



Views and News
The Voice of Teacher
Preparation in Independent
Institutions

Annual Meeting and Conference, March 2017, Tampa Convention Center

From the President *Mike Hillis*



Greetings Everyone!

I trust this letter finds all of you well and enjoying some time away during these summer months. As I swelter through a weekend of 100+ weather in Southern California, I am reminded how fortunate I am to have the luxury of AC and a relatively short drive to the beach... all of which helps keep me from complaining!

Earlier in the summer, I had the wonderful privilege of attending the Thrivent Fellows Program (a leadership initiative sponsored by Thrivent Financial for Lutheran affiliated universities). While there were many excellent ideas that I took away from the retreat, one idea has continued to resonate with me over the past few weeks. Rob Oliver, President of Augustana College, talked to our group about strategic leadership and how we need to understand fundamental principles in order to move our institutions forward. One image that has stayed with me was in how he distinguished between the mission and the model of organizations.

His point was this—too often, we are committed to a model when we should really be focusing on the mission. For example, let's say that you are the owner of a company that focuses on transportation. Now a model of transportation, as President Oliver suggested, is the "horse and buggy." However, while the horse and buggy might be an improvement in transportation over walking, this model should not be seen as synonymous to your company's mission. For if you were to remain committed to a specific model of transportation, chances are that you would no longer be in business. Instead, the model needs to adapt to changes in the context while still adhering to the mission of the company.

While this simple metaphor is incomplete (as is true of all simple metaphors!), I have found myself wrestling with this idea... especially as it relates to this year's AILACTE Annual Meeting in Tampa, Florida. The theme for this year's meeting is: *Achieving the Promise of Independent Liberal Arts Teacher Preparation*. What I love about this theme is that it challenges us to consider our mission (the promise) through various kinds of models (the achievement). For as we all know as members of AILACTE, we have very particular missions that should allow us to express ourselves in different models based on our context. For example, as an institution in Southern California with a diverse and multilingual population, our mission of educating "leaders for a global society who are strong in character and judgment, confident in their identity and vocation, and committed to service and justice" will require different models than if we were located in Northern Iowa. However, this is part of the promise of a strong

liberal arts mission—we remain grounded in our values and identity while exploring various ways to adapt and change.

It is my hope that you will find this a compelling theme for next year's conference and consider submitting a proposal by October 15th. I would also like to invite you to consider attending the AILACTE Pre-Conference Leadership Workshop, which will focus on partnerships, assessment reporting, data collection, and faculty development. Additional details about the conference and workshop will be sent to members and appear on the AILACTE website over the next several weeks.

I believe this will be a wonderful opportunity for all of us in AILACTE institutions to hear about different models and to push us to consider how we might continue to adapt to our changing contexts.

Wishing you all the best,

Mike Hillis



**Achieving the Promise of Independent Liberal Arts Teacher Preparation
Annual Conference Dates, Wednesday, March 1, 2017 – March 2, 2017**

Conference Information: <http://www.ailacte.org/events/2017-annual-meeting-and-conference>

Call for Proposals: <http://www.ailacte.org/events/2017-annual-meeting-and-conference>

AILACTE Annual Conference Call for Proposals

At a time when social, economic, and political uncertainties disrupt expectations, shape policy, and change practice, independent liberal arts teacher preparation programs are needed more than ever. Teachers prepared at liberal arts institutions have the intellectual and personal development for overcoming obstacles, promoting change, and increasing educational opportunity. Educators graduating from these institutions understand that effective teaching and learning is achieved through expertise in a wide range of knowledge and skills, not the least of which includes communication, problem-solving, and commitment to social responsibility. The promise of independent liberal arts teacher preparation is to serve as an aid to education as the nation's most hopeful enterprise. As the Truman Commission on Higher Education stated in 1947, "education for all is not only democracy's obligation but its necessity... education is the foundation of democratic liberties [and] without an educated citizenry alert to preserve and extend freedom, [democracy] would not long endure."

In the absence of liberally trained teachers, who are dedicated to the importance of individuals, community, social responsibility, and equity, the very principles that sustain democracy are at risk. In the past and present, some politicians, policy makers, and researchers have embraced empty promises and positivistic solutions for reforming education. Increased accountability, distribution of rewards and punishment based on test achievement, and incentivizing reform through fiduciary schemes contrived over the last two decades have yielded education outcomes nearly indistinguishable from when these strategies were first applied. Rather, successfully educating youth requires teachers who operate according to sophisticated domains of pedagogical and content knowledge, along with sound professional ethics and dispositions. Likewise, while teachers have a significant impact on student learning, the premise that educators alone are able to overcome the influence of migration patterns, racism, economic factors, and other influences (Berliner, 2009) is an indication of the dearth of liberally informed political and educational leadership.

