



Views and News

The Voice of Teacher Preparation in Independent Colleges



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

It is an honor and I am humbled to be your incoming AILACTE President for the 2021-2023. In this first President Elect message I would like to introduce myself to AILACTE members, our AILACTE Journal Editorial Board, and reintroduce myself to the Board of Directors, and the many longtime AILACTE colleagues whom I have had a pleasure knowing and working throughout the many years in teacher education. I would like to share with the AILACTE membership an outline of goals I would like to bring forward during my tenure as President.

First of all, I would like to thank Past President Dave Denton, and current President David Cherry who provided leadership and wisdom to this organization. As a result of their strong work ethic and their vision, my tenure and transition will be much smoother. I look forward to working with the current AILACTE Board members, the editors of our journal, with our Executive Assistant, and with all of the committee volunteers that make AILACTE the national professional association representing independent liberal arts colleges of teacher education.

My involvement with teacher education began in 1993 as an Assistant Professor at *California State University, Stanislaus*, later at a small liberal arts college-The *University of Redlands* and now as a Professor and department Chair at the University of San Diego-School of Leadership and Education Sciences, Department of Learning and Teaching. My involvement in teacher education throughout the years has provided me an opportunity to be involved both locally, nationally and internationally championing teacher education. I am currently the Past President of the International Council on the Education for Teaching (ICET), recently I was on the

American Association of Colleges for Teacher Education (AACTE), and on the Council of Accreditation of Educator Preparation (CAEP) Board of Directors. In California, I was the President of the California Council on Teacher Education (CCTE), as well as on the California Commission on Teacher Credentialing- Committee on Accreditation (COA). For many years I was the California Representative to both AACTE as well as Association of Teacher Education (ATE).

As the incoming AILACTE President, my goals for this organization will be to support AILACTE's mission and vision and to propose and shape a responsive strategic plan that moves all of us forward in these challenging times. I will seek input from our membership and the Board of Directors, we will set the agenda for the next two years. The following opportunities will inform our deliberations and vision as we move forward:

- ✦ Introduce and begin integrating internationalization efforts to prepare AILACTE teachers to teach from a global and anti-racism perspective.
- ✦ Introduce and integrate the concept of Changemaking efforts to prepare AILACTE teachers to be "Changemakers of the world so more AILACTE institutions can seek Changemaking designation. (<https://www.ashoka.org/en-us>)
- ✦ Continue to focus on building and maintaining strong alliances with our affiliate AACTE and other associations with the hope of having yet more independent liberal arts colleges of teacher education programs (national and international) join AILACTE.
- ✦ Increase AILACTE's visibility nationally, and internationally by possibly hosting regional conferences and expanding the call for presentation proposals.
- ✦ Enhance our outreach to increase institutional delegates and individual members in K-12, Community Colleges, to support the transfer of students to prepare to become teachers at Independent liberal arts colleges and universities.
- ✦ Enhance our AILACTE conferences through broader participation of teacher education students, undergraduate, graduate students, and doctoral students.
- ✦ Seek outside funding support as a non-profit association to support AILACTE's goals to further enhance the preparation of quality culturally and linguistically diverse and inclusive teachers for our children.

The above opportunities and possibilities can be accomplished with the continued support of our AILACTE Board of Directors and institutional membership. I hope that as we move forward, new ideas will percolate and emerge that will accomplish these goals and also to set new goals based on the changing needs of teacher education.

I look forward to being the President of this most prestigious and honorable association.

