

AILACTE Journal XII CALL FOR MANUSCRIPTS

The *AILACTE Journal* is a refereed journal with national representation on its editorial review board published by The Association of Independent Liberal Arts Colleges for Teacher Education. Each issue is nonthematic. The journal, published annually, is soliciting manuscripts addressing issues related to teacher education within the liberal arts context; including teaching and learning, pre-service and in-service education, research and practice related to the preparation and development of teachers, and other related topics. Project descriptions, research reports, theoretical papers, papers espousing a particular point of view and descriptions of activities or issues pertinent to the education and professional development of teachers at the local, state or national level would be appropriate topics for the journal.

Criteria for submitting a manuscript:

Authors must submit their manuscripts electronically as email attachments by July 1, 2015, to the following email address: ailactejournal@transy.edu. Manuscripts must comply with *The Publication Manual of the American Psychological Association, Sixth Edition* (2010) for format and style and not exceed 15 pages, double spaced. Within the body of the manuscript, authors must disguise all identifying information that could compromise our blind review process. Manuscripts must contain the following:

- a cover page that contains the title, abstract, keywords, and all authors' names, highest degree earned, titles, and institutional affiliations, in order of authorship;
- a title page that contains only the complete manuscript title, abstract (150-word maximum), and keywords, and;
- the body of the manuscript that also contains a running head (no more than 50 characters) and uses a pagination format that adheres to APA style guidelines.

In a separate file, authors are requested to send the following:

- complete name, postal mailing address, email address, and telephone numbers (including cell phones if appropriate) of each author on the manuscript, and;
- a separate page that contains autobiographical



sketches of each author (comprised of three to five sentences for each).

In light of our blind review process, please address all correspondence to ailactejournal@transy.edu.

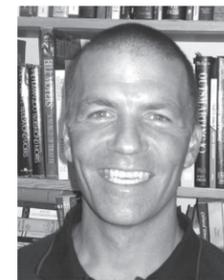
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Views and News
The Voice of Teacher Preparation
in Independent Institutions

From the President

Mike Hillis



After last year's Annual Conference in a winter gripped Indianapolis, I remember thinking I was so pleased that the following year's conference would be in sunny Atlanta... a nice break from the typical winter gloom of the Pacific Northwest. Little did I realize that this year the Northwest would experience one of the most temperate and dry winters on record while the South would be locked in a deep freeze. Now, next year's conference is scheduled for Las Vegas – we're sure to get some warmth and sun there, right?

This sense of an unmet expectation also reminded me how often our "good intentions" may end up with unintended consequences. I have always found this idea interesting and, even more specifically, as it relates to the mission of AILACTE: "to focus teacher education on the moral dimensions of schooling." On the one hand, the moral nature of education asserts that there are important non-negotiables that must be continually stressed to support individuals, communities, and societies. However, this is not to suggest that moral imperatives are without debate or even ultimately debilitating. Let me explain a bit more fully what I mean by this.

I have had the wonderful opportunity over the past few years to teach a first year writing course. What initially drew me to this option was that I could create any theme in which I had an interest. The topic I chose was one that had always intrigued me since I had first come across it in a book by G. K. Chesterton:

The modern world is not evil; in some ways the modern world is far too good. It is full of wild and wasted virtues. When a religious scheme is shattered..., it is not merely the vices that are let loose. The vices are, indeed, let loose, and they wander and do damage. But the virtues are let loose also; and the virtues wander more wildly, and the virtues do more terrible damage. (*Orthodoxy*, 1943, pp. 52-53)

As a result of this passage, I focused my writing seminar on "From Virtue to Vice" – exploring how the traditional virtues of

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love, justice, compassion, etc. can become possessiveness, vengeance, and codependence. The basic premise of the course is that we must explore deeply the ramifications of our decisions and how quickly the most virtuous goal can become misguided.

So what does all of this have to do with AILACTE and teacher education? As I've reflected on the state of education over the past few years, I've come to the conclusion that the issues that we need to confront in our field are, in many ways, "virtues wandering wild."

