



*Views and News*  
The Voice of Teacher  
Preparation in Independent  
Institutions

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## Annual Meeting and Conference, March 2017, Tampa Convention Center

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### From the President

*Mike Hillis*



Greetings Everyone!

As I was driving back from the AILACTE Annual Conference last month, I had plenty of time for reflection... funny how a five-hour drive through the desert offers that opportunity. One idea that I kept coming back to is the commonality of the issues we confront as small, independent liberal arts college and universities. This is important because I often find absent this perspective from larger, national discussions about teacher education. While I've discussed this before, I wanted to revisit it as we continually consider what makes our organization important for the work we do.

There are three issues that are particularly relevant for the AILACTE community. The first was captured beautifully at the conference's State Representatives Breakfast. As people went around the room to introduce themselves, we heard about people who were directors of assessment, program directors, and directors of grants... often, simultaneously. As I thought about this, I realized how difficult it is for AILACTE faculty members to balance their responsibilities. As I talk with faculty members who have just entered the profession, what they continually ask me is how much time to devote to certain aspects of their job. While most of us struggle to a certain degree with life/work balance, this can become more problematic for AILACTE faculty as they work towards tenure or seek promotion. For the reality is that for faculty members who have to juggle multiple roles within an institution, it becomes increasingly difficult to find the time for many competing responsibilities.

A second particularly challenging issue for our schools is resources. Now while all schools must confront resource issues, AILACTE institutions have a particular set of issues that public institutions may not feel as acutely. For example, as tuition dependent schools, we recognize the direct impact a reduction in enrollment will have on our budgets. However, does this mean that we should continually grow our programs? And if so (which is the message we often hear), how do we maintain the quality of our programs without expanded resources? Furthermore, there are funding challenges when we consider new programs, how to support faculty professional development, and weighing the cost/benefit of state and national membership (which is one of the reasons we keep our membership fees so low).

Finally, there is a significant question regarding the culture of AILACTE institutions and how we maintain these attributes. For example, many independent institutions pride themselves on small class sizes, student accessibility to faculty, and a consensus building approach to making decisions. However, how is this impacted when we start making decisions and policies that contradict this traditional approach? For example, many independent institutions have now adopted on-line and hybrid courses within their programs – does this change the nature of faculty/student relationships? And if so, what are we losing in making this decision?

Obviously, there are many questions that could be raised within these topics. However, I would like to return to my opening point – the questions we raise and need to work through are often considerably different than the ones for larger, public institutions. Consequently, I would encourage us to continue to come together, discuss our particular challenges, and work collaboratively to develop more effective strategies for success. We have a tremendous opportunity to learn from each other and I hope that AILACTE can be a place where this is facilitated.

Wishing you all the best,  
Mike

### Indicator-Based Evaluation

*by David W. Denton, Western Region Representative*



The agency responsible for evaluating teacher preparation programs in Washington State began revising its approach to program approval in 2015. The Professional Educator Standards Board (PESB) plans to abandon its current model and replace it with indicators. Indicators are defined as mechanisms “to prompt additional inquiry about whether state goals have been met” (PESB, 2016). PESB also describes indicators as valid and reliable measurements for making inferences about program functioning and possible cause for an escalating set of interventions to promote improvement. Some indicators being considered for adoption by PESB for use in 2018 include the following:

- 1) Average GPA of admits;
- 2) SAT or ACT percentile scores;
- 3) Percentile scores for state-required basic skills and endorsement tests;
- 4) Percentage of completers tabulated by race, ethnicity, gender, and socio-economic status;
- 5) Completer survey results;
- 6) Average teacher scores from classroom observational protocols; and
- 7) K-12 student perception survey results.

Some key differences between the current evaluation model and use of an indicator-based approach show in the following table.

