



Views and News

The Voice of Teacher Preparation in Independent Institutions



From the President, David Cherry

Greetings AILACTE members:

I trust that you were able to have some restful and reflective time over the summer months to rejuvenate as well as refill your personal and professional cups with energy and vitality. Come September, I hope you will be recharged for the challenges and opportunities that are before you.

The *Views and News* serves the following purposes for our membership:

1. **Context:** for the upcoming [Annual Meeting and Conference in Atlanta Georgia for February 27-28, 2020](#). A brief framing for the conference theme is provided below. This

- upcoming conference will be a particularly memorable one because we will be celebrating our [40th anniversary](#) as a professional teacher education association.
2. [Call for Proposals](#): conference theme, presentation strands, due dates, and process/protocol for submission.
 3. [Open Positions and Opportunities to engage in AILACTE](#): Learn of all the ways to serve our professional association and protocols to nominate colleagues or yourself to be placed on ballots.
 4. [Regional and State Representative news](#) and updates.
 5. [Scholar Awards](#): In addition to the existing scholar awards, a new award of recognition has been added: [AILACTE Diversity and Inclusion Change Agent Award](#). Please refer to the section on scholar awards.
 6. [School Safety](#): AILACTE statement. This statement is in response to the major national concerns about school safety and our support the efforts that are underway to curb and curtail these tragedies. The board presented an initial draft to the membership at last year's conference for comment and feedback. This statement includes that feedback. Please consider this statement as a continuation of a **forum** on this urgent matter.
 7. [5 Ways to get involved in AILACTE](#).
 8. [Institutional Membership to AILACTE](#) forms.

Conference Context:

Over the past year, our nation has continued to struggle and be on a bumpy and somewhat destructive political road that has pressed all of us to reassess and reaffirm our commitments as we prepare future educators. It is of paramount importance to boldly continue equipping prospective teachers to exercise their minds and hearts through being intellectually curious, socially just in thought and action, inclusive in providing equitable opportunities for all learners, and active contributors in classrooms, schools and communities they are serving.

As I compare the comments made in the News and Views newsletter a year ago with current federal policies, practices, and rhetoric our nation has encountered, the issues and challenges teachers and their students are experiencing continue to escalate. Vulnerable groups in our schools are facing and experiencing even more challenges, adversity and discrimination. The imperative to advocate and press for healthy opportunities and spaces for teachers and their diverse students has only intensified.

AILACTE joins with AACTE in heightening the efforts to revisit, redefine and advocate for teachers and the diverse students they serve during this civil and social era of the marginalization of diverse groups. These groups include race, ethnicity, gender, gender identity, sexual orientation, age, social class, students with disabilities, religious or ethical values system, national origin, and political beliefs. We must intentionally equip teacher candidates to be informed, wise, inclusive, and advocates. Many AILACTE members have conducted research or been engaged significantly in the advancement of diversity, equity, and inclusion in the preparation of their teacher candidates. In an effort to support, acknowledge, and recognize their commitment to advancing equity and inclusion, a new award has been established and will be presented at the upcoming conference in Atlanta. The award is titled, "[AILACTE Diversity and Inclusion Change Agent Award](#)." Please see details for applying for this award in this Newsletter's section regarding **Scholar Awards**.

Social emotional learning and addressing complex student trauma continue to be realities in schools. Teacher preparation programs have been proactive in equipping teacher candidates to successfully navigate and accommodate the social and emotional trauma of students entering classrooms and school buildings. What innovations and strategies are programs successfully using to prepare their teachers to be effective in meeting the needs of growing numbers of students with

such challenging realities? An adverse artifact of the complex social-emotional trauma and challenges facing teachers and students is the compounded stress and strains affecting teachers. Many educators across the nation are reporting struggles with their own well-being and self-care including chronic stress, fatigue, burnout, and declines in physical and mental health. The challenge is how to equip teacher candidates to understand and proactively manage and preserve their mental and physical health and well-being to sustain their vitality and joy in the profession throughout their careers.

Recruiting, supporting, and retaining teacher candidates from diverse backgrounds continues to be challenging. What new information and creative solutions are emerging that assist diverse teacher candidates as many of them face mounting challenges such as testing barriers to certification? What kinds of creative financial supports and incentives are in place that assist in retaining our diverse teacher candidates? Disseminating successful strategies programs are using to recruit and retain diverse teachers can be vital resources in our efforts to diversify the teacher workforce.

