

# ASSOCIATION OF INDEPENDENT LIBERAL ARTS COLLEGES FOR TEACHER EDUCATION

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



## A MESSAGE TO AILACTE MEMBERS

View the embedded video message on the page below or click [here](#) to hear AILACTE President, Dr. Kimberley White-Smith discuss:

- Submitting a proposal to our 2024 Conference
- Submitting a manuscript to our non-themed issue of the AILACTE Journal
- Applying for an AILACTE Award

### UPCOMING:

- 2024 Conference Call for Proposals
- 2024 Journal Call for Manuscripts
- 2023 Award Recipients
- Bylaw Revisions



**AILACTE PRESIDENT  
DR. KIMBERLY WHITE-SMITH**

# AILACTE PRESIDENT KIMBERLY WHITE-SMITH

## A MESSAGE TO AILACTE MEMBERS

DR. KIMBERLY WHITE-SMITH

ASSOCIATION OF INDEPENDENT LIBERAL ARTS  
COLLEGES FOR TEACHER EDUCATION, AILACTE

### PRESIDENT'S MESSAGE FALL 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\*\*](#)

[AILACTE.org](http://AILACTE.org)

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

# AILACTE CONFERENCE

## 2024 CALL FOR PROPOSALS



# Join us!

In the face of ever-evolving educational challenges, independent liberal arts institutions play a pivotal role in shaping the next generation of educators. This conference will create a space for membership to talk about unique aspects of their institutions, such as minority serving institutions (MSIs), Historically Black Colleges or Universities (HBCUs), Hispanic Serving Institutions (HSIs), religiously affiliated institutions, etc. The theme encourages individuals to delve into visionary leadership, innovative pedagogies, and inclusive practices that foster collective resilience within teacher education. Participants will have the opportunity to engage in insightful discussions, desirable training opportunities, and enriching networking sessions, all aimed at empowering AILACTE members to lead change and inspire positive transformations within their institutions and beyond.

# AILACTE CONFERENCE

We will explore how independent liberal arts institutions can create nurturing environments that build resilience among teacher candidates, equipping them with the skills to overcome obstacles and positively impact the lives of their students. Additionally, we will emphasize the importance of embracing sustainable practices, both in teacher education curricula and institutional policies, to prepare educators who will lead the way in creating a sustainable and equitable future for education. Together, we will investigate innovative pedagogies, cutting-edge research, and collaborative strategies that will empower AILACTE institutions to shape a future where teacher education thrives and inspires positive change worldwide. Specifically, the key strands at the heart of this conference include: essential leadership; enhancing partnerships and coloration locally and globally; bold new ideas for recruitment, retention, and diversifying the teacher candidate pool; and modernizing teacher education curriculum. As AILACTE institutions, we can lead the needed changes in teacher preparation, foster collective resilience with our AILACTE members, and shape a sustainable future for the field of teacher education.

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 **Aurora/Denver, Colorado**, to be held **February 15 & 16, 2024**.

Proposals must align with this year's theme and address one of the conference strands:

- *Strand 1: Cultivating Essential Leadership*
- *Strand 2: Enhancing Partnerships and Collaboration Locally and Globally*
- *Strand 3: Bold New Ideas for Recruitment, Retention, and Diversifying Teacher Candidates*
- *Strand 4: Modernizing and Adapting Teacher Education Curricula*
- *Strand 5: Navigating Regional and National Legislation Impacting the Field of Education*

**Presentation Proposal Deadline: October 13th, 2023**

[\*\*VIEW FULL CALL FOR PROPOSALS\*\*](#)

# AILACTE JOURNAL

The logo for AILACTE Journal features the word "AILACTE" in a large, white, serif font, with "Journal" in a smaller, white, sans-serif font below it. The text is set against a dark blue rectangular background.

