

# ASSOCIATION OF INDEPENDENT LIBERAL ARTS COLLEGES FOR TEACHER EDUCATION

*The Voice of Teacher Preparation in Independent Colleges and Universities*



## A MESSAGE TO AILACTE MEMBERS

Many of us as AILACTE institutions and faculty are preparing ourselves for the Thanksgiving holiday and at the same time our minds are also transitioning to what the upcoming Spring semester will bring. We as teacher educators as well as our teacher education students are probably already starting to reflect and think deeply regarding the knowledge, skills, and dispositions we taught this semester and what we as teacher educators will change next semester so we may be more effective teachers.

### UPCOMING:

- 2023 Conference Call for Proposals
- 2023 Journal Call for Manuscripts
- AACTE Representative Nominations



**AILACTE PRESIDENT  
REYES L. QUEZADA**

# AILACTE PRESIDENT REYES L. QUEZADA

## A MESSAGE TO AILACTE MEMBERS

We can ask ourselves; did we have any impact with the knowledge and teaching skills we imparted to be an effective teacher, or how were we impacted as teacher educators by what we learned about our own teacher education students? How did we support or change our teacher education student's beliefs, because of teaching our classes? Of most importance, are there ways to solicit feedback about our own teaching so we may be more effective as a teacher candidate or teacher educator? These are questions that we may wish to explore during this next week as we enjoy family and friends as we visit or host in our own homes. We must challenge ourselves to reflect as to how as teacher educators can we best support and continue to train the next generation of teachers to be effective as we prepare them to teach our current and our next generation of k-12 students.

Therefore, as we prepare to transition to the next semester, we as AILACTE institutions and faculty must continue to be reflective practitioners by exploring our teaching beliefs, our self-efficacy, and the multiple teaching strategies we use. We must review the impact we have once they leave our teacher education program and solicit teacher education student feedback to be more reflective teacher educators. We must also be cognizant as to how we train our preservice teachers regarding teaching about inclusion and disability, as well as equity, social justice, and access, and not demonstrate that one concept is more important than the other, even when the definitions are changed. The hope is that by being more reflective practitioners as teacher educators or as teacher education candidates, it will improve our own teaching craft.

Our AILACTE conference to be held in Indianapolis on February 23-24, 2023, prior to the AACTE conference will allow us to examine and share our ideas as AILACTE institutions as we explore "One Mission, Multiple Voices: AILACTE Institutions as Major Educational Resource Centers for High Quality Teaching, Learning, and Leading." We look forward to your conference proposal submissions that are due on Monday, December 5th.

**Have a great and safe Thanksgiving holiday with family and friends!**

# 2023 AILACTE CONFERENCE

## CALL FOR PROPOSALS

Educator Preparation Programs (EPPs) have responded in multiple ways and on multiple fronts to address the challenges of the pandemic; social and educational injustices in our communities; P-12 school attacks and traumas; and political censures. At the same time that EPPs are recruiting fewer traditional teacher candidates, our nation is facing a significant teacher shortage, and states are reducing and/or eliminating basic certification and licensure requirements, resulting in underprepared P-12 teachers assigned to our most marginalized students and classrooms.

These challenges have prompted AILACTE institutions to reimagine teacher education. By definition, independent educator preparation programs can be more nimble, innovative, and flexible than larger public institutions. We can pilot approaches and practices to support teacher candidates and practicing teachers in ways that are most responsive to their immediate needs. As AILACTE institutions we are, and can further be, Major Educational Resource Centers for High Quality Teaching, Learning, and Leading for each other, as well as other EPPs, on the local, state, national and global scene.

*One Mission, Multiple Voices:  
AILACTE Institutions as Major Educational Resource Centers  
for High Quality Teaching, Learning, and Leading*

*Strand 1: Improving Teaching and Learning in Current and Future Contexts*

*Strand 2: Recruiting, Retaining, and Supporting P-12 Teacher Candidates*

*Strand 3: Leading and Advocating for the Profession*

*Strand 4: Attracting and Mentoring Teacher Educators and Administrators*

With the above in mind, AILACTE is reaching out to educator preparation programs, faculty, and P-12 partners to submit research and best practice proposals to the AILACTE's national conference in Indianapolis, IN to be held February 23-24, 2023.