Assessment, accountability, and accreditation have greatly impacted the profession of teacher education over the last four decades. National legislation such as Goals 2000, No Child Left Behind (NCLB), and the Every Student Succeeds Act (ESSA) have shaped an agenda in which teachers are ever-mindful of student scores on outcome measures. To some degree, this extends to test scores of the P-12 students of their alumni following program completion. Teacher education programs are judged by their teacher candidate scores on state and national assessments. Many institutions who use these high stakes performance assessments such as the edTPA are finding that it is driving how programs are framed, the structure and content of courses, and influencing cooperating teachers' willingness to accommodate the instructional spaces needed for teacher candidate lessons planning and videotaping. Learning about how teacher educators continue to navigate this with teacher candidates in their field placements is of interest and concern. Quality assurance and data-driven decision-making guide the daily efforts of teacher education faculty. This along with concerns about the reliability and validity of assessment measures have a tendency to compete with the values and experiences of teacher educators who appreciate the goals of a liberal arts education of the whole person. As can be seen, programs are constantly challenged with integrating assessment, accountability, and accreditation requirements while working to achieve the goals of their liberal arts institutions.

The efficacy and success of teacher candidate preparation is dependent upon articulations that are coordinated and nurtured through partnerships and internships in P-12 schools and districts. There are innovative and collaborative models that provide real world experiences for effectively preparing and supporting new teachers for the diverse schools they will be entering. We are always interested in learning more about how these efforts are yielding culturally relevant learning opportunities for teacher candidates, their cooperating teachers and the diverse students in today's classrooms.

Finally, we look forward to celebrating AIALCTE's 40th anniversary. We have formed a committee planning that celebration! If you have comments or suggestions, please contact Alyssa Haarer (admin@ailacte.org) or Jacqueline McDowell publications@ailacte.org.

The theme of the conference is **“Celebrating 40 years of AILACTE: Continuing to Advance, Adapt, and Advocate for Teacher Education in Independent Liberal Arts Institutions.”**

Please review the *Call for Conference Proposals* for AILACTE's 2020 meeting and conference. AILACTE institutions have traditionally prepared effective teachers who have been grounded in a liberal arts education. As we continue to train the next generation of culturally responsive teachers,

a constant in sustaining this effort is continuously adapting, advocating, and advancing quality teacher preparation in our liberal arts institutions.

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ASSOCIATION OF INDEPENDENT
LIBERAL ARTS COLLEGES FOR
TEACHER EDUCATION

CALL FOR PROPOSALS

AILACTE NATIONAL CONFERENCE



Want to add a national conference presentation to your vitae? AILACTE's 2020 National Conference will take place in Atlanta, GA.

Consider submitting a proposal for either a session or a round table presentation. We look forward to your proposal.

Deadline: November 25, 2019

<https://ailacte.org/>

Call for Conference Proposals

**Association of Independent Liberal Arts Colleges for Teacher Education (AILACTE)
2020 Annual Meeting and Conference in Atlanta, Georgia, February 27-28, 2020.**

Deadline for submissions: November 25, 2019

Submit proposals electronically to info@ailacte.org

Theme of Conference: Celebrating 40 Years of AILACTE: Continuing to Advance, Adapt, and Advocate for Teacher Education in Independent Liberal Arts Institutions

AILACTE is celebrating its 40th year anniversary in February of 2020! Educator preparation institutions that are members of AILACTE are well positioned to **adapt, advocate, and advance** research-based best practice in teacher education as they respond to the opportunities and changes facing educational systems in the United States.

Diversity and Inclusion:

AILACTE joins with AACTE in heightening the efforts to revisit, refine, adapt, advocate, and advance teachers and the students they serve during this civil and social era of the marginalization

of diverse groups. These groups include race, ethnicity, gender, gender identity, sexual orientation, age, social class, students with disabilities, religious or ethical values system, national origin, and political beliefs. We must intentionally equip teacher candidates to be informed, wise, and proactive professionals as they adapt, advocate, and advance best equitable practices and opportunities for all students. Hearing and learning from AILACTE members about their research and how they are advancing teacher candidates' knowledge and skills in regard to strategies and successful practices in diversity, equity, and inclusion for all students would be of great benefit.

Social-Emotional Learning and Teacher Self-Care:

Social-emotional learning and addressing complex trauma continue to be realities in schools where teacher candidates are placed. Of paramount importance is the need to equip these candidates to successfully navigate and accommodate the social and emotional trauma of students entering classrooms and school buildings. What innovations and strategies are programs successfully using to prepare their teachers to be effective in meeting the needs of growing numbers of students with such challenging realities? Adverse artifacts of the complex social-emotional trauma and challenges students are coming to school with are the stresses and strains affecting the teachers. Many of them across the nation are reporting and exhibiting struggles with their well-being and self-care including chronic stress, fatigue, burnout, and declines in physical and mental health. This begs the question: "How may teacher educators efficaciously equip teacher candidates to understand and proactively manage and preserve their mental and physical health to sustain their vitality and joy in the profession throughout their careers"?