## 2024 CALL FOR MANUSCRIPTS

The 2024 journal will be a non-themed volume. Manuscripts may address any issue that enhances the work of teacher educators in a liberal arts context. Topics that are appropriate for the journal include teaching and learning strategies; diversity, equity, inclusion, and social justice; responding to state mandates; candidate and faculty recruitment; tenure track and the use of adjuncts and professors of practice; budget issues; candidate and program assessment; program leadership; clinical practice and partnerships; policy changes; program models; etc. Although submissions are not limited to research studies, manuscripts that are grounded in literature and supported by empirical data will be given stronger consideration.

Manuscripts are due **June 14, 2024** and can be submitted on the [AILACTE Journal website](#). Manuscripts must follow APA guidelines, 7th Edition, as well as additional AILACTE Journal requirements posted on the website. If you have questions at any point, please feel free to contact Jackie Crawford ([Jackie.crawford@simpson.edu](mailto:Jackie.crawford@simpson.edu)).

[VIEW FULL CALL FOR MANUSCRIPTS](#)

## 2025 CALL FOR MANUSCRIPTS

The 2025 journal will be a themed volume addressing the **Integration of Artificial Intelligence in Teacher Education Programs**. A detailed Call for Manuscripts for the 2025 volume will be posted on the [AILACTE Journal website](#) in September 2024.

# AILACTE AWARDS

## 2024 SCHOLAR AWARD RECIPIENT

### Ali Taylor

*Annsley Frazier Thornton School of Education  
Bellarmine University*

Ali Taylor is an Assistant Professor of Special Education in the Annsley Frazier Thornton School of Education at Bellarmine University. Her research interests include using practice-based opportunities to support pre-service teachers' understanding of data-based decision-making. She implements experiential learning projects that allow her students to gain practice in administering, scoring, and analyzing data for multi-tiered systems of support and individualized education programming. At Bellarmine, Dr. Taylor teaches undergraduate courses in childhood development and special education.

The School of Education offers a dual-certification program for undergraduate students pursuing elementary education or middle school education degrees. The special education certification is a P-12 licensure in mild to moderate disabilities that is marketed as a learning and behavioral disorders certification. One of the primary goals in the School of Education is to help the nation and community fill the need of special education teacher shortages. In order to do this, Dr. Taylor is focusing her current research on expanding pathways for students to earn initial teaching certification. Specifically, by leveraging an existing partnership with Educators Rising high school chapters in Jefferson County Public Schools to help increase the potential for future special educators. In doing so, we will be strengthening a current partnership with Educators Rising to not only help with teacher recruitment and retention but also to promote a high-quality dual-certification program for teacher education at a liberal arts university.

# AILACTE AWARDS

## DIVERSITY AND INCLUSION CHANGE AGENT AWARD RECIPIENT

**Dr. Elisa Zwier Dralle**

*Goshen College*

Teach Elkhart County attracts, prepares, and retains BIPOC educators (Black, Indigenous, and/or People of Color) from and for Elkhart County, Indiana schools. Teach EC invests in educational pathways and career development for future BIPOC teachers. Housed in Goshen College's Education & Deaf Studies department, the program provides a pipeline of BIPOC teachers who are underrepresented in local schools in proportion to student demographics. We designed a multilevel mentorship model with three programming phases: Inspire, Cultivate, and Thrive. We inspire prospective students through recruiting opportunities in area schools and at community events. We cultivate future educators through wrap-around mentorship tailored to each stage of their growth from student to novice teacher. Aspiring educators receive personal and vocational development and support from a BIPOC teacher mentor. Finally, we set our first year teachers up to thrive through ongoing individual and cohort support. We partner with Elkhart Community Schools to co-facilitate their novice teacher mentor/mentee program as a Thrive pilot.

Our culturally responsive and community-rooted grow-your-own program has served 22 students to date. Teach EC is made possible through a blend of internal funds, partner district matching, and grants. We accompany future educators from their prospective student phase, through their undergraduate journey, into their first year as a novice teacher. Once they have taught for three years, alumni will be eligible to give back to their future colleagues as program mentors. Teach Elkhart County partners with local districts to "home grow" future educators with an explicit DEI commitment.

