



Views and News
The Voice of Teacher
Preparation in Independent
Institutions

**Annual Meeting and Conference, February 21-22, 2019,
Kentucky International Convention Center, Louisville, Kentucky**

From the President
David Cherry



Hello, AILACTE Members,

I am excited to be joining AILACTE as the incoming president for the next two years (2019-2021). The first professional teacher education conference I attended when I began my career (1980) was the AACTE/AILACTE. I was intimidated, challenged, energized, optimistic, and impressed with the professionals attending and leading the annual meeting. At that time, I was naïve enough to believe the educator preparation problems and challenges set before us were actually solvable. Much has happened in our profession over the almost 40 years and while some of those challenges have been addressed, I'm uncertain if they were solved. What I do know, is that progressive, bright, thoughtful, and caring professionals have continued to conduct research in our field, engaged in political conversation that impact effective educator preparation, created models of educational excellence, and refined curriculum and changed the way teachers are prepared. Also, what I have noticed is that challenges in educator preparation keep heading our way, politics and policies keep pressing us, advocacy for students we ultimately serve continues to be essential, realistic professional optimism never hurts, and the students' social, emotional, and academic learning needs in our nation's classrooms are becoming more complex and acute. What remains constant is the need for those of us who prepare educators at independent liberal arts colleges and universities to remain steady where mission and vision ground the work we are to carry out and continue the work of and advocacy for preparing educators of both mind and heart who are socially-just, inclusive, intellectually curious, active in the school community, sound in methodology, take initiative as teacher leaders whether in the classroom or beyond, and remain focused on the moral dimensions of schooling and education.

Please review the Call for Proposals as we begin preparing for the upcoming 2019 AILACTE conference in Louisville, Kentucky. The conference theme is "**Urgency, Challenges, and Opportunities in Educator Preparation.**" This year, you will notice similarities between the Call for Proposals between AACTE and AILACTE as we have much in common in progressing toward preparing and advocating for those who will teach our nation's children. While the arena in which we prepare educators is smaller within a liberal arts setting, the pushes and pulls we all experience have much in common. A pre-conference Leadership Workshop will be held on Thursday, February 21, from 12:00 – 3:00. For more information, see the workshop description in this newsletter. There are five strands and associated questions that address the conference theme. These can be found in the Request for Proposals below. Please consider submitting a proposal for our upcoming meeting. We look forward to learning of the excellent work you and your colleagues are doing as you prepare the next generation of teachers!

Conference Request for Proposals

AILACTE - Association of Independent Liberal Arts Colleges for Teacher Education 2019 Annual Meeting and Conference

Deadline for submissions: November 25, 2018

Submit proposals electronically to info@ailacte.org

I. Theme: “Urgency, Challenges and Opportunities in Educator Preparation”

In the most recent months, there have been more attacks, tragedies, political, and ideological shifts in our nation’s educational systems and schools than in the past several decades. With these realities being faced by all of us in the education profession in general and specifically preparing educators, what and how we move forward is as critical as it ever has been.

The social-emotional challenges and trauma our students are carrying as they arrive to their urban, suburban, or rural community school doors are more pronounced and complex than in the past. Safety and student mental health are now more than ever on the minds of teachers as well as school and district administrators. Equity, access, benefits, and opportunities for all our students, regardless of their ethnic and linguistic backgrounds or sexual orientation, to grow and thrive in our schools must be of paramount importance as laws and policies are written and handed down to what teachers do and teach in their classrooms on a daily basis. Policy makers at the federal level seem to be consistently taking mis-steps with programs being promoted or resources allocated. Based on our best thinking and best practice, civility, civil discourse, and proactive educational and social-emotional efforts should be assertively pursued and infused into our teacher education programs. Finally, the shortage of diverse quality teachers presents a substantial challenge as we recruit and prepare them to address the academic and emotional needs of the diverse students entering our classrooms.

The above referenced realities challenge educator preparation programs throughout our nation to recruit and equip new teachers to meet the increasingly complex needs of all students they will be serving. Educator preparation institutions who are members of the Association of Independent Liberal Arts Colleges of Teacher Education (AILACTE) are well positioned to be nimble and move expeditiously in regard to the personalization of teacher recruitment efforts and modifying or refining program offerings and curriculum that will prepare teacher candidates to advocate for, and meet the contemporary challenges, opportunities, and realities of the schools and classrooms they will encounter. These challenges cannot be addressed solely by those of us serving in educator preparation institutions. Partnerships with local, county, and regional school districts that explore, implement, and sustain creative ways of collaborating among all of us preparing and supporting teachers, could yield more inclusive advocacy and quality service to students they serve.