	Current Model	Indicator-Based
Evidence	Emphasizes reports, documents, interviews, and quantitative results	Emphasizes several quantitative data sets
Consistency	Different information based on program context	Similar information for making comparisons
Frequency	Requires in-depth review every 5 to 7 years	Requires in-depth review based on repeatedly low indicators

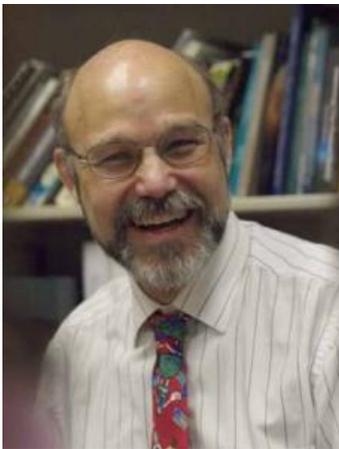
The goal of adopting an indicator model, according to the Standards Board, is to improve “transparency in results and practice, and [emphasize] measures of educator effectiveness, as evidenced by their impact on students and schools” (PESB, 2016). PESB’s decision to adopt an indicator model was influenced by policy from Louisiana, Massachusetts, Kentucky, Georgia, and Missouri. In light of the fluid condition of education reform across the nation, it may be the case that additional states adopt indicator-based evaluation as an approach to change teacher preparation.

Professional Educator Standards Board (PESB, 2016). *Indicator-based evaluation project*. Retrieved from <http://program.pesb.wa.gov/indicator>

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## Top 10 Reasons to be an AILACTE Member

by Sam Hausfather, AILACTE Secretary



10. Our annual conference! Great opportunities to interact with your peers, present, and learn, all related to our unique issues.
9. Models of Excellence Awards that truly recognize what we do especially well: Moral and Ethical Dimensions of the Learning Community; Partnerships; Liberal Arts; and Global Awareness and Action.
8. Scholar Awards and Graduate Student Scholar Awards that allow us to develop and recognize the extraordinary talents we have at our institutions.
7. *AILACTE Journal*, a refereed outlet for sharing research into our unique practices.
6. *AILACTE News and Views*, semi-annual opportunities for sharing issues of importance to our profession and successes in our programs.
5. Amazingly affordable membership fees that give the most value for your precious resources – and allow for significant AACTE conference discount.
4. No annual reports required.
3. AILACTE represents the views of independent colleges and universities on the AACTE board, on all AACTE committees, and within AACTE decision-making.
2. A place at the table for advocacy with national decision-makers in teacher education, whether with AACTE, the federal government, accreditors, or the media.
1. AILACTE is the only national teacher education organization dedicated to your unique needs as independent colleges and universities.

Please help us share the AILACTE message with independent colleges and universities in your state!

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. To join or renew your membership, please visit [www.ailacte.org](http://www.ailacte.org)

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## 50K Shindig Challenge

50K Shindig Challenge, a research initiative meant to improve the understanding of the efficacy of interactive video chat to create a more connected online student course experience. To help educators better understand the evolving potential of interactive video chat, Shindig will partner with 25-50 faculty members and/or course designers at higher education institutions to incorporate complimentary use of the

Shindig platform into their online courses in the Spring, Summer or Fall semesters of 2016. Participating educators will receive grants ranging from \$1,000 to \$2,500 and be asked to collect and report data concerning attitudes and perceived effectiveness of Shindig's platform. Apply here: <https://www.shindig.com/challenge>

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*AILACTE is pleased to announce once again that we are seeking outstanding scholars to apply for the **AILACTE Scholars Award** for 2016-2017. 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 2016-2017 academic year; it is expected that the recipient will disseminate the outcomes of the research project in several ways, including in written form. The \$2500 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. Again, we particularly seek research, new or already underway, that demonstrates the impact of teacher preparation at AILACTE institutions. We also continue to encourage research on the Qualities of Excellence (Liberal Arts, Moral Dimensions, Partnerships, and Global/Inclusivity).*

*AILACTE is pleased to announce that we are seeking outstanding graduate student scholars to apply for the **AILACTE Graduate Student Scholars Award**. Recipients must be enrolled, at least half time as a graduate student in an AILACTE member school. The award is for the 2016-2017 academic year; it is expected that the recipient will disseminate the outcomes of the research project in several ways, including in written form. The \$1000 award is designed to enhance the professional development of the recipient and can be used for professional travel, support for professional work or research. Again, we particularly seek research, new or already underway, that demonstrates addresses aspects of the AILACTE Mission. We also continue to encourage research on the Qualities of Excellence (Liberal Arts, Moral Dimensions, Partnerships, and Global/Inclusivity).*