Recruitment and Retention of Diverse Teacher Candidates:

Recruiting, supporting, and retaining teacher candidates from diverse backgrounds continues to be challenging. Systems and strategies are essential to assist and advocate for diverse teacher candidates so they are able to persist and thrive during their professional preparation. Disseminating successful strategies used by programs preparing diverse teachers is always a resource in our efforts to diversify the teacher workforce. What new information and creative solutions are emerging that assist diverse teacher candidates as many of them face testing barriers to certification? What kinds of creative financial supports and incentives have been created that assist in retaining diverse teacher candidates?

Assessment, Accountability, and Accreditation:

Assessment, accountability, and accreditation have greatly impacted the profession of teacher education over the last four decades. National legislation such as Goals 2000, No Child Left Behind (NCLB), and the Every Student Succeeds Act (ESSA) have shaped an agenda in which teachers are ever-mindful of student scores on outcome measures. To some degree, this extends to test scores of the P-12 students of their alumni following program completion. Teacher education programs are judged by their teacher candidate scores on state and national assessments. Many institutions who use these high stakes performance assessments such as the edTPA are finding that it is driving how programs are framed, the structure and content of courses, and influencing cooperating teachers' willingness to accommodate the instructional spaces needed for teacher candidate lessons planning and videotaping. Learning about how teacher educators continue to navigate this with teacher candidates in their field placements is of interest and concern. Quality assurance and data-driven decision-making guide the daily efforts of teacher education faculty. This along with concerns about the reliability and validity of assessment measures have a tendency to compete with the values and experiences of teacher educators who appreciate the goals of a liberal arts education of the whole person. As can be seen, programs are constantly challenged with integrating assessment, accountability, and accreditation requirements while working to achieve the goals of their liberal arts institutions.

Innovative Partnerships with P-12 Schools:

The success of teacher education programs is dependent upon established partnerships that are coordinated and nurtured with P-12 schools and districts. There are innovative and collaborative models that provide real world experiences for effectively preparing and supporting new teachers for the diverse schools they will be entering. We are always interested in learning more about how these efforts are yielding diverse and inclusive learning opportunities for teacher candidates, their cooperating teachers and students in today's classrooms.

For the 2020 Annual Meeting, the AILACTE Executive Committee invites members to submit proposals on how they are **change agents** who are **adapting, advocating, and advancing teacher preparation in liberal arts institutions**.

Below, please find the five conference strands with questions associated with each. Proposals should address a specific strand and its associated question(s).

1. Diversity and Inclusion

- How are programs preparing teachers to advocate for and advance best equitable and inclusionary practices that promote and empower students who have experienced marginalization based on ethnic, linguistic, socioeconomic, and sexual/gender identity?
- What strategies and skills are teacher candidates being prepared to provide differentiated instruction to special education, English language learners, gifted and neurodivergent students?
- How are programs using technology to create more inclusive and learner-centric environments?

2. Social Emotional Learning and Teacher Self-Care

- What innovations and strategies are programs successfully using to prepare their teachers to be effective in meeting the needs of growing numbers of students with such challenging realities?
- What strategies are programs employing to inform and equip teacher candidates to understand, proactively manage, and preserve their mental and physical well-being as they address the complex social and emotional traumatic needs of their students?
- What may be the best infrastructure to support mental health and wellness for teacher and student self-care?

3. Recruitment and Retention of Diverse Teacher Candidates

- What strategies have teacher education programs employed to recruit diverse teacher candidates?
- What new information and creative solutions are being used that assist diverse teacher candidates as many of them face testing barriers to certification?
- What kinds of creative financial supports and incentives have been successful in assisting in retention of diverse teacher candidates?
- What kinds of service(s) have programs provided that support diverse teacher candidate retention?

4. Assessment, Accountability, and Accreditation

- What innovative practices have programs and schools of education implemented to comply with assessment, accountability, and accreditation requirements that have resulted in program improvement?
- How have programs integrated assessment, accountability, and accreditation requirements while working to achieve the goals of a liberal arts education in concert with preparing a diverse teaching workforce?
- What practices have AILACTE institutions implemented to demonstrate the integration of valid and reliable assessments that guide program improvements?
- How are teacher candidates' performance assessments, such as the edTPA, influencing the relationships with candidate clinical placements and cooperating teachers' willingness to accommodate?

5. Innovative Partnerships with P-12 Schools

- What mechanisms and protocols have programs put in place to assess the effectiveness of the clinical experiences?
- What partnerships have been established and sustained with school districts to prepare effective teachers?
- In what ways do programs coordinate with and participate in school districts' first year induction programs?
- What innovative pedagogies or practices are being employed to collaborate with communities?
- How are programs navigating non-traditional teacher candidate placements in clinical practice?