Reyes L. Quezada, Ed. D

AILACTE Incoming President

Call for Conference Proposals [https://ailacte.org/2021 Call For Proposals](https://ailacte.org/2021%20Call%20For%20Proposals)
Association of Independent Liberal Arts Colleges for Teacher Education
(AILACTE) 2021 AILACTE
Virtual Conference: February 24-26

Deadline for submissions: October 30, 2020, by 11:59 PM. Submit proposals here: [Conference Proposal Submission Form](#)

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

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

[REGISTER NOW](#)

Conference Structure:


- AILACTE will be coordinating with AACTE and AAQEP staff to minimize scheduling conflicts
- General and breakout presentations sessions will be similar in format as in the past:
 - General Panels: 2-4 over the 3 days
 - Peer-reviewed breakout presentation sessions
 - Roundtables
 - All sessions will be using the zoom platform
 - All registered participants will have access to all/any presentations
 - All sessions will be recorded for members to access after the conference
 - Conference schedule (dates and times): when confirmed, will be posted to the AILACTE website (ailacte.org)

Fee Structure:

- *Registration Fee:*
\$100 Member and non-member Registration
\$75 State Rep
\$50 For each additional faculty members from the same institution
 - As of this writing, we are waiting for AACTE to determine the discounted rate to attend both conferences. As soon as we have final notification, it will be emailed to all who have registered and will also be posted on the AILACTE website.
- Scholar Awards:
- AILACTE will be putting this program on hold for 2020-2021 cycle and will resume for the 2021-2022 conference season.


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.



Jennie M. Carr
South


Jackie Crawford
Midwest


Chandra Foote
East


Hillary Merk
West

**STEP
03**

 **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
04**

**STEP
05**

Are You Interested in a Service and Leadership Position within AILACTE?

By Jackie Crawford

We are looking for teacher education faculty members who want to serve and lead within AILACTE. Our association is divided into four regions and Regional Representatives work together with State Representatives to coordinate and advocate for all states. Hillary Merk serves as the West Regional Representative, Jackie Crawford works in the Midwest, Jennie Carr represents the South, and Chandra Foote coordinates in the East. We have several states where we need State Representatives, and we encourage you to volunteer.

I started my service in AILACTE as the state representative for Iowa. After a few years, I became the regional representative for the Midwest, and I now serve on the AILACTE board. Through my work as a State and Regional Representative, I have met so many wonderful colleagues from across the country. Our work during the annual conference is always invigorating, and serving as a State Representative is a great addition to your curriculum vita.

State Representative responsibilities include: Provide information to AILACTE regarding contact information for private/independent institutions in your state, Provide feedback to AILACTE regarding issues facing the private/independent institutions in your state, Recruit new members, Communicate with your Regional Representative, and Attend the AILACTE Annual Meeting (or send a designee) to participate in the State Representatives Luncheon. We hope you will consider serving as a State Representative for AILACTE. If you live in one of the states below, simply contact Alyssa Haarer (a.haarer@yahoo.com) to let her know of your interest.

If you know teacher educators who live in other states, please encourage them to volunteer.

Alabama, Alaska, Arizona, Connecticut, Delaware, District of Columbia, Hawaii, Idaho, Kansas, Louisiana, Maine, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, North Dakota, Ohio, Oklahoma, Rhode Island, South Carolina, South Dakota, Texas, Utah, Vermont, Wisconsin, and Wyoming

Our goal is to have a State Representative for every state. Please help us meet our goal!

Regional Reports

Midwest Regional Representative Jackie Crawford

Simpson College, Indianola, Iowa

Modifications Midwestern State Departments of Education Are Making Due to the Pandemic

As the global pandemic made its way to the U.S. last spring, teacher preparation programs around the country struggled to keep pace with changes in campus requirements, the willingness of schools to take field experience students and student teachers, schools closing and teaching online, and modifications in state requirements. State Departments of Education made the following changes in response to Covid-19.

Illinois

Waived assessments for teacher candidates effective April 24, 2020.

Indiana

Emergency permits will be issued for 2020-21 if candidates are unable to take the licensure exam(s). Districts were given the right to hire/not hire graduates without passing the exam(s). Teachers will have one year to complete the testing requirement.

Iowa

Pre-service teachers may pursue licensure without meeting all requirements (including student teaching). No specific clinical experience pathways are required at this time; faculty have the discretion to oversee student teachers to determine if there is sufficient evidence, when considered as a whole, to deem requirements met. Fingerprinting has been suspended; temporary licenses are being issued without fingerprints.

