

VOLUME 33, NUMBER 2, FALL 2021



## *Views and News*

### **The Voice of Teacher Preparation in Independent Colleges**



### **AILACTE 2022 National Conference March 3-4, 2022, New Orleans, LA**

#### **Conference Theme**

**Our Changing World: Challenges, Opportunities, and Successes in Educator  
Preparation for Independent Liberal Arts Institutions  
Call for Proposals**

***Presentation Proposal Deadline: November 15th Submit Proposals Here:***

[2022 AILACTE Proposal Submission Form](#)

## From AILACTE President

**Reyes L. Quezada,**

**University of San Diego**



Greetings to all AILACTE Members and Colleagues:

On behalf of the AILACTE Board and as President of AILACTE we wish that every AILACTE member institution has started a safe and productive Fall semester, as most institutions of higher Education and Educator Preparation Programs began the 2020-21 academic year with in-person instruction. Some are still teaching through a remote and online synchronous manner. We know that many of our Spring and Summer 2021 graduates began their teaching professions without ever having stepped in a classroom as part of their clinical experience, yet we prevailed in providing a quality education. Our teacher education faculty provided quality remote teaching and clinical experiences as best as they could, based on the circumstances at hand. Much research has also been published nationally and internationally on how different colleges of education and their teacher preparation programs transitioned in an effective manner into remote teaching. We also are aware of the effects it has had on our teacher education faculty, our teacher education students as well as our k-12 students and partner schools. Therefore, we encourage self-care at all levels.

For those AILACTE colleagues that began the year teaching in-person, I do hope that you take a moment to reflect upon your first-class session and how it felt to be back, even though many of us, as well as our students, continue to wear a mask during instruction. As AILACTE faculty we too had not stepped in one of our college classrooms in over 20 months. How did you feel? What was the most exciting part of that first day back in the classroom? What were the fears that many of us also experienced? How are you as a faculty feeling now—one to two months after instruction has begun? How are our students' feeling? What are they excited about? What are their fears? We do hope that you took the time to discuss these and many other questions with your teacher candidates as we slowly transition back to "what was normal." We know that many adults who tested positive with COVID have passed and many went through agonizing periods and survived, but now the pandemic is attacking our youth, and young children in our schools and in our communities, as we see an increase in the number of children testing positive. We also continue to see the many debates in our k-12 schools as many families continue to protest at school board meetings where districts are requesting the wearing of masks and vaccination of young adults. I believe that we as AILACTE institutions want the best for both our teacher education candidates as well as our k-12 partner students and that they have a safe year.

Although this Fall the pandemic has taken center stage, I do hope that as AILACTE institutions and as faculty members that our efforts have not waned in making sure that antiracism, diversity, equity and inclusion are still at the forefront. We hope that the difficult conversations continue to be healthy and that culturally proficient discussions and positive actions are part of our college and department meetings.

As AILACTE Board members and as an organization we have kept antiracism, diversity, equity, and inclusion at the forefront in many ways. First, by publishing our Spring 2021 *AILACTE Journal* titled *Bearing Witness, Speaking Truth, Taking Action: Creating and Centering Transformative, Responsive, Healing Spaces of Resistance to Enact Anti-Bias, Anti-Racist Teacher Education* by Guest Editors Dr. Kimberly A. White-Smith, (University of La Verne) and Dr. Betina Hsieh (University of La Verne) in California. Second, we developed a Spring 2021 conference theme *Strand 1: Moving Toward Diversity, Equity and Social Justice in the Profession*. Third, our 2022 Spring conference in New Orleans will continue with this theme entitled, *Our Changing World: Challenges, Opportunities, and Successes in Educator Preparation for Independent Liberal Arts Institutions*, with many exciting research and best practice strands. We continued a strand that moves beyond the Spring 2021 conference to include a strand on Advocacy for Diversity, Equity, Inclusion and Addressing Systemic Racism. At my own institution and Department of Learning and Teaching at the University of San Diego, our faculty voted and approved at its September faculty meeting Antiracism as a fifth Core Meta Value. This goes beyond the fourth Core Meta Value of Diversity, Equity and Inclusion that already exists in our program. We also approved an Antiracism statement as part of our Fieldwork Clinical Placement that will inform how we work with our k-12 partners. Again, this is difficult work but as our previous AILACTE President-Dr. David Cherry would say, “it is necessary and needed work.”

We look forward to seeing everyone in person in New Orleans at our AILACTE conference. Please make sure to share this newsletter with your AILACTE colleagues.