Proposal Formats:

The AILACTE Annual Meeting and Conference offers two types of session formats: 50-minute breakout and roundtable.

- **Breakout sessions** include presentation of abbreviated papers, projects, and other academic work, followed by brief comments, questions, and discussion. Presentations begin with an outline of major points, such as purpose, problem, major findings, conclusion, and recommendations. The amount of time devoted to elaborating points will vary among presenters, though time will be allotted for interacting with participants near the conclusion of the session. Presenters should prepare handouts summarizing content, along with planned questions for facilitation of discussion. Note, each session is provided with a screen, table, and extension cord. **Presenters must provide their own projectors.** Internet access may be unavailable during sessions. Presenters should download necessary presentation materials to their computers or other devices before the session.
- **Roundtable sessions** allow maximum interaction between participants through brief presentation and extended discussion. Presenters should prepare 15 handouts, which summarize the presentation and include contact information, for distribution to discussants. Presenters should begin sessions with a description of session material followed by explanation of key points. Presenters then facilitate discussion with discussants using prepared talking points and questions for a total of 30 minutes.

Proposal Contents:

- The proposal should be typed in 12-point font, double spaced, with 1-inch margins throughout.
- **Cover page** includes the following information:
 - Title of 18 words or fewer
 - Abstract for the conference program of 40 words or fewer
 - Format (breakout or roundtable) listed in order of preference
 - Lead presenter(s) name, title, institution, mailing address, telephone, and email
 - Co-presenter(s) name, title, institution, mailing address, telephone, and email

Summary that includes the following information and is 2 to 3 pages (page count excludes reference list and figures and tables, if any); exclude information that identifies presenter(s) from this section to ensure blind review.

Topic: State the topic, which may be a problem, question, investigation, etc., and provide context.

Framework: Summarize perspectives, theory, and/or literature fundamental to the topic.

Investigation: Summarize method, technique, mode of inquiry, data, evidence, materials, etc.

Result: Describe the consequence, effect, or outcome.

Significance: Describe the importance of the topic, investigation, and/or result.

Participation: Describe one or more goals of the presentation with respect to participation and attendees; summarize strategies that will be used to ensure participation and achieve goals.

IV. Criteria Format		Follows directions shown in the <i>Request for Proposals</i>	Does not follow directions shown in the <i>Request for Proposals</i>
Writing	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free	Uses straightforward language that generally conveys meaning to readers; the paper has few errors	Uses language that sometimes impedes meaning because of errors, or errors in usage
Organization	Presents information in a framework that is easily comprehended, with all parts in the proper place and cohering to each other	Presents information in a framework that is comprehensible, with placement of parts to produce coherence	Does not present information in a framework that is comprehensible; misplacement of parts, with little coherence
Relevance	Includes a subject that is closely connected to preparation of educators and/or to the theme	Includes a subject that is closely connected to preparation of educators	Includes a subject that is scarcely connected to preparation of educators
Participation	Includes one or more goals with respect to participants and strategies for achieving goals; suggests attention to including participants	Includes one or more goals with respect to participants and strategies for achieving goals	Excludes goals and strategies for including participants

AILACTE 40th Anniversary Celebration
By Jacqueline McDowell



AILACTE has been the voice of teacher preparation programs and independent institutions for 40 years. Keeping in mind that we a volunteer organization with a very small dues/revenues database, it is a huge accomplishment. We are not only 40 years old, but these have been 40 vibrant years...40 years of collaboration and sharing...40 years of providing leadership.

The listing of AILACTE past presidents is a Who's Who in Teacher Preparation. Nearly all who are not retired have remained actively engaged in our profession. We are extremely pleased that we will be asking them to join us at the annual meeting this year. It will be wonderful to hear them reflect on the past as we all share together reflections on our future. There will be an opportunity for you to speak with the amazing leaders who are able to attend the conference in Atlanta, February 27-28, 2020.

PAST PRESIDENTS

1980-1981 Warren Garner	1994-1995 Michael Vavrus
1981-1982 Sister Michelle Schiffgens	1995-1996 Kathe Rasch
1982-1983 Norene Daly	1996-1997 Charlotte Mendoza
1983-1984 Kenneth Vos	1997-1998 Julie Stoffels
1984-1985 Norris Patchke	1998-2000 Thomas Warren
1985-1986 Marianne Murphy	2000-2002 Dennis W. Sterner
1986-1987 Alan Tom	2002-2003 Mike Miller
1987-1988 Marilyn Guy	2003-2006 Lynn Weisenbach
1988-1989 Mary Ellen Finch	2006-2008 Lynn Beck
1989-1990 Ann Converse Shelly	2008-2010 Dwight Watson
1990-1991 Mary Diez	2010-2012 Jill Lederhouse
1991-1992 Joe Lamberti	2012-2014 Mark Hogan
1992-1993 Earline Kendall	2014-2017 Mike Hillis
1993-1994 Ronald Midkiff	2017-2019 David Denton