Proposals are due December 5th, 2023

[VIEW FULL CALL FOR PROPOSALS](#)

# 2023 AILACTE JOURNAL

## CALL FOR MANUSCRIPTS

The 2023 Journal will be a themed volume addressing **The Intersection of Neuroscience and Education**. Educators are increasingly conscious of the diversity of their students and the need to provide all students with high-quality instruction that is relevant to their diverse, lived experiences in the world. Pedagogy that is responsive to students' various identities (e.g., racial, ethnic, gender, sexual, socio-economic status, ability, etc.) results in greater learning and higher achievement. Culturally relevant/responsive/sustaining pedagogies are topics receiving more attention in educator preparation programs as teacher educators work to equip teacher candidates with the skills they will need to teach all their students well. One aspect of diversity that seems not to receive as much attention in teacher preparation, however, is neurodiversity. In preparing your manuscript, you might want to consider the following questions.

- *How well are our educator preparation programs (EPPs) preparing teacher candidates to teach neurodiverse students?*
- *How can adverse childhood experiences (ACES) impact a student's neurology, learning, and coping strategies?*
- *What essential knowledge, skills, and dispositions must teacher educators cultivate in teacher candidates for them to be effective teachers of neurodiverse students?*

Further, given the recent proliferation of scientific research and education texts about the brain and how students learn (e.g., Goodwin & Gibson, 2020; Jensen & McConchie, 2020; McTighe & Willis, 2019; Posey, 2019), how are teacher educators drawing on neuroscience to improve educator preparation programs?

- *How can teacher educators harness what they know about the brain to enhance lesson planning and delivery?*
- *In what ways can teacher education courses incorporate brain-based instruction?*
- *How can teacher candidates be best prepared to consider neuroscience in their own planning and instruction?*
- *How do educator preparation programs bridge the gap between research/theory and classroom practice regarding the brain and how students learn?*

Manuscripts are due June 16, 2023.

[VIEW FULL CALL FOR MANUSCRIPTS](#)

# AACTE REPRESENTATIVE NOMINATIONS

Two candidates have been accepted as nominees to run for the  
AILACTE Affiliate Representative for the AACTE Board



## **Dr. Hillary A. Merk Gaudio**

*Associate Professor, School of Education*

*University of Portland*

*AILACTE Board of Directors, West Regional Representative*

*<https://www.up.edu/directory/Hillary-Merk.html>*

I am an Associate Professor in the School of Education at the University of Portland, in Portland, OR. I received my Ph.D. in Education with an emphasis in classroom management and diversity, and a specialization in Cultural Studies and Social Thought in Education from Washington State University in Pullman, WA.

I currently teach in the elementary undergraduate, MAT, and MEd programs. I research in the areas of classroom management, diversity, teacher education, and cyberbullying.

In 2021, I was appointed to the Director of Teacher Certification and Accreditation position at the University of Portland. In this capacity, I serve as the administrator.

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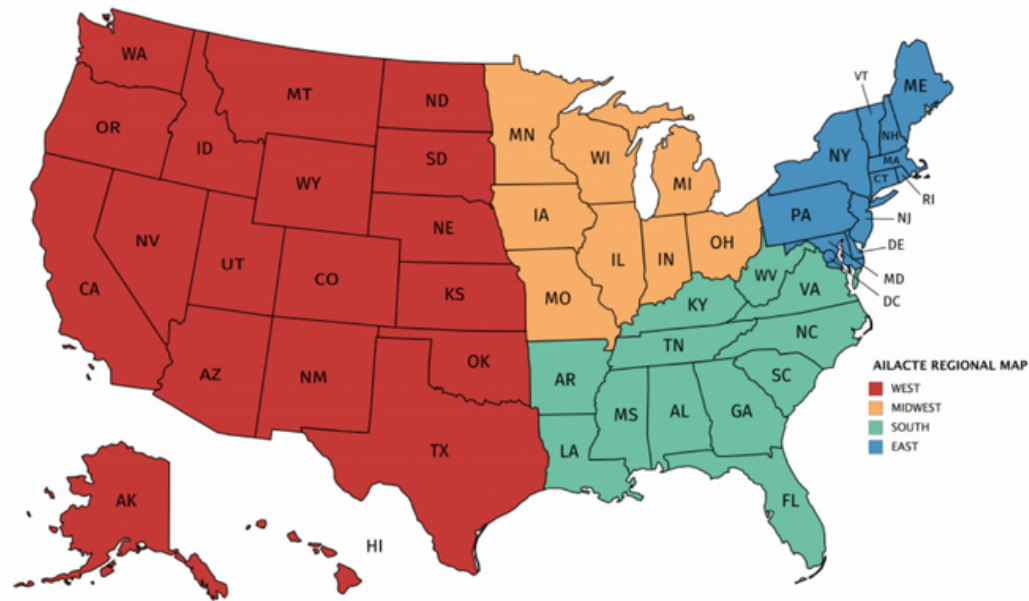
**Dr. Yolanda Gallardo,**  
*Dean, School of Education  
Gonzaga University*