For the 2019 Annual Meeting, the AILACTE Executive Committee invites members to submit proposals in regard to *Urgency, Challenges and Opportunities in Educator Preparation*. Below, please find the five conference strands with questions associated with each. Proposals should address as closely as possible a preferred strand and its associated question(s).

1. Social-Emotional Learning and Complex Trauma:

- What kinds of innovations have programs implemented to prepare teachers as they address complex trauma, and the social emotional needs of students in schools?
- What steps are programs taking to forge new understanding and teacher strategies in complex areas such as school safety, and student mental health?

2. Equity, Access, Benefits, and Opportunities for All Students:
 - How are programs preparing teachers to know more about and advocate for equity, ethnic, linguistic, socioeconomic diversity, and sexual/gender identity?
 - In what distinctive ways are programs preparing educators to differentiate their teaching when serving in urban, suburban, and rural schools?
3. Teaching Civility and Civil Discourse:
 - In what ways are educator preparation programs teaching about and promoting civility and civil discourse?
 - What structures and pedagogies support the moral dimension of educator preparation?
4. Recruitment and Retention of Diverse Teacher Candidates:
 - Describe the effective practices implemented to recruit and retain more ethnically and linguistically diverse teacher candidates.
5. Partnerships with Schools:
 - What partnerships have been established and sustained with school districts to prepare effective teachers?
 - In what ways does the program coordinate with school districts to retain teachers as they are inducted into the profession?

II. Formats

The AILACTE Annual Meeting and Conference offers two types of session formats: 50-minute breakout and roundtable.

Breakout sessions include presentation of abbreviated papers, projects, and other academic work, followed by brief comments, questions, and discussion. Presentations begin with an outline of major points, such as purpose, problem, major findings, conclusion, and recommendations. The amount of time devoted to elaborating points will vary among presenters, though time will be allotted for interacting with participants near the conclusion of the session. Presenters should prepare handouts summarizing content, along with planned questions for facilitation of discussion.

Note, each session is provided with a screen, table, and extension cord. ***Presenters must provide their own projectors.*** Internet access may be unavailable during sessions. Presenters should download necessary presentation materials to their computers or other devices before the session.

Roundtable sessions allow maximum interaction between participants through brief presentation and extended discussion. Presenters should prepare 15 handouts, which summarize the presentation and include contact information, for distribution to discussants. Presenters should begin sessions with a description of session material followed by explanation of key points. Presenters then facilitate discussion with discussants using prepared talking points and questions for a total of 30 minutes.

III. Contents

The proposal should be typed in 12-point font, double spaced, with 1-inch margins throughout.

Cover page that includes the following information:

Title of 18 words or fewer

Abstract for the conference program of 40 words or fewer

Format (breakout or roundtable) listed in order of preference

Lead presenter(s) name, title, institution, mailing address, telephone, and email

Co-presenter(s) name, title, institution, mailing address, telephone, and email

Summary that includes the following information and is 2 to 3 pages (page count excludes reference list and figures and tables, if any); exclude information that identifies presenter(s) from this section to ensure blind review.

Topic: State the topic, which may be a problem, question, investigation, etc., and provide context.

Framework: Summarize perspectives, theory, and/or literature fundamental to the topic.

Investigation: Summarize method, technique, mode of inquiry, data, evidence, materials, etc.

Result: Describe the consequence, effect, or outcome.

Significance: Describe the importance of the topic, investigation, and/or result.

Participation: Describe one or more goals of the presentation with respect to participation and attendees; summarize strategies that will be used to ensure participation and achieve goals.