Open Positions and Opportunities to Engage with AILACTE

Voting Scheduled for this October:

1. Updates to AILACTE Bylaws and Standing Rules

The AILACTE Board of Directors has spent several months updating the associations Bylaws and Standing Rules. Members are invited to review a draft of updates at <https://tinyurl.com/y3kf8oa9>. Feedback regarding the draft can be sent to AILACTE Past President, David Denton, at dentod@spu.edu. AILACTE member representatives will vote on adoption of updated Bylaws and Standing Rules this autumn.

2. Open Positions and Opportunities to Serve AILACTE

The AILACTE Nominating Committee is seeking nominees for:

- **President-Elect**
- **AILACTE Representative on AACTE Board of Directors**
- **West Region Representative**

Information about responsibilities and terms of office is available at <https://tinyurl.com/y3kf8oa9>. Members interested in applying as nominees should send a letter of interest and vitae to the AILACTE Nominating Committee Chair, David Denton, at dentod@spu.edu. Applications to be nominated for AILACTE President-Elect and West Coast Regional Rep are due September 16. Application to be nominated for AILACTE Representative on AACTE Board of Directors is due August 31. Up to three nominees will be selected by the Nominating Committee for each position for a vote this autumn.

Regional and State Representative News

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

Cynthia McPhail Nazareth College, New York

In January 2019, the 2015 education law that required state-created or administered assessments to be a subcomponent of teachers' and principals' Annual Professional Performance Review (APPR) was amended. The bill eliminated the mandatory use of state assessments and allows school districts and teachers to decide whether to use standardized tests in annual evaluations.

Currently, New York State requires that teacher candidates need to have a 3.0 GPA to enter graduate-level programs, and they must achieve a minimum score (set by the institution) on the GRE or equivalent assessment. Despite a 15% exemption allocation, it was argued that for career changers, or under-represented teachers who may not have had essential classroom guidance, a 3.0 GPA may not be an appropriate marker to indicate potential success in the classroom. The GPA requirement was viewed as prohibitive because a Master's degree is mandatory for professional teacher certification in NYS. The NYS Senate and Assembly voted to remove the minimum GPA standard and allow each institution the discretion to choose the academic selection criteria, **and the bill awaits Governor Cuomo's signature.**

Rachel Hickoff-Cresko Lycoming College, Pennsylvania

For educators looking to teach in Pennsylvania, the Certification website on the Pennsylvania Department of Education website now maintains an interactive webpage called Career Opportunities for educators to search by county and locate contact information for individual educational entities. The purpose of this resource is to aid future educators in their search for vacancies in Pennsylvania schools.

Pursuant to Act 82 of 2018, first-time applicants for special education certification will be issued Special Education PK-12 certificates as of January 1, 2022. However, those holding a Special Education PK-8 or Special Education 7-12 certificate (issued until December 31, 2021) will be able to expand the scope of their special education certificate as permitted by law.

Midwest Regional Representative Jackie Crawford Simpson College, Indianola, Iowa

Jen Diers (Central College), Iowa – The IACTE, Iowa Department of Education, Iowa State Education Association, Iowa Board of Educational Examiners, and the teacher preparation institutions received a grant that will cover collaborative efforts to develop a Model Code of Ethics for Educators. Once finalized, the Code of Ethics will be used in all teacher preparation programs.

The Iowa Director of the Department of Education, Ryan Wise, recently reviewed some of the key Iowa initiatives from the past few years.

- Developed a comprehensive early literacy initiative to ensure all students read proficiently by the end of third grade.

- Created a statewide teacher leadership system that elevates the teaching profession and taps the expertise of teachers to improve classroom instruction and improve student achievement.
- Implemented an ongoing review of Iowa's academic standards to ensure Iowans have input into what students should know and be able to do as they progress toward graduation.
- Launched the Future Ready Iowa initiative, which will build Iowa's talent pipeline by ensuring citizens have access to education and training required for productive jobs and careers both now and in the future.
- Revitalized Career and Technical Education to ensure equitable access to high-quality programs as well as work-based learning opportunities.
- Focused on increasing interest and achievement in Science, Technology, Engineering and Math (STEM) through the Governor's STEM Advisory Council.
- Redesigned Iowa's school accountability system to provide support to schools where and when they most need it.