# AILACTE AWARDS

## PARTNERSHIP AWARD RECIPIENTS

**Joellen Maples**  
**Marlowe Washington**  
**Whitney Rapp**  
*St. John Fisher University*

The Collaborative Education for Equity (CEE) Program is a robust teacher pipeline initiative supporting Black, Indigenous, and People of Color (BIPOC) students from middle school through higher education and entrance into the teaching professions.

The mission of the CEE is to create a teacher pipeline program that contributes to dismantling structural racism and advances equity in education by preparing, supporting, mentoring, and graduating BIPOC teachers, drawn from urban, suburban, and rural school districts, into the teaching workforce.

The CEE will:

Increase the number of school district partners with teacher pipeline programs, engaging middle and high school students in programming, preparing in-service teachers to support student teachers of color through a culturally responsive lens in their classrooms, and committed to hiring teacher candidates of color upon graduation.

- Increase the number of BIPOC teacher candidates at Fisher; increase the number of student teachers of color engaged as CEE Teacher Fellows; increase the sense of self-efficacy and sense of belonging of BIPOC teacher candidates.
- Increase the number of in-service teachers prepared to support student candidates of color as they prepare for the workforce, creating an inclusive school climate in partner schools.
- Increase BIPOC teacher retention in partner schools/districts.
- Engage the workforce in an annual Diversity, Equity, and Inclusion in the Workforce conference to include an overarching focus on education.
- Use evaluative metrics and an Advisory Board to continue to build and grow this program, with a focus on alignment with community needs and priorities for sustained, systemic impact.



# AILACTE AWARDS

## GRADUATE SCHOLAR AWARD RECIPIENT

**Alice Sheun**

*Seattle Pacific University*

Wing Shuen (Alice)'s proposed study aims to collaborate with educators, especially those who work in rural school districts that serve historically marginalized communities, to understand how social-emotional learning (SEL) practices are applied to support an equitable English language learning environment. The objective is to examine the integration of culturally responsive SEL practices with English literacy instruction in everyday classroom. Specifically, Wing Shuen seeks to partner with teachers who primarily work with historically underserved children to learn and refine a newly developed pedagogical approach CULTURE (Lau & Shea, 2022). The approach focuses on elevating students' cultural assets through SEL skills, while creating a meaningful learning environment in which students can reflect on their lived experiences, identities, and values, and actively incorporate their personal and community assets into various aspects of literacy development.

In essence, this study explores the intersection of culturally responsive SEL and literacy instruction, with a commitment to acknowledging teacher participation for incorporating SEL into daily classroom. In the following school year of 2023-24, Wing Shuen will obtain feedback from classroom teachers and conduct observations of their instructional practices in order to inform further implications for teacher education related to culturally responsive SEL practices and literacy instruction for students, particularly including those from underrepresented populations. This study will report the findings to provide a better understanding of teachers' current experience integrating SEL strategies in the classroom and needs for professional development. With this in mind, Wing Shuen aspires to lay the groundwork for evidence-based studies of culturally responsive SEL.

# AILACTE AWARDS

## GLOBAL EXCELLENCE AWARD RECIPIENT

**Carol Doyle Jones**

*Niagara University*

Carol Doyle-Jones, PhD, is an Associate Professor in the College of Education at Niagara University, and the Academic Chair of the Ontario Educational Studies department. Niagara University is a bi-national university located in Lewiston, NY, with its Canadian site in Vaughan, Ontario. Carol's research and teaching centers on uncovering what it means to be an educator in the 21st century. Central to this understanding is a focus on collaborations, integrating multimodal texts and designs, and the importance of diversity, equity, and inclusion in our culturally and linguistically diverse classrooms. Carol is dedicated to building relationships with Indigenous elders, educators, and community members to bring Indigenous perspectives into Teacher Education programs.