Prior to the changes that resulted from the global pandemic, Iowa eliminated the requirement for a pre-admission test for students wishing to enter a teacher preparation program. If institutions do require a pre-admission test, they must send the individual test scores to the Iowa Department of Education.

Michigan

Educator Preparation Programs are allowed to use flexible arrangements for temporary placements in other appropriate settings, including virtual teaching and learning opportunities. Educator Preparation Programs can also implement alternative assignments and instruction to meet requirements for clinical experience. Waivers may be issued for portions of the clinical hours if institutions can demonstrate that candidates have fulfilled the state and institutional expectations.

Minnesota

Educator Preparation Programs are authorized to conduct teacher performance assessments for each teacher candidate in lieu of edTPA testing. Performance assessments should include planning, instruction, and assessment. Educator Preparation

Programs must identify options for teacher candidates who have been impacted by Covid-19 and are/were unable to student teach. Student teaching *is* still required to occur face-to-face, but the state encourages EPPs to work with candidates to continue student teaching online through distance learning.

Missouri

The state has waived the testing requirements and qualifying scores for certification. Requirements for onsite clinical experience were waived. Educator Preparation Programs are expected to “design innovative and alternate ways” for candidates to demonstrate relevant skills in supervised settings.

Ohio

The state is offering a one-time, temporary license for 2020-21 for initial licensure. The Department of Education has given flexibility to Educator Preparation Programs to determine if candidates have met the clinical practitioner requirements.

Wisconsin

The state suspended edTPA requirements and promotes flexibility for Educator Preparation Programs on how to assess candidate performance on the Wisconsin Teaching Standards. The state requires full-day, full semester clinical experience but does not specify the number of hours; therefore, the number of hours that candidates must complete prior to the closing of schools is not specified.

Source: AACTE State Policy Tracking Map and Reports, [AACTE State Policy Tracker](#)

A Student’s Perspective on College During Covid-19

Kenzie Jeter, Simpson College, Indianola, Iowa

After a less than an ideal ending to my freshman year last spring when we were sent home and everything went online, I was eager to return to campus. I was especially looking forward to seeing my friends and starting classes, even with the pandemic restrictions. We wear masks, social distance, and do a lot on Zoom. So far, it has been a bittersweet experience as we all work to protect ourselves and others from the coronavirus.

Classes have been employing one of three formats; they are either held in classrooms at 50 percent capacity; they use a hybrid model (alternating between Zoom and class); or they are entirely on Zoom. We are fortunate to still have in-person classes, but Zoom has made some of us feel isolated and unmotivated. Still I think we all realize that sacrifices must be made to ensure that everyone stays healthy while we pursue our education.

I miss entirely in-person classes so much, and I cannot wait to return to that setup. I also miss seeing my friends who do not live where I do. Current campus pandemic restrictions keep us from spending time with those outside our living quarters. I’m sure I’m not alone when I say that campus feels much lonelier than usual. But our social sacrifices this semester have begun to

show progress. Simpson is now beginning a transition into a yellow phase. If students and faculty continue to follow protocols, things will hopefully continue to get better as we move toward a more normal campus experience.

Note: Kenzie Jeter is a sophomore at Simpson College, in Indianola, Iowa. As a Simpson professor for over 30 years, it is wonderful to hear how much in-person classes mean to students. Hopefully, we will return to a more normal life, on campus and off in the not too distant future.
-Jackie Crawford

East Regional Representative Chandra Foote

Niagara University, Niagara, New York

Massachusetts (Priscilla Nelson)

The abrupt closing of schools in March led to cancellation of annual spring administration of state accountability tests. Schools generally attempted to deliver remote instruction while facing barriers such as adequate technology and student access to instructional material. Teacher preparation programs helped teacher candidates to meet licensure requirements with online teaching. They were able to waive some requirements in accordance with the Massachusetts Department of Elementary and Secondary Education (DESE) waiver guidance.