## **Scholar Awards**

***Keith A. Lambert and Julie Antilla***



***Keith Lambert, Assistant Professor and Director of Student Teaching  
Whitworth University***

I'm not sure I can say it better than Martin Luther King, Jr. who said: "*Human progress is neither automatic nor inevitable...Every step toward the goal of justice requires sacrifice, suffering, and struggle; the tireless exertions and passionate concerns of dedicated individuals.*" The injustice associated with the absence of a strong diversified teaching pool is one that must be wrestled with, understood and corrected. The spoken and written goals and efforts toward recruitment of candidates of color are noble in cause. However, we must not seek to rest on the nobility of written words, but rather by actions, which can be measured. The goal of this research is to provide clarity of action to nobility of word. This proposed scholarship, while squarely aligned to the stated mission of AILACTE (***emphasizing the importance of individuals, the importance of community, the obligations that individuals have in community, the role that individuals and communities have in a democratic society and the principle of equity of access to knowledge***), also has potential to provide answers to the nagging reality of the diversity gap among Teacher Education Programs (TEPs).

The research will be a mixed methods study. Data will be collected from two sources; a qualitative survey of Private Liberal Arts Colleges and Universities and their TEPs in Washington, Oregon and Idaho, and a quantitative secondary data source provided by federal and state agencies responsible for the collection of data on recruitment and retention of teacher candidates of diversity.

This project has the real potential to offer insights and potentially a model for how AILACTE member schools think and proactively improve the recruitment of underrepresented racial and ethnic candidates to teacher preparation. There are several options for disseminating the information, including but not limited to, the *Northwest Association of Teacher Educators Journal* (NWATE) and the *AILACTE Journal*. I look forward to presenting findings at the 2017 AILACTE conference.

***Julie Antilla, Assistant Professor, Curriculum and Instruction  
Seattle Pacific University***

Teacher education programs provide minimal support to students with invisible disabilities in the areas of field experience and course substitutions (Baldwin, 2007; Bowman & Barr, 2001; Csoli & Gallagher, 2012). Colleges and universities have significant autonomy in determining essential elements in their degree programs, and for that reason, many decisions affecting students' success in teacher education are impacted by faculty bias. Attitudes toward the ethics of accommodations and personal experience with individuals with disabilities influence instructors' classroom and program decisions (Leyser, Greenberger, Sharoni, & Vogel, 2011). Some faculty bias stems from ignorance, with faculty "doubting the existence of less visible conditions such as learning and psychiatric disabilities" (Papalia-Berardi, Hughes, & Papalia, 2002, p.28). Some lack of student success in teacher education programs stems from faculty's low expectations of students identified as having disabilities (Ferri, Keefe, & Gregg, 2001). For these reasons, some students in institutions of higher education are tempted to "pass" as typically-developing students rather than risk disclosing their disabilities.

Yet, potential future teachers, students succeeding with disabilities, are out there, and they are entering our teacher education programs. The more we know, the more we can explicitly shape the dominant discourse on abilities of individuals with disabilities – we've been teaching our students to promote this among the P-12 population, now it is our turn to promote this for our teacher education participants. If liberal arts education "aspires to promote human flourishing, [and] explores what it means to be fully human in order to experience a more enriched life" (Lederhouse, 2014, p. 6), and if we believe in a sociopolitical construct that positions disability within the parameter of full humanity, then we must model for our

teacher education students what it means to support those with disabilities in our educational communities. This is how we embody justice in our teacher education programs.

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### **Graduate Scholar Award**

*Joonkil Ahn*

*Graduate Assistant*

*Carson-Newman University*

Joonkil Ahn, a former high school English language arts teacher in South Korea for 17 years, joined the graduate program in Carson-Newman University in 2014, and has been engaged ever since in conducting research on the topics of teacher collaboration and school-based teacher professional learning communities in the U.S. as well as in Korea.