Indigenous education and perspectives are key components in Ministry of Education curriculum expectations in Ontario, Canada. Research has indicated that Teacher Candidates often find it challenging to integrate Indigenous perspectives, history, culture, and knowledge into their pedagogy (Gorecki & Doyle-Jones, 2021). To create spaces to weave Indigenous education into Niagara University's Teacher Education program, Carol has facilitated workshops, conferences, and a video series to bridge understandings and relationships with Indigenous educators, knowledge keepers, and storytellers living and working on Treaty 13 territory. This past year, the Indigenous Education conference coincided with an inaugural Teacher Education Conference, bringing together sessions on mental health in schools and becoming an educational leader, alongside Land Acknowledgement protocols, Indigenous art and storytelling, and stories of survival in Residential Schools.

Carol would like to acknowledge and thank her co-facilitator, Laryssa Gorecki, and mentors Robert Cutting and Diane Montreuil, alongside the AILACTE Award Committee.

# AILACTE AWARDS



**MAY 15 2024  
DEADLINE**

## SCHOLAR AWARD

This award will be presented to a faculty member at an AILACTE institution in their first five years of appointment as a full-time faculty member to conduct research related to the impact of teacher preparation at AILACTE institutions. The \$2000 award is designed to enhance the scholarship and professional development of the recipient and can be used for professional travel, support for professional work, or other appropriate expenses. The new or ongoing research must connect to the AILACTE mission and demonstrate an impact on the field of teacher education.

## GRADUATE SCHOLAR AWARD

The \$1000 award will be presented to a graduate student that is currently enrolled as a graduate student in an AILACTE institution that is involved in scholarly research, new or already underway, that connects to the AILACTE mission statement and demonstrates the impact of the field of education.

## DIVERSITY AND INCLUSION CHANGE AGENT AWARD

The award will be presented to a faculty member from an AILACTE institution that has been engaged in significant ways in the advancement of diversity, equity, and inclusion in the preparation of teacher candidates through teaching, service, and/or research.

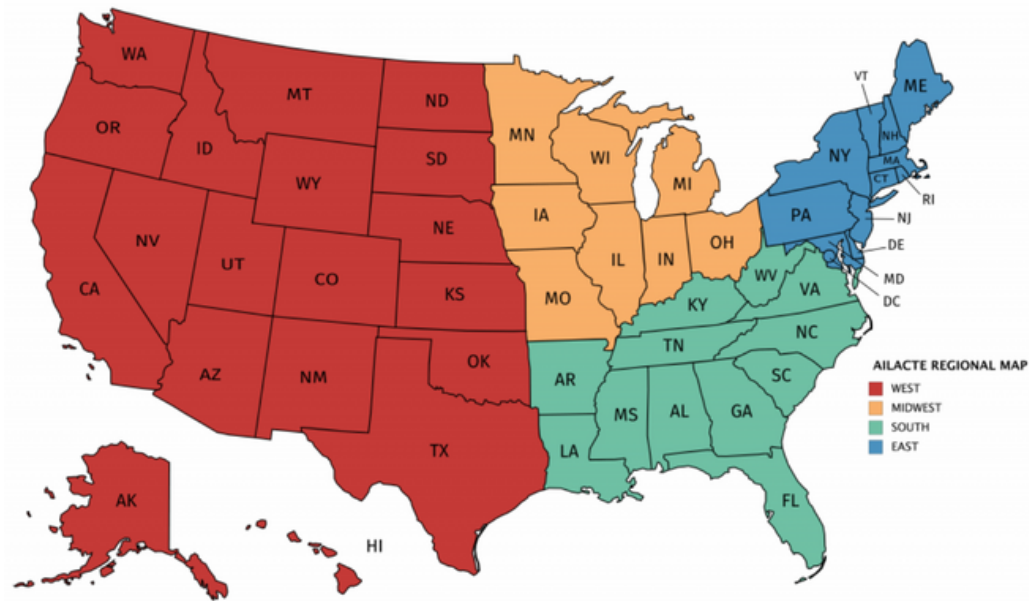
## GLOBAL EXCELLENCE AWARD

The award will be presented to a faculty member, department, or College of Education representing an AILACTE institution that has been engaged in significant and exemplary global education programming or practices in advancement of global/international, intercultural, and cross culture education.