For example, I doubt if anyone in education would argue against the Department of Education's goal to "close the achievement and opportunity gaps" within the P-12 system. This would appear to be one of those "non-negotiables" that we can all support. The problem, which I thought was wonderfully explored at AILACTE's opening panel discussion, is how we've decided to address this issue. We identify failing schools, low student test scores, ineffective teachers and, perhaps rightfully so, conclude that this must be reversed.

And how have we attempted to do this? Well, we have all heard the call for increased accountability and rigor. Practically, some direct outcomes of this emphasis have been an increase in testing, a revamping of curriculum standards, and a weakening of the profession's self-regulating power. So my question is, what kind of unintended consequences have we produced as a result of this emphasis? Without exploring the issue in great detail (this would take more space than a newsletter!), I would point to three consequences that demand a response: intensified student and teacher stress in response to testing, a narrowing of the P-12 curriculum, and an increasing dissatisfaction with the profession of teaching.

These are not simple issues and I would be in error to suggest otherwise. And so, I would just encourage us, as Kyle Shanton

stated in his opening presentation, that we continue to gather, to debate, and to engage in meaningful and important conversations. Our association's voice is an important one for the future of the public education.

Featured Assessment Metacognitive Self-Assessment

by David Denton, Western Region Representative

Metacognition means thinking about one's own thinking. The term comes from meta (after or beyond) and cognoscere (to know or ponder). Students engaged in metacognitive thinking consider subject matter and process, along with affective elements, such as importance, value, and meaning. Metacognition also involves elements of self-assessment. Promoting effective metacognition often requires practice with specific strategies. Two practical classroom strategies for engaging students in metacognition, with features of self-assessment, include *I Learned Statements* and *Learning Illustrated* (Ellis, 2010).

I Learned Statements are comments spoken or written by students summarizing whatever they learned from the lesson. There are various ways to implement *I Learned*, such as having students share their thinking with nearby peers, or writing Exit Slips. Questions for eliciting *I Learned Statements* include

What did you learn?

What part of the lesson did you find most interesting?

What part of the lesson did you find most challenging?

What is the value of what you learned?

What can you do to improve your learning?

Learning Illustrated is a visual reflection, which many students find as welcome relief from manipulating numbers and letters. Images, pictures, diagrams, and other visual representations are just as important as abstract symbol systems and more readily understood by learners since most brain activity is occupied with processing visual information (Medina, 2008). Some prompts for eliciting illustrations include

What picture can you draw to show your learning?

Summarize your learning by illustrating a graphic organizer.

How can you represent this information as a diagram?

Assemble a flow chart to show the events or steps.

Ellis, A. K. (2010). *Teaching, learning, and assessment together*. Larchmont, NY: Eye on Education.

Medina, J. (2008). *Brain rules*. Seattle, WA: Pear Press.

Views and News:

Views and News is published twice yearly in partnership with the CHARTER SCHOOL OF EDUCATION AND HUMAN SCIENCES at Berry College in Mount Berry, GA.

Co-editors are Jacqueline McDowell and Kathy Gann.



Scholar Awards

Jennie M. Carr, Ph.D., Assistant Professor of Elementary Education, Bridgewater College

Carr's research is based on Noddings' (2005) belief that care is the bedrock of all successful education, a vision that is also endorsed by AILACTE and evident in its mission. AILACTE schools strive to prepare high-quality teacher candidates by putting the focus back on the moral dimensions of schooling and education. Teacher preparation has a critical impact on preservice teachers and P-12 students (Tippens, 2012). AILACTE institutions have a unique way of training teachers. But as Blume (1971) reported, "teachers teach as they are taught, and not as they are taught to teach." If teachers aren't taught how to be caring, then when do they learn this valuable quality? Based on Sanderse's (2012) research, we know that teacher educators are only implicitly, at best, teaching how to be caring and empathetic teachers.