Reyes L. Quezada,

AILACTE President

Department of Learning and Teaching

University of San Diego

School of Leadership and Education Sciences

## **Our Changing World: Challenges, Opportunities, and Successes in Educator Preparation for Independent Liberal Arts Institutions**

### **Call for Proposals**

The field of education has changed exponentially over the last few years and educator preparation programs must transform themselves so that candidates are well-positioned for future students, classrooms, and school systems. In addition to addressing new and complex *challenges* teacher

educators need to take advantage of the novel and progressive *opportunities* emerging from the current context. These challenges and opportunities are intertwined with public policy and best practices to advance equity, access, and social justice in education for our diverse student populations.

In education programs across the nation, the challenges many of us are facing have been exacerbated by diminishing budgets that impact faculty morale, capacity, tenure-track positions, tenure, travel, and research funding. Additionally, the increased reliance on adjuncts and “Professors of Practice” is reshaping teaching and faculty load in academe. The networks of support for, and demands upon, leaders and tenure-track faculty have also been minimized placing a major strain on faculty mental health, boundaries, and self-care.

Candidates in educator preparation programs have experienced more than a year of remote teaching and virtual clinical fieldwork, with some candidates never stepping into a face-to-face classroom. While this past year may have increased skills in the ability to teach remotely, it has likely left candidates under-prepared for the realities of the p-12 classrooms where they will begin their careers. Thus, more attention to innovative approaches and practices to support teacher candidates both pre-and-post teacher certification is essential. With the above in mind, AILACTE encourages teacher education faculty and its k-12 partners to submit research and best practice proposals for AILACTE’s national conference in **New Orleans to be held March 3-4, 2022.**

**AILACTE seeks conference proposals on the following strands:**

1. ***Research on Innovation and Best Practices (models) for Preparing Teacher Candidates:***
  - *Action Research being conducted*
  - *Research on Neurodiverse Students*
  - *K-12 and Non-Profit Education Partnerships*
  - *Digital Technology and Innovation*
  - *The evolving Definition of “Classroom Management and Environments”*
  - *Adverse Childhood Experiences, Social Emotional learning, and Trauma Informed Practices/Pedagogies*
2. ***Models and Practices for Supporting the Professoriate of Early Scholars:***
  - *Mentoring and Induction of New Faculty.*
  - *Scholars Challenges, Opportunities, and Success Stories.*
  - *Best-practices and/or Innovative models for securing and retaining tenure-track positions.*
3. ***Advocacy for Diversity, Equity, Inclusion and Addressing Systemic Racism***
4. ***Internationalization-Preparing Competent Global Teachers***
5. ***Accreditation and Program Assessment of Teacher Education***
6. ***Use of Digital Technology in Teacher Education***

## ***Conference Proposal Submission Protocols:***

- **Presenter Qualifications**
- **Presentation/Research Monograph Publication**
- **Proposal Format and Process Requirements**
- **Proposal Review Rubric**

### **Presenter Qualifications:**

Persons submitting presentation proposals must be AILACTE institutional members and must register for and participate on-site at the AILACTE 2022 Conference in New Orleans.

### **Presentation/Research Monograph Publication:**

Following the Conference, presenters will be invited to submit a brief article based on their presentation for inclusion in the AILACTE 2022 online Presentation/Research Monograph. Presentations will be converted to a PDF format and emailed later in the Fall to all AILACTE institutional members.

### **Proposal Format:**

The 2022 AILACTE Conference offers three types of session formats. Please select one of the following formats:

**A. One Presenter: 50 minutes including discussion**

**B. Two Presenters or Panel: 50 minutes including discussion**

**C. Roundtables: two presenters & 2 (connected) topics: 50 minutes including discussion**

**Note:** The proposal should be typed in the following order in 12-point font, double spaced, with 1- inch margins throughout.

Title of presentation: 18 words or fewer

Lead & co-presenter(s) name, title, institution, telephone number, and email

Session Format: Select 1: presentation/panel/roundtable

Identify the Specific Conference Strand Number (1-7)

Overview of the study/project/program session including purpose/objectives and significance to the field of teacher education and abbreviated references (1-2 Pages: 200-400 words)

- For Research Proposals: Briefly describe theoretical framework, methodology, and overview of results. Include one or more clearly stated goals or outcomes with respect to participants' engagement.
- For Practice/Innovation/Models Proposals: Briefly describe key elements of practice, with conclusions and/or point of view. Include one or more clearly stated goals or outcomes with respect to participants' engagement.
- For Policy Analysis Proposals, briefly describe relevant literature, strategy for analyzing, developing, or evaluating policy, conclusion, recommendations. Include one or more clearly stated goals or outcomes with respect to participants' engagement.