## PARTNERSHIP AWARD

The award will be presented to an AILACTE faculty member, department, or College of Education that has been involved in a significant and sustained P-12 partnership.

# REGIONAL UPDATES



## WEST REGION

*Representative:  
Hillary Merk*

## MIDWEST REGION

*Representative:  
Jackie Crawford*

## SOUTH REGION

*Representative:  
Jennie Carr*

## EAST REGION

*Representative:  
Caitlin Riegel*

### **Pennsylvania:**

Chapter 354 of Title 22 of the Pennsylvania (PA) Code pertains to the preparation of professional educators. It has not been updated since 2000, therefore the PA Department of Education (PDE) is moving toward formal review.

PDE solicited feedback via a survey on specific elements of the chapter: student teacher evaluation tools; requirements for candidates' formal entry into education programs; length of student teaching requirements; cooperating teacher requirements; and assessment of skills. The main discussion around Chapter 354 revolves around finding a balance between maintaining high quality standards and breaking down barriers for new teachers.

PDE will facilitate the creation of working groups to discuss each topic in the survey through the fall of 2023. The working groups will include faculty and administration in teacher preparation programs throughout the state.

# REGIONAL UPDATES

## Massachusetts:

The Massachusetts Department of Elementary and Secondary Education (DESE) has several updates with particular emphasis on its recent MASS Literacy initiative. Support resources can be accessed on the [DESE website](#).

A new literacy lesson observation form has been implemented as part of the Candidate Assessment of Performance (CAP) for licensure candidates. The CAP is modeled after the Massachusetts Teacher Evaluation system. Starting this year, all Massachusetts schools are required to screen all students K-3 for early literacy.

DESE created a guiding document to support schools and districts. The [Early Literacy Screening Guidance](#) document provides a review of screening assessments and links to approved assessments.

In October there will be training for schools and district representatives on the new PK- 12 Individualized Education Plan (IEP) form. A [draft of Professional Standards for Teacher \(PSTs\)](#) is available for public review and feedback.

Other noteworthy updates in Massachusetts teacher preparation include:

- Launching of the new School Level Administrator Rubric
- Updating the Performance Assessment for Leaders (PAL) to align with revised guidelines for leaders
- Working via cross-agency to support growth of a diverse and effective workforce
- Updating additional Massachusetts Tests for Educator Licensure (MTEL)
- Conducting a pilot of alternative assessments to the MTEL

# 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
Rhode Island	Chris Keavy	Providence College	ckeavy@providence.edu

## WEST

State	Representative	Institution	Email
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Nebraska	Tim Frey	Doane University	timothy.frey@doane.edu
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Washington	Keith Lambert	Whitworth University	klambert@whitworth.edu

## MIDWEST

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Illinois	Rebecca Nelson	North Park University	rnelson1@northpark.edu
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Minnesota	Elizabeth Leer	St. Olaf College	leere@stolaf.edu
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## SOUTH

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Arkansas	Kimberly Crosby	Lyon College	kimberly.crosby@lyon.edu
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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

## PROVIDENCE COLLEGE



### About Providence College

Providence College is a Catholic, Dominican, liberal arts institution of higher education and a community committed to academic excellence in pursuit of the truth, growth in virtue, and service of God and neighbor. Providence College was founded in 1917 by the Dominican Friars at the invitation of Bishop Harkins to provide a Catholic education in the arts and sciences.

Providence is committed to academic excellence, and holds itself to the highest standards in teaching, learning, and scholarship. Its core curriculum addresses key questions of human existence, including life's meaning and purpose, and stresses the importance of moral and ethical reasoning, aesthetic appreciation, and understanding the natural world, other cultures, and diverse traditions. Providence College honors academic freedom, promotes critical thinking and engaged learning, and encourages a pedagogy of disputed questions.

### **School of Education and Social Work**

The Providence College School of Education and Social Work (SESW) equips future professionals to elevate the well-being of individuals and society.

<https://education-social-work.providence.edu>



PROVIDENCE  
COLLEGE