Schools and teachers are increasingly being asked to make sure that their students learn in the classroom, and to ensure learning of higher-order thinking skills. These requests are often aligned with the demands of accountability, and interests and concerns on effective teaching and learning have much increased. In the meantime, the concept of teacher collaboration in school and the effect of school-based teacher learning communities are gaining bigger attention from educators. Professional learning communities (PLCs) have been believed to offer an effective infrastructure for addressing many types of challenges that face schools, such as teacher isolation, difficult interaction with colleagues, and challenging students.

The purpose of the research that he made a proposal for the 2016 AILACTE Graduate Student Scholar Award is first to learn whether teachers in high-performing professional learning communities experience some changes in their teaching practice, and to determine whether those changes were significant and meaningful enough to motivate them to keep participating in the PLC initiatives in their school.

The initiative to transform a school into professional learning communities requires a fundamental change in the professional culture of the school. That would also need a lot of time, patience, and cooperation from many people. But he believes that the initiatives to create caring communities where teachers and students learn and grow should never be ceased as long as there are evidences that they enhance the effectiveness of schools and help our kids to learn better.

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## Institutional Spotlight University of Portland

*by Amy Kwong-Kwapisz*



The University of Portland School of Education prepared teachers and school leaders for nearly two centuries to educate the whole person, in the tradition of Holy Cross. As the premier program in the Portland metropolitan area, we partner with over 100 schools and 18 school systems, sharing the belief that education is a matter of justice, and that gaps in achievement and social opportunity can be addressed by skilled educators formed by mission. Through programs of professional preparation, service, and community building, the School engages society both in the present, and in the future, through generations of alumni in the pursuit of the common good.

The undergraduate education majors begin serving in schools during their first semester, completing over 1,200 hours of field experience during the four-year program. Undergraduate education majors can double major or minor in the Arts and Sciences and pursue additional endorsements. As graduates, these teachers join a professional network of alumni and peers 8,500 strong, ready to make a difference in the world. Over 85% of our undergraduates receive job offers upon graduation of our program, year after year.

The nationally accredited graduate programs prepare students for advanced teaching and school leadership. Teachers and administrators are prepared for work in public and private schools through curriculum experiences designed to develop expertise in early childhood, elementary, middle school, and high school education, various academic disciplines and special endorsement in Educational Administration, English as a Second Language, Special Education, and Reading. Graduate programs consist of: Master of Education (M.Ed.), Master of Arts in Teaching (M.A.T.), and Master of Arts in Higher Education and Student Affairs (HESA). All of our undergraduate and graduate (M.A.T.) students pass the edTPA to obtain licensure before they graduate from our program.

The School of Education offers post master's certificate programs leading to endorsements or administrator licensure for educators who are licensed to teach. In addition, post master's certificates for professionals interested in neuroeducation or a career in higher education and student affairs are offered. Our post master's certificate program includes: Initial Administrator License, Continuing Administrator License, and Neuroeducator options. The School of Education's Doctor of Education in Learning and Leading (Ed.D.) program combines innovative coursework and faculty expertise with applied research and best practices to prepare the next generation of leaders.

The School of Education's professional network is the life blood of strong and stable careers in education. Once accepted into an undergraduate or graduate program, students are welcomed into an alumni network designed to support the career cycle. The Educational Leadership Network and our Teacher Leadership Network promote lifelong connections between recent graduates and master teachers and leaders, arranging mentoring of new teachers, professional development opportunities, and employment advice. From licensure to leadership, our professional network launches and sustains careers and advancement in education.

The School of Education's tradition in education affirms an ethos that each individual is a learner, that dignity and justice are achieved through education, and that education is a community responsibility. Best stated by the Founder of Holy Cross, Blessed Basil Moreau, C.S.C., "Education is the art of helping young people to completeness." We prepare professional educators to serve all learners: Every heart, every mind, every child. All programs in the School of Education are approved by Oregon (TSPC) and accredited nationally (CAEP/NCATE), with distinctions in the areas of evidence-based programming, faculty experience, and community outreach.