<https://www.gonzaga.edu/school-of-education/faculty/detail/gallardoy>

I serve as the Dean of the School of Education and Interim Dean of the School of Leadership Studies at Gonzaga University. Prior to my time at GU, I was the Robert Charles Billings Endowed Chair in Education at Berea College in Berea, Kentucky and the Associate Dean of undergraduate education and Dean of education at Georgetown College in Georgetown, Kentucky. I taught elementary school in Arizona on the border of Mexico for 12 years before entering higher education. My time as an educator spans 34 years with the majority of that time in liberal arts institutions.

I served as the president/president-elect of the Kentucky Association of Colleges for Teacher Education (KACTE) from 2016 – 2019 and as a member of the board for several years prior. I served as the representative for the state of Kentucky to the Association of Independent Liberal Arts Colleges for Teacher Education (AILACTE) from 2015 – 2018 and am currently on the AILACTE Journal Editorial Review Board.

# REGIONAL HIGHLIGHTS



## WEST REGION

*Representative:  
Hillary Merk*

## MIDWEST REGION

*Representative:  
Jackie Crawford*

## SOUTH REGION

*Representative:  
Jennie Carr*

## EAST REGION

*Representative:  
Caitlin Riegel*

### Kentucky English Bulletin: Call for Submissions

The Kentucky English Bulletin is interested in submissions related to the teaching of English Language Arts K-20. The Bulletin has also published the work of pre-service teachers and encourage submissions from teacher educators, practicing teachers, pre-service teachers, and graduate students. Each submission is double-blind reviewed and given feedback. The Bulletin makes every effort to work with authors to get their work ready for publication and create a process that is empowering.

<https://www.kctela.org/ky-english-bulletin-online>

**Contact your Regional Representative to share content  
in the AILACTE Newsletter!**

# UPDATES

## 2024 AILACTE JOURNAL CALL FOR MANUSCRIPTS

The 2024 Journal will be a non-themed volume. Manuscripts may address any issue that will enhance the work of teacher educators in an independent, liberal arts context. Topics that are appropriate for the journal include teaching and learning strategies; candidate and program assessment; diversity, equity, and inclusion; policy changes; program models; accreditation; etc. A detailed 2024 Call for Manuscripts will be posted on the AILACTE website ([www.ailacte.org](http://www.ailacte.org)) no later than September 2023.

## RENEW AILACTE MEMBERSHIP ONLINE

It's not too late to renew your AILACTE membership online! Being a member of AILACTE promotes policies that benefit and advance Liberal Arts Educator Preparation programs. AILACTE's seat at the AACTE table keeps member's voices regarding teacher preparation priorities and values at the forefront.



[\*\*RENEW MEMBERSHIP HERE\*\*](#)



# STATE REPRESENTATIVES

## EAST

State	Representative	Institution	Email
Maryland	Bridget Bunten	Washington College	bbunten2@washcoll.edu
Massachusetts	Priscilla Nelson	Gordon College	priscilla.nelson@gordon.edu
New York	Cynthia McPhail	Nazareth College	Cmcphai2@naz.edu
Pennsylvania	Rachel Hickoff-Cresko	Lycoming College	hickoff@lycoming.edu

## WEST

State	Representative	Institution	Email
California	Monica Fitzgerald & Tamara Spencer	Saint Mary's College of California	mdfl@stmarys-ca.edu ts19@stmarys-ca.edu
Colorado	Mike Taber	Colorado College	Mike.Taber@coloradocollege.edu
Washington	Keith Lambert	Whitworth University	klambert@whitworth.edu
Nebraska	Tim Frey	Doane University	timothy.frey@doane.edu
Orgon	Jackie Waggoner	University of Portland	waggoner@up.edu