Elizabeth Leer (St. Olaf), Minnesota – The Minnesota Professional Educator Licensing and Standards Board (PELSB) recently released a fourth draft of proposed changes to the unit and program rules for teacher education. Each draft has triggered a comment period, and that input is considered in revisions to subsequent drafts. At least one more draft will be made available to the public before the proposed rule changes are presented to the full Board for approval and later adopted as state statute. (PELSB is the new entity that licenses teachers in MN; prior to January 1, 2018 both the Department of Education and the Board of Teaching [BOT] were involved in licensing. The BOT is now defunct). Changes in the new rules include more rigorous requirements for school partnerships, field experiences, methods instructors, and student teaching supervision.

As of a year ago (July 1, 2018), MN has a new tiered system of licensure. The system is complex, but generally, Tier 1 licenses can be granted to candidates with bachelor's degrees only, are good for one year, and are renewable three times. Districts must show that they could not find a Tier 2, 3, or 4 teacher. Tier 2 licenses can be granted to candidates with bachelor's degrees who are enrolled in a teacher preparation program or have a master's degree. Tier 2 licenses are valid for two years and can be renewed three times. Candidates prepared in traditional university-based teacher preparation programs who have passed content and pedagogy exams are eligible for Tier 3 licenses, which are valid for three years and renewable indefinitely. After gaining three years of teaching experience, they may apply for Tier 4 licenses, which are valid for five years and renewable indefinitely.

**South Regional Representative Jennie Carr
Bridgewater College, Bridgewater, Virginia**

Linda Neuzil (North Carolina) – A number of North Carolina EPPs are exploring AAQEP as an alternative for CAEP for accreditation. Many North Carolina colleges are interested in AAQEP for accreditation and would be interested in hearing from other institutions who are using AAQEP. Several institutions have also noted their interest in using the CPAST (an Ohio created dispositions and pedagogy instrument). The Residency Pathway is replacing lateral entry. This is designed for non-licensed educators hired by a LEA to complete necessary licensure requirements while enrolled in and under the supervision of an institution's state approved program.

Diana Yesbeck (Virginia) – Teacher preparation programs around the Commonwealth of Virginia will offer bachelor degrees in education starting fall 2019; this is due to the Virginia General Assembly passing legislature in March 2018 to address a teacher shortage in Virginia schools. After a rigorous process of submitting materials to their individual institutions and submission to Virginia Department of Education for approval, approximately 15 of the 36 Virginia institutions,

which offer teacher preparation programs, will begin offering a Bachelor's degree in Education in fall 2019.

Holly Atkins (Florida) – With a new governor brings a new Education Commissioner—Richard Corcoran, former Speaker of the House. No education background except as an owner of charter schools. Surely this perspective will continue to inform legislation and funding in this area. Governor DeSantis has also called to eliminate the current Florida Standards (adaptation of the Common Core Standards) to be replaced with a new set of standards. No details about when or how these will be developed. On a positive note, the Governor has acknowledged the issues with the exams that make up the Florida Teacher Certification Exams; most notably, the GK (General Knowledge Test). This test is comprised of four sections: reading comprehension, language skills, math, and an essay—the skill level is early high school. Successfully passing the GK is an issue throughout the State of Florida for Colleges of Education. Students unable to pass the GK (and the Subject Area Exam and Professional Educator's Exam—although these do not typically offer significant challenges to our students. The content of these two tests is covered in College of Education coursework, and students are well-prepared) cannot graduate from the State-Certified program. Within the districts, this is also an issue for teachers hired on temporary teaching certificates. Some of these teachers have received exemplary evaluations by their principals, yet face losing their job for lack of passing all sections of the GK. While not authorizing any changes to the test in terms of lowering the minimum passing score, or having an independent group study the test itself for validity, the Education Commissioner did authorize a significant reduction to the cost of taking the test, effective June 1. The Governor has also extended the time an in-service teacher has to pass the GK—from 1 to 3 years. Legislation has also addressed alternatives for passing the GK for those currently in the classroom. Unfortunately, none of those alternatives are addressed at students currently in colleges of education.

At Saint Leo University, the chair of the education department was asked to serve on the President's Legislative Committee, and was encouraged to craft a position statement regarding PK-12 education issues for the University. One of those items included making changes to the testing requirements to be more equitable to colleges of education who are not responsible for teaching the skills covered in the GK test. We are, as always, partnering with our school districts on providing workshops for preservice and in-service teachers.

West Regional Representative Hillary Merk
University of Portland, Portland, Oregon

Dr. Hillary Merk has been appointed by the AILACTE Board of Directors to complete Dr. Jacqueline Waggoner's term as West Region Representative. Dr. Waggoner will become the Oregon representative. *Dr. Hillary Merk* is an Associate Professor in the School of Education at the University of Portland, in Portland, Oregon. She received her 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, Washington. Dr. Merk started teaching at the University of Portland in 2008 and teaches in the elementary undergraduate and MAT programs. She researches in the area of classroom management, diversity, teacher education, and cyberbullying. Dr. Merk has published in the AILACTE journal and has presented at AILACTE conferences every year for a decade.