So, what are teacher educators doing to create caring teachers? As AILACTE institutions with care-based mission statements, we need to maximize our impact and place more of an emphasis on the virtue of care (Noddings, 2005). This project focuses on the use of technology tools to create a caring environment in the higher education classrooms (and therefore future PK-12 classrooms). Caring teachers play a significant role in their school and local communities. But as teacher educators, we need to effectively model and teach the virtue of care to teacher candidates.

Using a descriptive study research model, Carr plans to investigate how teacher educators can use technology to facilitate caring teachers. The research will identify ways for teacher educators to teach teacher candidates how to emulate care in the classroom through technology. The knowledge gained will be used to draw conclusions on how teacher educators can help transition technology from being impersonal to being used as a tool to enhance teacher care.

Brian D. Yontz, Ph.D., Assistant Professor of Education, Wittenberg University

Based on national and local discussion from recent national reports, (2014 NCTQ study, 2013 NCTQ study, 2006 Arthur Levine report, etc.) it is likely that teacher preparation will be changing quite significantly in the next 15 years. Now, more than ever, policy makers and the public are skeptical of teacher

quality from traditional university-based teacher education programs. Perhaps, alternative routes including district/county office preparation, for profit and not-for profit organization preparation, residency programs, and graduate studies will surpass traditional undergraduate university-based teacher education by 2030. Independent and liberal arts colleges are uniquely designed to positively impact future teachers—no matter which pathway they may go through for credentialing. With a focus on multi-disciplinary curricular partnerships, excellent teaching models, and emphasizes on global understandings it seems to me that these institutions have the best potential to add value to future teachers during their undergraduate careers before entering alternative teacher education programs.

This project will be a qualitative investigation into the critical knowledge, skills, and dispositions needed to be developed in preservice teachers prior to credentialing through alternative routes. The major outcome of this project will be two-fold: 1) a better understanding of independent and liberal arts' college graduates' motivators for being credentialed through alternative routes and 2) curriculum development around findings. This project has great potential to impact independent and liberal arts colleges' teacher education curriculum and add to the national conversation around high impact curricular practices and continued preparation for increases in alternative credentialing programs.

The AILACTE Scholar Award will help support data collection and dissemination of findings throughout the AILACTE via its journal and annual conference.

AILACTE is pleased to announce that we are seeking outstanding scholars to apply for the **AILACTE Scholars Award** for 2015-2016. By action of the Executive Committee, \$2500 plus \$500 for expenses continues to be approved for the AILACTE Scholar Award. The award will be given to a faculty member at an AILACTE institution in his or her first five years of appointment as a full-time faculty member to conduct research related to the impact of teacher preparation at AILACTE institutions. The award is for the 2015-2016 academic year; it is expected that the recipient will disseminate the outcomes of the research project in several ways, including in written form.

The award is designed to enhance the professional development of the recipient and can be used for professional travel, support for professional work or other appropriate expenses. We particularly seek research, new or already underway, that demonstrates the impact of teacher preparation at AILACTE institutions. The application process is described at www.ailacte.org.

The Association of Independent Liberal Arts Colleges for Teacher Education (AILACTE) was formed in 1980 to provide an effective network of communication, collaboration and support among the independent liberal arts teacher preparation institutions across the United States.

Models of Excellence Applications

The MOE award identifies outstanding programs in professional education that serve as tangible models of quality in the areas of Moral and Ethical Dimensions of the Learning Community; Partnerships; Liberal Arts; and Global Awareness and Action. Applications must be received by November 15, 2015. The application process is described at www.ailacte.org.



The College of Education at Butler University received the Models of Excellence Award in the category of Quality II: Partnerships. Butler is located in Indianapolis, Indiana. To learn more about the program at Butler, please visit www.butler.edu/coe.



The Teacher Education Program at Northland College received the award in the category of Quality III: Liberal Arts. Northland College is located in Ashland, Wisconsin.

The Models of Excellence application was developed through the collaborative efforts of the teaching and clinical faculty of the Educator Preparation Program as an element of the state's annual Continuous Review Process. To learn more about the program at Northland, please visit www.northland.edu.