## MIDWEST

State	Representative	Institution	Email
Illinois	Rebecca Nelson	North Park University	RNelson1@NorthPark.edu
Indiana	Shelly Furuness	Butler University	sfuruness@butler.edu
Iowa	Jenifer Diers	Central College	diersj@central.edu
Michigan	Brian Bolt	Calvin College	brb8@calvin.edu
Minnesota	Elizabeth Leer	St. Olaf College	leere@stolaf.edu
Missouri	Colleen Hardy	Evangel University	hardyc@evangel.edu

## SOUTH

State	Representative	Institution	Email
Arkansas	Kimberly Crosby	Lyon College	kimberly.crosby@lyon.edu
Florida	Holly Atkins	Saint Leo University	holly.atkins@saitleo.edu
Georgia	Monica Willingham	Berry College	mwillingham@berry.edu
Kentucky	Kevin Thomas	Bellarmino University	kthomas@bellarmine.edu
Mississippi	Cindy Melton	Mississippi College	cmelton@mc.edu
North Carolina	Linda Neuzil	Montreat College	linda.neuzil@montreat.edu
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

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

# INSTITUTIONAL SPOTLIGHT

## CAMPBELL UNIVERSITY



The mission of Campbell University is to graduate students with exemplary academic and professional skills who are prepared for purposeful lives and meaningful service. The University is informed and inspired by its Baptist heritage and three basic theological and biblical presuppositions: learning is appointed and conserved by God as essential to the fulfillment of human destiny; in Christ, all things consist and find ultimate unity; and the Kingdom of God in this world is rooted and grounded in Christian community. The University embraces the conviction that there is no conflict between the life of faith and the life of inquiry.



# INSTITUTIONAL SPOTLIGHT

## CAMPBELL UNIVERSITY



The School of Education & Human Sciences is home to both the Professional Education degrees and service-oriented professional programs in Psychology and Social Work. The School blends theoretical, professional, and practical concepts for expertise in education and service.

The School of Education & Human Sciences offers a Bachelor of Science in Elementary Education, Middle Grades Education, Secondary Education, Special Education, and Psychology, as well as a Bachelor of Social Work. In addition, the School offers the initial North Carolina licensure programs in professional education in content areas, such as: Biology, English, Mathematics, Music, Health and Physical Education, Social Studies, Studio Art, Theater Art, and Spanish. The School of Education & Human Sciences also offers a Master of School Administration, a Master of Arts in Clinical Mental Health Counseling, and a Master of Education in various fields including, Academically/Intellectually Gifted Education, Curriculum & Instruction, Interdisciplinary Studies, Health and Physical Education, Elementary Education, Secondary Education, and School Counseling.

# INSTITUTIONAL SPOTLIGHT

## CAMPBELL UNIVERSITY



**Alfred Bryant, Jr.,  
PhD, NCBLCMHC  
Dean, School of Education  
Campbell University**

Dr. Alfred Bryant, Jr. is the Dean of Campbell University's School of Education and is an enrolled member of the Lumbee American Indian Tribe. He received his B.A. in English Language and Literature from UNC-Pembroke and both his Masters (1992) and Ph.D. (1998) in Counselor Education from NC State University. Dr. Bryant is a Licensed Clinical Mental Health Counselors (NCBLCMHC).

He served as the Dean of the School of Education, the Founding Director of the Southeast American Indian Studies Program and Full Professor in the Educational Leadership and Counseling Department at UNC-Pembroke. Dr. Bryant has published numerous articles on American Indian racial identity attitudes and cultural orientation, American Indian suicide ideation, school bullying, parental beliefs about children's emotions, Health differences among Lumbee Indians using different sources of care, impact of acculturation and psychosocial variables on academic performance of American Indians, American Indian student success and psychosocial development. He is a past recipient of the UNC-Pembroke School of Education Distinguished Faculty award. His 30 years of service to the State of NC included serving as high school counselor, as an Academic Advisor in UNC-Pembroke's Freshman Seminar Program, as an Academic Advisor in North Carolina State University's First Year College and as Professor, program director, department chair, Associate Dean, Dean and Director of the Southeast American Indian Studies Program at the UNC-Pembroke. He also spent a year on the campus of UNC-Charlotte working with Chancellor Phil Dubois as an ACE Fellow.