In July, great effort turned to planning for the fall reopening. By the end of July, each school district was required to submit a plan to the Massachusetts Department of Elementary and Secondary Education (DESE) with three different possibilities for learning: 1) in-person learning with safety protocols in place, 2) a hybrid model of in-person and remote learning, and 3) remote learning. With plans for all three models in place, districts are situated to pivot their instruction as needed based on local transmission. Each district chose their specific opening plan with consideration of the local transmission rate. Of the 399 school districts in the state, only 30 planned to have some form of in-person instruction this fall and 125 planned some form of remote instruction. The majority of districts planned instruction following a hybrid model. DESE's Educator Prep initiated and continues to hold weekly open meetings providing guidance and opportunity to collaborate and trouble shoot.

In late September, we found districts changing to fully remote when there is an outbreak. The Governor continues to push for more in-person instruction especially in districts with low Covid cases. Access to Massachusetts Tests of Educational Licensure (MTEL) was restricted when testing centers closed. The Governor signed special legislation creating an emergency license allowing teachers who were not yet licensed to teach for one year while they complete full initial licensure. Schools were encouraged to partner with teacher preparation programs and welcome teacher candidates into their schools as essential workers so as to prevent a shortage of teachers. Most public schools opened for children the week of September 14th or the following week whether in-person, hybrid, or fully remote.

New York

New York State has made a number of adjustments in the face of the on-going pandemic. The Emergency Covid-19 certification has been extended through September of 2021. This temporary certification permits program completers who have fulfilled all requirements except the state certification examinations, and the edTPA, to teach for one year while they wait for opportunities to complete the exams. A safety net provision for the edTPA has also been implemented which allows candidates to complete the Assessment of Teaching Skills-Written exam, if they do not have the opportunity to meet the requirements of the edTPA.

South Regional Representative Jennie Carr

Bridgewater College, Bridgewater, Virginia

North Carolina (Linda Neuzil)

In the state of North Carolina, progress is being made developing articulation agreements between the community college system and four-year educator preparation programs. The goal is to create a pathway for potential candidates to begin their training while earning an Associates of Arts or Associates of Science degree and then transition to a four-year program to complete their undergraduate training to join the teaching profession. Educator preparation programs are also collaborating to develop a Memorandum of Understanding for Educator Preparation programs and LEAs across the state that is inclusive of new virtual learning requirements.

Mississippi (Cindy Melton)

A current focus of EPPS is the continuing to work towards improved literacy preparation for our candidates, and the changes that may need to occur during educator preparation to assist with this.

Tennessee (Aarek Farmer)

Flexibility has increased with regard to teaching licensure. Teacher candidates get an extra year to take and pass required Praxis exams or complete the necessary (60) PDPs for existing licenses. Furthermore, all field experience, teaching hours, etc., from the spring are waived. Provisional licenses are issued for one year and will be converted to a full license if everything is completed for renewal. This includes ILL licensure as well. If candidates do not complete requirements by August 2021, the license will expire and cannot be renewed.

West Regional Representative Hillary Merk

University of Portland, Portland Oregon

Oregon (Jackie Waggoner)

The state of Oregon has continued to deal with the effect on education from the COVID-19 virus. Remote teaching is widespread. The normal rhythm of the school year was disrupted as universities made the difficult decision not to have students live on campus. Faculty members have adapted beautifully to teaching remotely, making classes engaging and interesting. Furthermore, universities have needed to cut all funding for conferences and travel and that a creative and caring response from the Oregon Association of Teacher Educators (ORATE) was to make their 2021 conference “complimentary.” Unfortunately, Oregon then faced widespread wildfires leading to evacuations and hazardous air quality. The city of Portland had the worse air quality in the entire world at one point. Once again, the Oregon spirit remained strong. Teachers continued to provide education when it was safe to do so. Many have remarked that 2020 has been a difficult year so far. We will remain strong and will support our students as the new school year begins.