Write a condensed abstract of the presentation for the conference program (40 words or fewer)

***Presentation Proposal Deadline: November 15<sup>th</sup>, 2021***

**Proposal Rubric**

<b>Proposal Format</b> <b>Scoring: 1-2: __</b>	All required elements in the Proposal Format are included	All required elements in the Proposal Format are not included	
<b>Writing</b> <b>Scoring: 1-3: __</b>	The proposal uses language that skillfully communicates meaning to reviewers with clarity and fluency, and is grammatically error-free	The proposal uses straightforward language that generally conveys meaning to reviewer; the paper has few grammatical errors	The proposal uses language that sometimes impedes meaning because of errors, or errors in usage
<b>Content Organization</b> <b>Scoring: 1-3: __</b>	Writing is sequential, logical, and easy to follow	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
<b>Relevance</b> <b>Scoring: 1-3: __</b>	The content clearly and the specific conference strand identified seamlessly connects to	Includes a subject that is closely connected to preparation of educators	Includes a subject that is scarcely connected to preparation of educators
<b>Engagement of Session Participants</b> <b>Scoring: 1-3: __</b>	Includes one or more clearly stated goals or outcomes with respect to participants engagement	Includes one or more limited goals or outcomes with respect to participant engagement	Excludes goals or outcomes with respect to participant engagement

**Total Score: /14**

**Call for Manuscripts for the 2022 AILACTE Journal, Volume XIX**

**Jackie Crawford and Elizabeth Leer,  
Co-Editors**



The Association of Independent Liberal Arts Colleges of Teacher Education (AILACTE) is a non-profit organization dedicated to the work of educator preparation programs in private liberal arts institutions. AILACTE supports, recognizes, and advocates for private higher education institutions that offer a liberal arts education. As an affiliate of the American Association of Colleges for Teacher Education (AACTE), we provide communication, resources, information sharing, and leadership across organizations.

Each year AILACTE publishes a peer-reviewed journal. The goal of the journal is to disseminate scholarly work that enhances the work of teacher education professionals in independent, liberal arts colleges and universities.

The 2022 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 17, 2022**, and must follow APA guidelines, 7th Edition, as well as additional AILACTE Journal requirements. Additional information about AILACTE's requirements and related materials will be posted on the AILACTE Journal website ([www.ailacte.org/AILACTE\\_Journal](http://www.ailacte.org/AILACTE_Journal)) in the near future.

To submit your materials, go to the Author Submission and Biography online form. Once you have completed the form, there is a link for you to submit your materials (manuscript; Author Submission and Biography form; and Institutional Review Board approval, if applicable). If you have questions at any point, please feel free to contact Jackie Crawford ([Jackie.crawford@simpson.edu](mailto:Jackie.crawford@simpson.edu)).

The 2023 journal will be a themed volume addressing The Intersection of Neuroscience and Education. A detailed Call for Manuscripts for the 2023 volume will be posted on the AILACTE Journal webpage in September 2022.

The AILACTE Journal editors are Jackie Crawford ([Jackie.crawford@simpson.edu](mailto:Jackie.crawford@simpson.edu)), Professor Emerita at Simpson College, Iowa, and Elizabeth Leer ([leere@stolaf.edu](mailto:leere@stolaf.edu)), Associate Professor at St. Olaf College, Minnesota. Assistant editors are Julie Kalnin, Associate Professor at University of Portland, Oregon, and Kevin Thomas, Professor at Bellarmine University, Kentucky.

### **Don't forget to renew your membership!**

It's not too late to update your AILACTE dues payment. If you already have renewed, thank you very much! If you have not taken the opportunity to do so, please process the AILACTE invoice at your earliest convenience or go to [https://ailacte.org/form.php?form\\_id=8](https://ailacte.org/form.php?form_id=8) . This will allow your voice to be heard as AILACTE continues to advocate for Liberal Arts Teacher Education Preparation programs. Now more than ever being a member of AILACTE promotes policies that benefit and advance our institutions. AILACTE's seat at the AACTE table keeps liberal arts educator teacher prep priorities and values at the forefront. Join or rejoin today!!! There is a printable membership form at the end of this document. **Janet S. Arndt, AILACTE Secretary**

# 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 New Orleans, LA! 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](mailto: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, the Diversity and Inclusion Change Agent, Partnership, Global Awareness 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



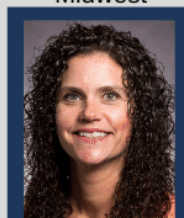
Jennie M. Carr  
South



Jackie Crawford  
Midwest



Chandra Foote  
East



Hillary Merk  
West



# Institutional Spotlight

## Medaille College



[Medaille College](#) is a private four-year college with a campus in Buffalo, NY that offers both in-person and online programs. Medaille focuses on your success by offering undergraduate and graduate degree programs in hands-on, practitioner-based learning environments on campus and in the community. Medaille College's Buffalo, NY campus sits in the heart of city, and shares Buffalo's cultural diversity and spirit of resurgence.