IV. Criteria

Format	Follows directions shown in the <i>Request for Proposals</i>		Does not follow directions shown in the <i>Request for Proposals</i>
Writing	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free	Uses straightforward language that generally conveys meaning to readers; the paper has few errors	Uses language that sometimes impedes meaning because of errors, or errors in usage
Organization	Presents information in a framework that is easily comprehended, with all parts in the proper place and cohering to each other	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
Relevance	Includes a subject that is closely connected to preparation of educators and/or to the theme	Includes a subject that is closely connected to preparation of educators	Includes a subject that is scarcely connected to preparation of educators
Participation	Includes one or more goals with respect to participants and strategies for achieving goals; suggests attention to including participants	Includes one or more goals with respect to participants and strategies for achieving goals	Excludes goals and strategies for including participants

Submit proposals electronically to info@ailacte.org.

AILACTE Leadership Workshop 2019

Overview

The AILACTE Executive Board will host a pre-conference Leadership Workshop on Thursday, February 21, from 12:00 to 3:00, in Louisville, Kentucky.

The workshop is intended for deans, assistant deans, department chairs, and faculty in leadership positions. Groups of participants from the same institution are encouraged to attend together. The goal of the workshop is to promote program effectiveness through sharing of promising practices.

Workshop participants will interact with each other and facilitators in roundtable format to consider examples and strategies for practical application. Space is limited to 28 participants. The cost is \$85 per person; light refreshments and snacks included. Registration is currently available at www.ailacte.org.

Format

The workshop will begin with a brief welcome and overview. Participants will select from four roundtables, each seating several people and one facilitator. Facilitators will lead table groups in a brief preview of key ideas, challenges, strategies, and questions related to the topic. Participants will have opportunity to share their own experience followed by discussion. The format is informal, collaborative, and interactive. Participants rotate between roundtables every 45 minutes. The workshop concludes with a brief salutation and invitation for future collaboration.

Topics

Innovation: Planning, implementing, and sustaining innovative programs

Includes examples of innovative teacher preparation programs such as residency internship, online coursework, blended supervision, and small group placements, among others. Covers issues involved with innovation such as funding, establishing partnerships, marketing, and managing institutional bureaucracy. Provides ideas for developing innovative programs across a variety of situations.

Leadership: Identifying, developing, and promoting leaders

Discusses qualities of successful leaders in teacher preparation programs. Covers steps for identifying and inducting new and veteran faculty into leadership positions. Includes discussion of strategies for ensuring growth and development of leaders. Also covers administrative issues such as ensuring clear communication, establishing a coherent management structure, and handling changes in personnel.

Accreditation: Developing plans and processes for meeting accreditation requirements

Examines accreditation processes such as conducting a self-study, collecting and analyzing data, writing reports, and maintaining an assessment system. Reviews specific components of accreditation such as selecting measures, documenting continuous improvement, showing evidence of student learning, and establishing quality assurance. Special emphasis given to CAEP standards and compliance.

Technology: Selecting, applying, and evaluating different technologies to improve practice

Encourages participants to share an array of technologies they use for improving program elements, everything from instruction to marketing. Some technologies for discussion include learning management systems, social media, open educational resources, and video annotation applications, among others. Also considers formats and models for technology integration such as online, blended, flipped, and active learning.

2019 AILACTE Tentative Annual Meeting Schedule

The 2019 AILACTE Annual Meeting will be held in Louisville, Kentucky. The date is scheduled for February 21, 2019.

Thursday, February 21, 2019, AILACTE Pre-Conference Activities

12:00 to 3:00 - Leadership Workshop

3:30 to 5:00 - Executive Committee Meeting

5:30 to 7:30 - Welcome and Keynote, Business Meeting and Awards

Friday, February 22, 2019, AILACTE Annual Conference

7:45 to 8:45 - State Representative Breakfast

7:45 to 8:45 - Registration and Continental Breakfast

9:00 to 12:00 - Breakout Sessions

12:00 to 1:00 - Break for lunch

1:00 to 2:30 Roundtables

The 2020 conference will be in Atlanta, Georgia, and the 2021 conference will be in Seattle, Washington.



The graphic features a blue background with a yellow speech bubble icon at the top. Below the icon, the text reads "AILACTE SCHOLAR & GRADUATE SCHOLAR NOMINATIONS" in white. A dotted line separates this from the award amounts: "Scholar: \$2250" and "Graduate Scholar: \$1500" in yellow. At the bottom, a yellow pushpin icon is next to the text "NOMINATIONS DUE: SEPTEMBER 15TH" in white.