Washington (Keith Lambert)

Policy makers in Washington State want to get it right, but they need our voices to help convey an understanding of the bigger picture. My colleague Dr. Lisa Laurier and I annually use data to inform not only internal challenges and opportunities around candidate preparation, but also to explore issues that may also be external and impact not only our program, but potentially all institutions. We use a multi-year process of data analysis to determine opportunities for program improvement relative to candidate performance around the edTPA. Last year’s analysis of edTPA data helped shed light on issues specifically related to state policy around the edTPA that were specific to Washington State. The end result was public comment submitted to the Professional Educator Standards Board (PESB) asking for relief around the problematic scoring of student voice, as well as request for candidate relief in the edTPA by allowing for multiple measures to be considered for candidates who fail to meet the cut score within 1 SEM. In the summer of 2019, as a result of our efforts and the voices of other educator preparation programs, the state eliminated the student voice rubrics and aligned the edTPA with the national assessment. Further, PESB agreed to form a task force to review all assessments required for teacher candidates to determine assessments are actually serving as a barrier to the profession, particularly among candidates of color and candidates who are English Language learners.

In the summer of 2020, after a year long study, PESB implemented two significant changes to ensure the state was not un-necessarily creating barriers to the profession. The first was a rule change around content assessments that empower Educator Preparation Programs the authority to use an internal review of an individual candidate’s portfolio of evidence should they fall short of passing the content assessments. The second was the implementation of a multiple measures review for candidates who fail the edTPA within one standard error of measurement. Both of these rule changes come at a time when COVID 19 is creating all kinds of challenges for candidates as they work toward certification. We believe these rule changes will help reduce the stress around assessments.

Finally, as a result of the work around assessments, the PESB along with WACTE are working to codify multiple measures into RCW language, along with potentially creating language that will allow programs to develop their own assessments that meet the same standards found within the edTPA.

The AILACTE Journal

Congratulations to the 2019 AILACTE Journal Authors

Jacqueline Crawford and Elizabeth Leer, Journal Editors

On behalf of the AILACTE Journal Editorial Board, we congratulate the authors who were published in the 2019 *AILACTE journal*. These authors made significant contributions to our journal and the profession. We hope you will read these enlightening articles.

John R. Walcott, Calvin University. **Urban-Focused Teacher Preparation in Liberal Arts Colleges and Universities: Confronting the Challenges.**

Amber Bechard, University of La Verne. *Teacher Preparation for Twice-Exceptional Students: Learning from the Educational Experiences of Teachers, Parents, and Twice-Exceptional Students.*

Kate E. Strater, Calvin College and **Erin M. Elfers**, Positive Solutions Behavior Group. *The Emergence of Self Determination in Young Adults with Intellectual Disability Participating in Project SEARCH.*

Kathryn L. Davis, Pamela D. Wash, Abbigail Armstrong, Crystal Glover, and Kavin Ming, Winthrop University. *The Effect of Faculty Professional Beliefs About the edTPA on Program Change and Student Performance.*

The hard copy of the journal may be purchased for \$10 (admin@ailacte.org); online access is available at [2019 AILACTE Journal](#)

Special Edition of the AILACTE Journal on Anti-Bias, Anti-Racist Teacher Education: Transformative, Responsive, and Healing Spaces of Resistance

Kimberly White-Smith, University of La Verne

In response to the national uprising against systems of racial oppression and injustice, the board of directors is developing a special edition of the AILACTE Journal on Anti-Bias, Anti-Racist Teacher Education: Transformative, Responsive, and Healing Spaces of Resistance. This issue will underscore the ongoing importance of anti-bias, anti-racist work; particularly in ways that challenge the traditional perceptions and exclusivity that we know plague private institutions. Kimberly White-Smith and Betina Hsieh from the University of La Verne are the guest editors. To allow for access and timeliness this special edition will be available only online in January/February 2021.