I am very excited to be serving as the West representative on the AILACTE board. The first AILACTE conference I attended and presented at was in 2009 and I have participated in almost every conference since then. In addition, I have published in the AILACTE Journal and have found it to be an exceptional resource for educators. I immediately felt a sense of community among the AILACTE members and have gained a great deal of valuable information from this organization. I strongly believe AILACTE is a wonderful place for junior faculty to create professional networks and learning opportunities and for senior faculty to continue to network, further the mission of liberal arts institutions, as well as gain leadership opportunities. I hope to help deliver that message on the West coast. I greatly appreciate the communication and information sharing that AILACTE provides to teacher educators and look forward to supporting the shared mission of "promoting cooperation with other organizations to promote quality teacher education."



SCHOLAR AWARDS 2020

Application Deadline: November 15th

Scholar Award (\$2250): 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 (\$1500): 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

Scholar Awards

AILACTE 2020 DIVERSITY & INCLUSION CHANGE AGENT AWARD

Application Deadline: November 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 \$500 stipend and free registration at the 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 2020 Diversity & Inclusion Change Agent Award

School Safety Statement By David Denton

Members of AILACTE believe in the principles underlying liberal arts education, such as sovereignty of the individual, guidance by the community, promotion of democracy, and equal access to learning. AILACTE members believe these principles are the foundation upon which people find value and meaning in life. Value and meaning are the elements that make life worth living. They also serve as an antidote to nihilism, which often is an underlying motivation for those who commit acts of violence against educators and their students. Nihilism is rejection of all value and all meaning. School safety depends on teaching young people to reject nihilism and to resiliently pursue life and hope. The most important way this is done is through formation of relationships between responsible adults and young people. The critical feature of these relationships is the effort and ability of adults to assist young people in discovering their unique value and meaning, and recognition of these qualities in others. AILACTE members believe these relationships are established across many levels, within schools, families, communities, and institutions. The relationships between teachers and students are particularly important for helping young people find reasons to live. Though relationships that teach value and meaning are key, AILACTE members also believe school safety is improved in other ways. Mental health counseling, school building security, and firearms regulation are obvious areas that have the potential to make schools safer. Nevertheless, the key component to ensuring school safety is for educators to seek out and cultivate meaningful relationships with young people and teaching them to reject nihilism and to embrace life through discovery of value and meaning.

Institutional Spotlights



Berry College **By Monica Willingham**

The seeds of Berry College were planted in 1902 with the opening of the Boys Industrial School, a boarding school for boys located approximately three miles north of Rome, Georgia. The school's creation was the result of the vision and devoted efforts of Martha Berry, the daughter of a prosperous local business owner, who had come to believe that education could provide a path from poverty for local children. Berry today combines challenging academics with character-enhancing and career-building practical experiences. The college's academic programs rival other top residential universities in the region, but its commitment to eight semesters of paid professional development experience is one of a kind. The Berry Compact emphasizes equally the importance of ownership and mentoring – it is what defines our culture and propels our collective success.

VISION: For students to graduate as self-motivated learners – knowledgeable, responsible and resilient – leaving Berry with a sense of direction, conviction about what matters and confidence moving forward.

PURPOSE: To provide an integrated education of the head, heart and hands as the means by which to graduate responsible adults with the knowledge, experience, character and passion to improve the communities in which they live, work and serve.

MOTTO: “Not to be ministered unto, but to minister.”

MISSION: Berry College is a comprehensive liberal-arts college with Christian values. The college furthers our students' intellectual, moral and spiritual growth; proffers lessons that are gained from worthwhile work done well; and challenges them to devote their learning to community and civic betterment. Berry emphasizes an educational program committed to high academic standards, values based on Christian principles, practical work experience and community service in a distinctive environment of natural beauty. It is Berry's goal to make an excellent private liberal-arts education accessible to talented students from a wide range of social and economic backgrounds.