AILACTE is pleased to announce the 2018-2019 Scholar Awards. We are seeking outstanding faculty and graduate student scholars to apply for the AILACTE Scholar Awards. New this year, individuals must have a professional nomination by September 15th using the [Nomination Form](#). All nominees will receive a certificate of nomination to be presented at the annual AILACTE Conference.

Faculty Scholar: \$2250

Nominee Qualifications: Applicants must:

- hold a regular faculty appointment at an AILACTE member institution;
- be in the first five years of their full-time experience as faculty members;
- demonstrate a desire to be involved in working on issues related to the unique mission of the association;
- be willing to present a summary of the project in the AILACTE Newsletter: *Views & News*; and
- submit the research as an article to an appropriate refereed journal or to a conference.

Graduate Scholar: \$1500

Nominee Qualifications: Applicants must:

- be enrolled as a graduate, at least one half-time, at an AILACTE member institution;
- need to demonstrate a desire to be involved in working on issues related to the unique mission of the association;
- be willing to present a summary of the project in the AILACTE Newsletter: *Views & News*; and
- submit the research as an article to an appropriate refereed journal or at a conference.

For additional information about the application process, please visit [AILACTE Awards](#) or contact the Chair Scholar Awards - Jennie Carr (JCarr@bridgewater.edu).

Regional and State Representatives' News:

Chandra Foote—Niagara University, Niagara, New York

Independent colleges for teacher education in New York State received wonderful news in the form of the Approved State Budget for 2019. The STEM Incentive Scholarship Program was expanded to include students at independent colleges and universities. Students must be entering college as freshmen; be in the top 10% of their high school class; enroll in an approved STEM area; and agree to post-graduation service requirements. The 2019 Budget also included a new Teacher Loan Forgiveness Program that would forgive up to \$5,000 in student loans for teachers who teach in “shortage subject areas” or in “hard-to-staff districts,” or for applicants who are economically disadvantaged, as defined by Higher Education Services Corporation (HESC).

Cynthia McPhail—Nazareth College, Rochester, New York

On June 19, [a State Supreme Court Judge ruled in support of SED's position](#) that the SUNY Charter Schools Committee cannot circumvent SED and create its own teacher certification regulations. Board of Regents Chancellor Betty A. Rosa and Commissioner of Education MaryEllen Elia [released a joint statement](#). It is not yet clear whether SUNY will appeal this ruling.

(Essentially, the Court ruled that Charter Schools cannot create a parallel but separate pathway for a different version of teacher certification.)

NYS Mental Health Instruction Mandate for All Public and Private Schools

As of July 1, 2018, schools in New York are required to include mental health as part of their curriculum at every level, elementary, middle and high school. New York is the first state to mandate this sort of instruction.

And from the NYS Office of Higher Ed Newsletter as well as the AAQEP website:

On May 8th, the New York State Board of Regents approved an [amendment](#) that allows institutions currently accredited by another national agency to apply for accreditation by the Association for Advancing Quality in Educator Preparation (AAQEP) and still meet the state's “continuous accreditation” requirement. New York is the second state to accept AAQEP as an accreditation option for educator preparation programs.

Rachel Hickoff-Cresko—Lycoming College, Williamsport, Pennsylvania

The third annual Teacher Education Day was held at the Pennsylvania state capitol in Harrisburg on Tuesday, May 22, 2018. The event, facilitated by the Pennsylvania Association of Colleges and Teacher Educators (PAC-TE), focused around the theme of “Ensuring a Pipeline of Well-Prepared Teachers for Pennsylvania Schools” and was aimed at familiarizing members of the Pennsylvania legislature and the public with current issues related to teacher preparation in Pennsylvania. Participants included Pedro Rivera, Secretary of Education; Noe Ortega, Deputy Secretary of Post-Secondary and Higher Education; and Jennifer Wahl, Pennsylvania Teacher of the Year.

The Pennsylvania Department of Education has released guidelines for an Innovative Teacher and Principal Residency Program grant, which allocates approximately \$2,000,000 in Federal Title II, Part A funding to support “planning, implementation, and/or expansion of innovative, evidence-based teacher and principal/school leader residency models in Pennsylvania.”