Although the trajectory of reform may lead some to believe that education is less than the nation's most hopeful enterprise, those serving within independent liberal arts institutions know that a liberally educated teacher is part of the solution for overcoming obstacles, promoting change, and increasing educational opportunity.

The AILACTE Executive Board invites members to deliberate on *Achieving the Promise of Independent Liberal Arts Teacher Preparation* and the various ways in which institutions and their graduates are solving problems in education. Members are encouraged to submit proposals addressing the following questions:

What are some of the ways programs prepare teachers to increase educational opportunity for all students, but especially for students from marginalized populations?

How do we ensure programs at independent liberal arts institutions continue to prepare teachers who impact the academic, social, and emotional learning of their students?

How do we use findings from research and practice to ensure independent liberal arts institutions are addressing the most important issues of teacher preparation?

In what ways have programs reimaged themselves for greater innovation, impact, and influence?

How do institutions effectively advocate with political and educational leaders to communicate the benefits of liberal arts teacher preparation?

What are some of the leadership challenges, opportunities, and innovations that impact the preparation of 21st century teachers?

The AILACTE Executive Board encourages members to explore answers to these questions at the 2017 Annual Meeting and Conference, where we will explore the various ways institutions are *Achieving the Promise of Independent Liberal Arts Teacher Preparation*.

Reference

Berliner, D. C. (2009). Poverty and potential: Out-of-school factors and school success. Boulder and Tempe: Education and the Public Interest Center & Education Policy Research Unit. Retrieved 2016 from <http://nepc.colorado.edu/publication/poverty-and-potential>

New Leadership Workshop

The AILACTE Executive Board will be hosting a pre-conference Leadership Workshop on Wednesday, March 1, from 12:30 to 3:30, at the Tampa Marriott Waterside, Tampa, Florida. The workshop is intended for deans, assistant deans, department chairs, and faculty in leadership positions.

Workshop participants will interact with each other and facilitators in roundtable format to consider case studies and strategies for practical application. Areas for focused collaboration include:

Assessment: Collecting, reporting, and making decisions using data

Faculty development: Supervising, evaluating, and advising faculty

Partnerships: Selecting, cultivating, and benefiting from productive partnerships

Space is limited to 25 participants. The cost is \$75 per person; light refreshments and snacks included. Early registration will be available in October. Questions can be directed to David W. Denton (Seattle Pacific University) dentod@spu.edu.

Assessment Software

David W. Denton, President Elect



Ensuring successful accreditation, whether with state or national agencies, may not depend entirely on the use of assessment software, but it certainly makes the process easier. Those having recently gone through accreditation will testify that information has to be organized, connected, and accessible. This means it has to be digitized and Intra- or Internet based. Gone are the days of three-ring binders. Assessment software, or at least the principles upon which the software is designed, has been irreversibly connected to accreditation, data, and evaluation. Activities, such as curriculum mapping, rubric scoring, learning management integration, and tabular interface, are either impossible or impractical without some kind of digital platform.

As more institutions adopt assessment software, the more accreditors will come to expect a streamlined, interconnected, and detailed accreditation process. Similarly, as the software becomes more sophisticated, accreditors will be able to require more evidence at different points in time and in various forms. For example, one could reasonably expect that achieving accreditation will soon require analysis of course-level data. Fine-grained analysis of this sort is already available to many

institutions. It simply requires linking an institution’s learning management system (e.g. Canvas) to its assessment software (e.g. Tk20).

The field of assessment software is still developing. Fortunately, institutions have numerous platforms to choose from for meeting their needs. Some use website design software such as WordPress. Others use business enterprise applications like SharePoint. More often, however, institutions are using one of the systems designed specifically for assessment, such as Tk20, TracDat, or Taskstream. The following table describes a few characteristics of these systems.