Medaille College prepares students for a lifelong commitment to civic sustainability and professional success by granting early access to career training. Students do more than learn from textbooks—they learn by *doing*. Their community is their classroom and learning extends well beyond the four walls of a lecture hall. This is how Medaille trains students to be ethical, civically responsible individuals. The relationships built at Medaille last a lifetime and students begin building a professional network the day they arrive on campus. Their instructors treat them less like students and more like future colleagues.

Medaille College prepares students for whatever comes next. It is where students are the center of attention and where the focus is on *student* success. It's where college meets career. Medaille College's Department of Education offers the following undergraduate degrees and masters' programs and certificates:

[Early Childhood/Childhood Education \(BSEd\)](#)

[Adolescent Education/Students with Disabilities \(BSEd\)](#)

[Elementary Education \(MSEd\)](#)

[Adolescent Education \(MSEd\)](#)

[Literacy \(MSEd\)](#)

[Literacy \(Advanced Certificate\)](#)

[Students with Disabilities \(MSEd\)](#)

[Students with Disabilities \(Advanced Certificate\)](#)

The Department of Education maintains the following three claims:

1. Medaille College graduates know the subject matter in their certification area(s).
2. Medaille College graduates meet the needs of diverse learners through effective pedagogy and best teaching practices.
3. Medaille College graduates are caring educators.

The [Department of Education](#) focuses on excellence in teaching with an emphasis on personal attention to our diverse learners. Our career-oriented curriculum builds upon a liberal arts and sciences foundation as we guide students toward initial and professional certification. These programs are flexible because of the multiple delivery systems available to traditional students and practicing professionals. The staff and faculty are dedicated and committed to graduating students who are effective teachers. As reflective practitioners and scholars guided by constructivist approaches (Vygotsky, 1978) to learning and teaching, we challenge our students and ourselves to reach high standards of achievement through the pursuit of best teaching practices. Learning occurs in our classrooms within a caring environment, with dedicated faculty who advise, mentor, and guide students from their admission to the program to the completion of their capstone course. Ultimately, we are invested in learning, teaching, and the continued success of our students.

The [faculty of the Department of Education](#) consists of scholar practitioners who are focused on research-based best practice. We take pride in graduating men and women who can successfully contribute to pupil learning through their excellence in teaching. The Department of Education continues to engage its experienced faculty in practitioner-focused curriculum in traditional and non-traditional instructional formats. It is the vision of the Department of Education to be an effective and responsive provider of educational programs. The Department of Education programs offered by Medaille College are considered to be continuously accredited as they pursue accreditation by the Association for Advancing Quality in Educator Preparation (AAQEP).

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

**Membership Invoice for Calendar Year 2022  
(January 1 – December 31)**

**Membership renewal due date December 1, 2021**

Full Membership including one newsletter subscription,     \$310      
**Preferred method of receiving journal copies:**  Print  Electronic

Additional journal subscriptions      @ \$10 each (print)       
(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 2022. They will also receive free newsletters, e-mail updates and calls for proposals/journal articles.*

**1<sup>st</sup> Institutional Representative:** \_\_\_\_\_

E-mail: \_\_\_\_\_

**2<sup>nd</sup> Institutional Representative:** \_\_\_\_\_

E-mail: \_\_\_\_\_

**3<sup>rd</sup> 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

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

Name: \_\_\_\_\_

Address: \_\_\_\_\_

City/State/Zip: \_\_\_\_\_

E-mail: \_\_\_\_\_

Name: \_\_\_\_\_

Address: \_\_\_\_\_

City/State/Zip: \_\_\_\_\_

E-mail: \_\_\_\_\_

Name: \_\_\_\_\_

Address: \_\_\_\_\_

City/State/Zip: \_\_\_\_\_

E-mail: \_\_\_\_\_

**Scan this form and send to [info@ailacte.org](mailto:info@ailacte.org), or postal mail:**

AILACTE  
PO Box 366  
Singers Glen, VA 22850

**Payment:**

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

Credit Card Type	<input type="checkbox"/> Visa	<input type="checkbox"/> Master Card	<input type="checkbox"/> Discover	Amount charged to card <b>\$ 310</b>
Card Number				
Expiration Date			Security Code	
Name				
Billing Zip Code				

*For questions, contact Alyssa Haarer at [info@ailacte.org](mailto:info@ailacte.org) or 540-810-0248*

*Thank you for your payment!*