Our founder believed in the transformative potential of education. A century later, the college she created has been cited as a model of excellence in preparing the next generation of great teachers. The objective of the Teacher Education Program is to prepare teachers who are developers of human potential. Martha Berry, the founder of Berry College, saw potential where others did not in the Appalachian youth for whom the Berry Schools and, later, the college were established. Like Martha Berry, we believe the role of excellent teachers is to develop the potential every student has to gain a lifelong appreciation of learning; to acquire the basic skills and wide repertoire of thinking strategies with which to construct and evaluate knowledge; to become morally responsible and fully participating partners in a democratic society within an ever-changing world; to develop and enhance a healthy self-esteem; and to work cooperatively with others to foster improvements in society. In order to be developers of human potential, teachers should (1) promote reflection and decision making (head), (2) facilitate learning (hands) and (3) enhance self and social awareness (heart). To meet the expectations of these roles, teachers' actions must rest on the foundations of what they know through research (head), the collective wisdom of experience (hands) and their own values (heart). There must be a constant interaction between this knowing and doing. Teachers must continually reflect on lesson implementation, instructional materials used, student responses, school environment and values. This reflection in turn produces more knowledge, which is then used to refine what teachers do.

Berry's three on-campus schools, the Child Development Center (for ages 3-5), the Berry College Elementary School (for grades K-6) and the Berry College Middle School (for grades 7-8), are private schools (open to the public) that provide models of best teaching practice. The South Rome Early Learning Center (for 3-year-olds) is a new laboratory school housed in a local K-6 public elementary school. These schools support authentic observation, field experiences and clinical practice experiences. The teachers in these schools are part of the Berry College Teacher Education Program.

The Teacher Education Programs at Berry have a long and distinguished history of excellence. Our faculty thrives on both proven and fresh ideas, superior teaching and "the personal touch." Classes are usually small, allowing for individual attention and rich interactions among faculty and students. Because we think diverse experiences make stronger teachers, students have numerous opportunities for travel and study in international locales. Our common purpose is best expressed through the conceptual framework that originated with Martha Berry, "developers of human potential." As developers of human potential, we have crafted a learning environment that values compassion, stimulates the intellect and encourages original thinking.



Montreat College

By Sara Baughman

Montreat College is a private, Christian, liberal arts college founded in 1916 and offering associate's, bachelor's, and master's degree programs for traditional and adult students. Montreat College's main campus for four-year traditional students is located in Montreat, North Carolina, in the foothills of the Blue Ridge Mountains just outside Asheville. The college's School of Adult and Graduate Studies also has locations in Asheville, Charlotte, Morganton, and online. Montreat College's traditional undergraduate enrollment has experienced four consecutive years of record-setting growth; and overall, the college has more than 700 undergraduate students and more than 120 graduate students.

For fall 2019, Montreat College added a bachelor's degree in criminal justice. The criminal justice degree is offered face-to-face and online. In addition, cybersecurity continues to be the college's fastest growing major with new programs being added regularly. Currently, Montreat College offers undergraduate and graduate cybersecurity certificates, associate degree, bachelor's degree, and Master of Business Administration with a concentration in cybersecurity management. The college's education program also continues to grow with nearly 40 students enrolled in the elementary education and educational studies undergraduate programs.

Mission | Montreat College is an independent, Christ-centered, liberal arts institution that educates students through intellectual inquiry, spiritual formation and preparation for calling and career.

- Intellectual inquiry stretches the limits of students' minds through reading, study, deliberation, discussion and experience.
- Christ-centered spiritual formation permeates every facet of who we are and what we do as an institution. It's in the college's DNA.
- Preparation for calling and career is more than just job training; it's equipping students with the necessary tools for post-graduate life, whatever their vocation.

Liberal Arts | As a liberal arts institution, Montreat College helps students acquire the essential knowledge and experience they'll need for their future career, teaching them how to read and think deeply and critically, write persuasively, and work effectively as part of a team. These are the kinds of tools employers are looking for, and they'll help students navigate the changing world they'll encounter upon graduation.

Science and Technology | Montreat College is responsive to the science and technology needs of the marketplace, leveraging growing relationships in the business, government and military sectors to provide cutting-edge programs, instruction and internship opportunities. For this reason, cybersecurity, business, health sciences, biology, and exercise science are among the college's top academic programs.

Distinctive Programs | Cybersecurity, Health Sciences, Outdoor Education, Criminal Justice (*New Fall 2019*)

Top 5 Majors | Business, Cybersecurity, Psychology, Human Services, and Communications

5 Ways to Get Involved in AILACTE

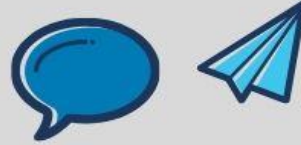
Association of Independent Liberal Arts for Teacher Education



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
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Chandra Foote
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Five Ways to Get Involved in AILACTE

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

Thank you for your payment!

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Views and News: The Voice of Teacher Preparation in Independent Institutions is published twice yearly in partnership with the Charter School of Education and Human Sciences at Berry College, Mt. Berry, Georgia. Co-editors are Jacqueline McDowell and Kathy Gann. If you have any newsletter submissions, please send them directly to jmcdowell@berry.edu or kgann@berry.edu.