AILACTE Member Spotlight

Drs. Monica Fitzgerald and Tamara Spencer, Saint Mary's College

Saint Mary's College (SMC) is a private, comprehensive university located in Moraga, 25 miles east of San Francisco. It serves 2,643 (FTE) undergraduates and 1,136 (FTE) graduate and professional students in schools of liberal arts, science, business, and the Kalmanovitz School of Education. Undergraduate programs offer more than 40 majors leading to a BA or BS degree. The average class size is 19, with a 13:1 student-to-faculty ratio; roughly 95% of undergraduates are of traditional college age (18-24). The undergraduate population includes: 59% women, 41% men, and 54.8 % students of color. Thirty-one percent (31%) of undergraduates identify as Latino/a. SMC received designation as an eligible Hispanic-Serving Institution (HSI) under Federal Title V and Title III programs in July 2015.

The Kalmanovitz School of Education (KSOE) and its programs enjoy a stellar reputation for educational excellence and innovation due to its unique student-centered learning environment. Through the practice of shared inquiry, active collaborative learning, and community engagement, students are empowered to lead change according to the principles of social justice and the common good.

Saint Mary's College's commitment to training teachers began in 1967 when coursework and field experiences leading to a secondary teaching credential were established. In 1971, the elementary education program began and master's degree programs formed soon after. Counseling Leadership began in 1978, and the Department of Education became the School of Education in 1985. In 2000, an Education Doctorate (Ed.D.) in Educational Administration, now Educational Leadership, became the first doctoral program at Saint Mary's College; and in 2014, the Graduate Leadership Department, which includes bachelor's and master's degrees in leadership, became part of the KSOE.

KSOE departments include Counseling, Leadership and Teacher Education and they range from teaching and counseling licensure to degrees at the master's and doctoral levels. Innovative programming includes the Center for Environmental Literacy, which explores and promotes educational programming and professional development opportunities for educators to integrate nature and the arts into academic curricula designed for elementary, middle and high school students, as well as for Saint Mary's College research and coursework.

The KSOE prepares students annually for certificates, credentials and degrees. A bachelor's degree in Leadership and Organizational Studies is offered for working adults. Master's degrees are offered in education, teaching leadership, general counseling, marriage and family therapy and professional clinical counseling, school counseling, school psychology, career counseling, college student services, leadership, and educational leadership.

The Teachers for Tomorrow program, in collaboration with School of Liberal Art's (SOLA) Justice, Community and Leadership (JCL) program, features undergraduate teacher education pathways. Credential programs are offered in seven areas recognized by the California Commission on Teacher Credentialing: administrative services, teaching leadership, multiple subjects (K-8), single subject (secondary), school counseling, school psychology, and special education. The Educational Doctorate degree in Educational Leadership features an emphasis on social justice, collaborative learning, and community-based research.

Justice, Community and Leadership (JCL) is an exciting interdisciplinary program in which students learn how to analyze and engage with some of the most pressing social, educational and environmental justice issues of our times. Through training in critical theory, leadership studies, policy and education, and an emphasis on humility and self-reflection, JCL prepares students to participate in and lead collective endeavors to make the world a better place.

Many of the courses include working with community members and organizations to learn from their expertise on both the impact of and ideas for addressing structural inequity. Together with these community experts, JCL grapples with the complexity of policies, laws, and cultural practices that disadvantage some groups of people, while benefiting others and consider how we can be a part of leading for social change. Students in our program go on to work in diverse fields—such as education, the non-profit sector, law, social entrepreneurship, government, and public health—yet they share a common aim to make the world more socially just.

JCL has three undergraduate pipelines for teacher education. Students can earn their Multiple Subject Teacher Education Credential (MSTE) or their Special Education Credential (SPED) in four years along with their bachelor's degree. JCL also has a minor for Single Subject which enables students to begin their credential work as undergraduates and complete the credential and optional masters in their fifth year. An additional pipeline offers students the opportunity to earn a Master's in Leadership in their fifth year.

Learning Outcomes:

1. **[Knowledge]** Demonstrate an understanding of engaged pedagogy, critical theory, and social systems as related to justice and leadership studies and be able to apply theoretical explanations to empirical examples.
2. **[Research]** Use data analysis and interpretation, appropriate library and information literacy skills, and field research to articulate and interpret the complexities of significant social issues.
3. **[Application]** By using leadership studies and critical theory, assess a complex social or community issue and develop multiple viable strategies that contribute to a more just social order.
4. **[Communication]** Effectively use oral, written, and new media formats to educate, advocate, and collaborate with multiple audiences.
5. **[Reflection]** Demonstrate, through written and oral self-assessment and reflection, an understanding of the impact of their own academic learning experience and how it prepares them for a life of active citizenship.

