by revising testing requirements and to include the use of a multiple-measures approach (Oregon) to testing requirements for enrollment in schools of education.

Tamera Spencer and Monica Fitzgerald
St. Mary's College of California

The need to recruit and retain high quality teachers in the state of California persists. However, we have seen an 11.5% increase in the number of candidates enrolled in teacher preparation since the previous year. Of these candidates, independent colleges and universities were 46% of new credentials reported in 2017-2018. The full link to the state report on teacher supply can be found at <https://www.ctc.ca.gov/docs/default-source/commission/reports/ts-2017-18-annualrpt.pdf>

Keith Lambert
Whitworth University, Washington State

It's been a busy legislative year for WACTE member institutions:

- As of July 2019 – in time for fall enrollments – the WEST-B test will no longer be a brick wall keeping some candidates out of teacher preparation programs. The Governor signed SHB 1621 on April 23, removing the requirement to pass the test. Candidates will still have to take the test, but it will become one piece of evidence for TPP's to consider for admission.
- HB1139 "Teacher Shortage Scholarship" provides financial support to candidates seeking to enter the profession. The funding follows the students and thereby helping to reduce the costs associated with becoming a teacher.
- A bill awaits the governor's signature that would help promote Social and Emotional Learning both in preparation and at the k-12 level.
- WACTE grew by 3 members with the addition of 2 Community Colleges and 1 for profit agency. There are currently 25 active members in Washington's chapter.
- WACTE will be asking the Professional Educator Standards Board (PESB) to review lower student voice scores on the edTPA and will be requesting the state to delay the consequential requirement until the scoring anomalies associated with the edTPA.
- There is tension between the published teacher shortage report put out by PESB and the reality of p-12 funding shortage issues that are creating reduction in force (RIF) notification in 250 districts.

Names and Addresses for delivery of requested additional journals (\$10 each)

Name: _____

Address: _____

City/State/Zip: _____

E-mail: _____

Name: _____

Address: _____

City/State/Zip: _____

E-mail: _____

Name: _____

Address: _____

City/State/Zip: _____

E-mail: _____

Scan this form and send to info@ailacte.org, or postal mail:

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PO Box 366
Singers Glen, VA 22850

Payment:

Checks (preferred) can be made out to AILACTE and sent to the address above or to pay by credit card:

Credit Card	VISA <input type="checkbox"/>	MC <input type="checkbox"/>	American Express <input type="checkbox"/>	Discover <input type="checkbox"/>	Amount charged to card \$ 300
Card Number					
Expiration Date			Security Code		
Name					
Billing Zip Code					

*For questions, contact Alyssa Haarer at info@ailacte.org or
540-810-0248*

Thank you for your payment!

Membership Information

Colleagues, if your institution has not paid its 2019 membership, it is not too late. Stay current by completing the membership application at <https://ailacte.org/join.php> and sending your \$300 membership check payable to AILACTE at PO Box 366, Singers Glen, VA 22850, USA.

If you have any questions about your membership, contact Alyssa Haarer, Executive Assistant, info@ailacte.org.

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 2019 Annual Meeting in Louisville, Kentucky February 21, 2019



Many thanks to David Denton (left) for his service as President of AILACTE.



David Cherry (right) is the incoming AILACTE President.



**Thank you to Alyssa Haarer, Executive Assistant,
for organizing the annual meeting.**



Round Table Sessions



Amber Peacock, Randolph-Macon College, (left) is the new AILACTE Scholar. The award is presented by Jennie Carr (right), Chair of the AILACTE Scholar Committee.



State Representatives Luncheon