Institutional Spotlight

Butler University

Shelly Furuness



Butler University was founded in 1855 and is located in Indianapolis, Indiana. It is a nationally recognized university serving close to 5,000 undergraduates and graduate students across six academic colleges: Arts, Business, Communication, Education, Liberal Arts and Sciences, and Pharmacy and Health Sciences. Butler is known for providing small classes, experiential education, and opportunities to engage directly with faculty. At the heart of a Butler education is the University's core curriculum exemplifying the belief that integrating the high-quality liberal arts tradition with innovative professional education will lead our students to make both a good living and a good life.

In 2020, *U.S. News & World Report* ranked Butler University as the top regional university in the Midwest. It ranked as the most innovative among Midwest Regional Universities (No.1) and received national rankings for first-year experience (No. 13), study abroad opportunities (No. 19), co-ops and internships (No. 21), and service learning (No. 23). The Butler University College of Education (COE) is accredited by the Council for the Accreditation of Educator Preparation (CAEP) and all eligible programs in the COE have received national recognition through the Specialized Professional Association (SPA) review process. In addition, the College of Education was featured in the AACTE Research-to-Practice Spotlight Series in 2018 for our clinical partnerships. The series highlighted Butler's two Reggio-inspired Lab Schools within Indianapolis Public Schools, as well as the Master Practitioner Program with Pike High School in Indianapolis. In 2019, AACTE awarded us the Global and International Best Practices Award.

The College of Education has a history of excellence and visionary leadership. After ensuring the College of Education had a successful move into its beautiful new home on Butler's expanded South Campus in the fall of 2018, Dean Ena Shelley announced her retirement in the spring of

2019. Dr. Shelley taught and led at Butler for 37 years and had served as the Dean to the College of Education since 2005. During her time as dean, she helped us establish a collective vision for our work, and she hired 16 of the current 25 faculty members. A new and no less visionary dean was selected to lead Butler's College of Education in the spring of 2020. After serving for a year as the interim dean, Dr. Brooke Kandel-Cisco was named to be next leader of the Butler College of Education. Dean Kandel-Cisco is already leading the college toward being "mindful of the learning, unlearning, and advocacy to which we must re-commit in our teacher preparation programs."

Butler University's College of Education, created in 1930 and accredited since 1953, believes all our programs must prepare candidates to work toward making schools and communities more just, equitable and truly inclusive. The COE offers curricula leading to the Bachelor of Science in Elementary Education, Middle/Secondary Education, or Youth and Community Development. The College of Education prepares undergraduates for licensure in Early Childhood (P-3), Elementary (K-5), Health and Physical Education (P-12), Middle-Secondary (5-12) with content areas of English, Mathematics, Science, Social Studies, World Languages, and Special Education. Our candidates can also earn additional licensure in English as a New Language. Toward our vision of preparing teachers to serve all children in any classroom, every candidate in the elementary program earns a minor in Diverse Learners and all middle-secondary candidates are required to take two courses focused on multilingual learners and the contexts and methods for teaching them. Every program within the College of Education includes scaffolded field and clinical experiences throughout and culminates with a semester long capstone experience of student teaching or internship. Our new Youth and Community Development major focuses on education in non-classroom environments and non-profit work aimed at wrap around services for kids, families, and communities. In addition, the COE offers graduate level programs and certification for school counseling and licensed mental health counseling, educational administration, ENL licensure, and applied educational neuroscience.

The College of Education at Butler University is proud to have successfully completed our CAEP visit in the fall of 2019 and is looking forward to collectively writing the next chapter of our history.

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

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

Membership renewal due date December 1, 2020

Full Membership including one newsletter subscription, \$310

Additional journal subscriptions @ \$10 each

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

Total Amount Enclosed

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

Institution Name: _____

Dept/School/College: _____

Address: _____

City/State/Zip: _____

Chief Institutional Representative: _____

Contact Person's Title: _____

Email: _____ Telephone: _____

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

1st Institutional Representative: _____

E-mail: _____

2nd Institutional Representative: _____

E-mail: _____

3rd Institutional Representative: _____

E-mail: _____

Institutional Memberships and Accreditations

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