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## Twitter Chats: Connect in your PJs!

by Jennie Carr



The other day I made a call to activate my new debit card. I was making dinner and barely listening to the pre-recorded message. Blindly pressing the suggested prompts, I heard something which caught my attention. The recording said, "Press the Hash or Pound key." I thought to myself - *the Hash Key... Fascinating!* Our social media addiction has influenced how we identify symbols. The # symbol is no longer solely identified as the number or pound key. Most college students will identify the # symbol as a "hash," "hashmark" or "hashtag." So, what is a hashtag (#)? [Merriam-Webster](#) (2016) defines # as "a word or phrase preceded by the symbol # that classifies or categorizes the accompanying text." If you are on any social media platform you have likely seen a Tweet, Facebook Post, or Instagram moment with a #. The next time you watch a TV show look in the lower right hand corner and you will likely see the #. Social Media users can search by a # to find other users who are interested in the same content.

A Twitter chat is a way to connect and build connections with your professional learning network on your couch in your pajamas! A Twitter chat is virtual conversation between a group of Twitter users, who meet at a predetermined time to discuss a particular topic based on a designated hashtag. A host moderates the event and poses questions (Q1, Q2) and participants respond with corresponding (A1, A2). A Twitter chat is a real time conversation which will typically last one hour and have anywhere from 5-10 questions. Twitter chats occur in every industry and, of course, educators have taken Twitter chats by storm! One can find an educational chat in any area from #edchat (varied educational topic) to #kinderchat (early childhood) to #edtechchat (educational technology) to #sschat (social studies and history). Check out this calendar of educational Twitter chats accumulated by Jerry Blumengarten (@cybraryman1) <https://goo.gl/dqZD3r> to find an area which interests you!

Just like any professional conversation, it is important to be aware of Twitter etiquette. First, if you are new to Twitter, create a professional Twitter page for which you will only post professional content. Share your @Handle with others! Be sure to inform your current followers you are getting ready to participate in a Twitter chat so they know why you are blowing up their feed! Second, when preparing to join a Twitter chat, consider inviting your followers to participate with you by sharing the designated #. It is okay to observe first if you don't feel comfortable participating! Twitter chats are a fantastic way to connect and

follow others who are passionate about a particular area! Use twitter tools *ReTweet*, *Like* and *Follow* when following the chat. Better yet - Engage in the conversation and *Reply* to a comment! Next, don't forget to always add the chat # at the end of your comment or your tweet will not appear on the #'s feed. Finally, Twitter chats can have anywhere from a dozen participants to hundreds of participants. If the chat is very popular, there may be 15-20 participants responding every second, which can be overwhelming especially to a first time chatter. So consider using a tool like [Tweetdeck](#) to manage the conversation or if you dare - multiple #s.

I'm always pleased with the resources, ideas, and conversation I gather during Twitter chats and it's FREE. This semester, participate (or just lurk) in a Twitter chat to gain and share resources, as well as build your PLN. Oh and Follow me - [@DrJennieCarr](#)

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### ***AILACTE Journal Volume XIII 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, 2016**, to the following email address: [ailactejournal@gmail.com](mailto:ailactejournal@gmail.com). 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 the AILACTE Journal email address [ailactejournal@gmail.com](mailto:ailactejournal@gmail.com)

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## Federal Funding Opportunities

by Jackie Crawford

The U.S. Department of Education offers a wide variety of education grant opportunities. The URL below provides a link to the requirements for current grants as posted in the *Federal Register*.

<https://www.federalregister.gov/education-department-grants-funding>

The second URL is a forecast of upcoming grants. The forecast is especially helpful as there is usually a fairly short window between the published requirements in the *Federal Register* and the submission due dates.

<http://www2.ed.gov/fund/grant/find/edlite-forecast.html - chart4>

Another source for grant opportunities can be found in *Education Week*.

<http://www.edweek.org/search.html>

As Bill and Melinda Gates continue to use their foundation to shape the future of education, they have announced new grants totaling \$34,000,000, in addition to the \$900,000,000 they have already established for the purpose of “improving” the quality of teacher preparation programs. It is likely that the funding opportunities will align with the reauthorized ESEA.

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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.