	Tk20	TracDat	Taskstream
Basic functions	Primary and secondary accreditation, program review, strategic planning, ad hoc reporting	Primary and secondary accreditation, program review, strategic planning, ad hoc reporting, email notification	Primary and secondary accreditation, program review, strategic planning, faculty credentialing, publishing directly to accrediting agencies
Technical	On premises or cloud hosting, single sign-on	On premises or cloud hosting, single sign-on	Cloud hosting only, single sign-on
Setup*	6-8 weeks	6-12 weeks	8-12 weeks
Cost**	\$18,000 initial, \$10,000 annual	\$30,000 initial, \$25,000 annual	\$19,000 initial, \$19,000 annual

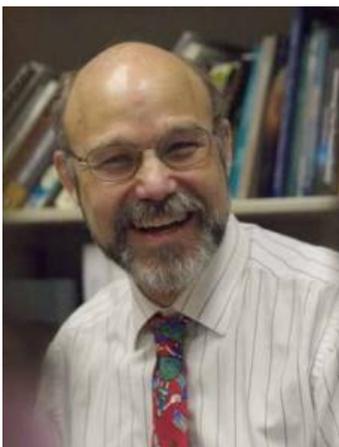
* Based on use of Banner Student Information System as the institution’s database.
 ** Based on a student enrollment of 4,200 and basic software without optional components and cloud hosting.

Whether an institution designs its own system or purchases one specifically for assessment, it will have to be sufficiently sophisticated to 1) show outcomes that are aligned with standards, 2) gather evidence on student learning, 3) provide for regular analysis of results, 4) link evaluation to decision-making, 5) facilitate revision of major elements, and 6) permit convenient inspection of the entire system by outsiders. It will also have to be flexible to accommodate any other activity that can be imagined by accreditors for the evaluation of programs.

AILACTE Membership

Sam Hausfather, AILACTE Secretary

Now is the time to renew your Membership to AILACTE!!!



AILACTE is the only national teacher education organization dedicated to your unique needs as independent colleges and universities.

- Shared perspectives about one’s distinctive and strong sense of mission
- Opportunities to collaborate with like institutions
- Amazingly affordable – and allows for significant AACTE conference discount
- Advocacy for teacher education on the national level
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Join or renew your membership now for only \$300 for 2017! Use the form

enclosed or go to www.ailacte.org.

We need your help!

Please help us share the AILACTE message with independent colleges and universities in your state! Spread the word at your state meetings. We need everyone's help recruiting and retaining members in AILACTE. The broader our base, the stronger our voice in the decisions that affect us, and educator preparation, every day.

Google Classroom: It's More Than Just a Paperless Revolution!

Jennie Carr, South Region Representative



Your institution may require you to use a Learning Management System (LMS) like Blackboard, Canvas, or Moodle, but I want to introduce you to [Google Classroom](#). Google does not define *Google Classroom* a LMS but rather a free web-based platform that seamlessly integrates your Google Apps for Education account with all of your favorite Google services such as Docs, Sheets, Gmail, Slides, Forms and Calendar. *Google Classroom*'s beta version was launched in 2013. It became public in August 2014 and P-12 teachers and teacher educators quickly integrated it into their instructional practice.

You may be thinking, "I already have to manage one LMS, why another?" *Google Classroom* can do many things your other LMS cannot. Classroom is intuitive for teacher educators and teacher candidates—not just the tech-savvy! There are only three pages. First, the "Stream," which includes assignments, announcements and discussion questions. Second, "Students," which includes a list of all students enrolled in the class with a link to their email address. Third, "About," which is a static page for course information and resources.

There are numerous reasons I encourage educators to use *Google Classroom*. First, the setup is quick and easy! *Google Classroom* even walks you through it step by step from setting up the class, to inviting teacher candidates, and sharing course information such as assignments, questions, and announcements. *Google Classroom* is free and has no advertisements, plus it is easily accessed anywhere you can connect to the internet. Here are my top three favorite benefits of *Google Classroom*:

- **Make a Copy for each student:** When creating an assignment, you can automatically create a copy for each teacher candidate. With Make a Copy, assignments are automatically named and available to the teacher candidate and teacher educator through Google Drive's Classroom folder. As soon as the teacher candidate opens the assignment, the teacher educator has access to it! You can watch your candidates at work and even provide comments in live time (if you desire).
- **Schedule a Post/Question/Announcement at a later date:** This upgrade was launched in May 2016, which allows the teacher educator to schedule assignments, announcements, and discussion questions to go live exactly when you want! Similarly, you can reuse posts for a future semester or another class—which is a huge timesaver!
- **Calendar Sync:** Assignments will immediately sync to Google Calendar with alerts so your teacher candidates never forget to complete assignments.

Want to know more? Consider watching this two-minute [tutorial](#) and get started today! There are also dozens of screencasts available on YouTube. As with all of my technology tips - I'll be happy to chat with you and help you start your *Google Classroom* next semester! Contact me via social media @DrJennieCarr.

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For questions, contact Jen Knox at info@ailacte.org or 706-523-0906.
Thank you for your payment!

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