For more information, visit <https://www.stmarys-ca.edu/justice-community-and-leadership>.

Association of Independent Liberal Arts Colleges for Teacher Education
AILACTE
Models of Excellence Award

The Models of Excellence (MOE) award seeks to identify outstanding programs in professional education that will serve as tangible examples both to kindred institutions and to the American public. The AILACTE MOE Award committee invites member institutions to apply for consideration as Models of Excellence. The four qualities the MOE and AILACTE membership have identified as primary characteristics of excellence for Independent Liberal Arts Colleges for Teacher Education are listed below. A complete description of each quality are shown at

http://ailacte.org/Models_of_Excellence_Award

Quality I: Moral and Ethical Dimensions of the Learning Community

Quality II: Partnerships

Quality III: Liberal Arts

Quality IV: Global Awareness and Action

Eligibility

- Applications may cover undergraduate or graduate programs
- Applications must be from an AILACTE member institution

Process

Institutions will complete the application process outlined below. Applicants may focus on one of their programs or generalize across multiple programs. Applications need to specify what is exemplary and systemic about the program(s) in relation to the statement of distinction, the categories and their criteria of the selected Quality. Include how exploring this Quality has added to excellence in teacher preparation.

Application Contents

1. Cover sheet including
 - Name of institution and program
 - Contact faculty member: Name, title, address, e-mail, telephone
 - Brief description of institutional context and affiliations
 - Brief description of who was involved in developing the application and the process by which the application was developed (it is recommended that this application be completed through collaboration among colleagues involved in the program)
2. Several pages of response for describing and documenting what program participants (i.e. students, faculty, staff) are doing based on the categories within the Quality.

- Within the narrative, include descriptions of the accomplishments of your unit that are consistent with the Quality.
 - Include information about what is planned for the future regarding the Quality.
 - Please avoid educational jargon, and define or clarify terms such as student-centered learning, performance assessment, etc.
 - Be sure to include descriptions and examples of performance that you require so that your institution can adequately demonstrate that all program participants apply the Quality in their teaching/learning.
 - Optional - Provide any additional documentation for support, such as program website, flyers, handouts, etc.
3. Two letters of support from colleagues outside the program or institution specifically addressing the unit's relationship to the Quality. The authors of those letters should communicate that they know the program and the impact it is having on the wider learning community.
 4. Signature of president or dean, and chair if applicable, indicating that the signatories have read the application and attest to the excellence of the program.

Format the application with double spaced typing, 12-point font.

Due Date

Completed applications must be received by **November 15th**. Please email complete applications as attachments to dentod@spu.edu. Any additional questions may be directed to admin@ailacte.org

Scoring Rubric

Membership	Application is from an AILACTE member institution		Application is not from an AILACTE member institution
Cover letter	Cover sheet includes all parts		Cover sheet missing one or more parts
Contents and organization	Presents information in a framework that is easily comprehended, with all parts in the proper place and cohering to each other	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
Relevance	Describes a program, with examples, that is closely connected to one or more of the Qualities	Describes a program a that is connected to one or more of the Qualities	Describes a program that is scarcely connected to one or more of the Qualities
Letters of support	Includes two letters of support with narrative showing knowledge of the program and its impact	Includes two letters of support	Missing letters or contents of letters is unconvincing



Has your institution paid 2018 dues to AILACTE? It's not too late to have your membership current for 2018. Go to this link <https://ailacte.starchapter.com/memberdues3.php> to pay or download a hard copy of the membership form to mail with your check or complete the form at the end of the newsletter and mail it to:

AILACTE
9001 Mount Zion Road
Linville, VA 22834

If you are not sure of your membership status, contact Alyssa Haarer (a.haarer@yahoo.com), Executive Assistant for AILACTE or go to the website <http://ailacte.org/> and go to your region where member institutions are listed. Dues are \$300 for the year.

Be sure to visit the newly revised website at
www.ailacte.org.

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.

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

Name: _____

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For questions, contact Alyssa Haarer at info@ailacte.org or 540-810-0248

Thank you for your payment!