

# Views and News

Winter 2002

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Association of Independent Liberal Arts Colleges for Teacher Education



“After nine years of never tiring of the journey nor the views in the ever changing light, numbness now sets in while looking at that old, so familiar, sky-line as the ferry edges out into the bay.”

Geoff Coward

Although only a ferry-boat ride away Staten Island and the Wagner College Community continue to reel from the destruction of the World Trade Center. I was asked, at a recent AILACTE Executive Board meeting, to give a verbal account of how I was affected by the events of that day, and thereafter. The words which immediately came to mind were disbelief, amazement, anger, numbness and more numbness. In my attempt to satisfy the Executive Board’s request, nothing has changed as I document this account for *Views and News*.

## Nine-One-One

Ten minutes out into the bay traveling on the 8:45 AM Staten Island Ferry on the morning of 9-11 from lower Manhattan, there was an awareness that something diabolical had happened to the North Tower, due to the thick cloud of smoke. However, nobody grasped the significance. Similarly as we neared St. George’s Ferry Terminal and the second explosion was heard, there was again a reluctance to believe anything out of the ordinary had occurred. It was now 9:10 AM and the rumors were mounting: a bomb at the WTC, a light aircraft had collided into one of the towers. The terminal was awash with speculation. As I caught the shuttle bus up the hill to Wagner there was still no confirmation on any of the radio channels on the seriousness of the event.

Wagner College was quietly at work in the second class period of the day as I made my way to the education building. Our building has a good view of lower Manhattan. It was not until the cry went up that the southern tower had collapsed that a slow realization of the horror and seriousness of the event took hold. Faculty, staff and some work-study

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**The AILACTE Executive Committee dedicates this first issue of *Views and News* for 2002 to those who have given their lives, spirits and patriotism for our country.**

**We hereby reaffirm our commitment to the AILACTE MISSION**

*to educate our students to understand*

- the importance of the individual,
- the importance of community,
- the obligations that individuals have in a community,
- the role that individuals and communities have in a democratic society and
- the principle of equity of access to knowledge.

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### Key Actions of the Executive Committee November 2001

- Approved minutes of Executive Committee from June 16th-17th, 2001
- Accepted Treasurer's Report
- Accepted reports from Regional Reps documenting their attempts to recruit new members
- Approved the selection of San Diego CA for the 12th National Forum (dates to be determined)
- Accepted a report from Angela Hurley, AILACTE Scholar program, to advertise for new AILACTE scholar nominees
- Approved a draft agenda for the Annual Business Meeting to be held in New York City on February 23, 2002
- Received a membership report that there currently are 233 member institutions in AILACTE
- Set the following dates for Executive Committee Meetings: February 22, 2002 in New York City NY; June 14-16, 2002 in Denver CO; and October 17-18 in San Diego CA
- Approved convening a session during the Annual Meeting in New York City for faculty members to discuss educational activities in international venues
- Proposed a Constitutional amendment to be brought before the membership during the Annual Meeting in New York City to create a paid Executive Assistant to support the activities of the organization
- Encouraged the President to continue discussions with the National Network for Educational Renewal about possible collaboration between AILACTE institutions and this network
- Received the report from the Nominating Committee with approval for a ballot to be sent to the membership
- Reviewed AILACTE's Strategic Plan and a proposed list of ten (10) organizational goals (See *From the President*, page 3)
- Approved the Models of Excellence nomination of the University of Indianapolis to be the next MOE award recipient
- Reviewed a preliminary report from Ms. Kathryn Wall, a public relations consultant, on her vision to enhance AILACTE's visibility and public image

### AILACTE Dates to Note...

**Extended Annual Meeting**  
February 23, 2002  
New York City NY

**12th National Forum**  
November 2002 (Tentative)  
San Diego CA

For inclusion in future issues of *Views and News*, send updates of conferences and other events from around the country related to teaching and teacher education that may be of interest to AILACTE members.

E-mail these to <akinsanyask@lakeland.edu>

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**From the President**

*Dennis Sterner  
Whitworth College*

*AILACTE:  
NOW AND IN THE FUTURE*

In this, my final *Views and News* column as president of AILACTE, I decided to comment on the “state of the association” and provide you with a snapshot of where we are and where we are headed.

I am very pleased to be able to pass the gavel to Michael Miller from Gustavus Adolphus College on February 23<sup>rd</sup> in New York City. Michael has been an active member of the Executive Committee serving as our publications editor and as president-elect, and was chair of the AILACTE forum held in Minnesota in 1999. Michael also served as president of the Minnesota Association of Colleges for Teacher Education and currently serves on the AACTE Board and Executive Committee. Michael will bring this wealth of experience and his passion for teacher education to the position of AILACTE president. Similarly, the rest of the executive committee consists of talented, dedicated and hard working people who give their time willingly to the work of AILACTE because of their deep and abiding commitment to teacher education at liberal arts institutions. The association will be well served by its leaders for the foreseeable future.

The Executive Committee has been engaged in a long range planning process in which current and future programs and initiatives have been evaluated. At its meeting in November, a strategic plan with ten goals was approved that will help to guide the work of AILACTE for the next few years. The goals for this strategic plan are stated in the next column.

**Goals for AILACTE’s  
Strategic Plan**

1. BECOME A MORE PUBLIC VOICE FOR PRACTICES IN TEACHER EDUCATION THAT ARE COMPATIBLE WITH THE AILACTE MISSION.
2. SERVE AS A RESOURCE FOR IDENTIFYING AND DISSEMINATING INFORMATION ABOUT MODELS OF EXCELLENCE IN TEACHER EDUCATION.
3. DEVELOP AILACTE INTERNATIONAL OPPORTUNITIES.
4. ENCOURAGE OPPORTUNITIES FOR BEGINNING FACULTY AT AILACTE INSTITUTIONS TO DEVELOP RESEARCH AGENDAS IN TEACHER EDUCATION.
5. TAKE AN ACTIVE ROLE IN THE PREPARATION OF NEW TEACHER EDUCATORS.
6. IMPROVE THE ORGANIZATIONAL OPERATION OF THE ASSOCIATION.
7. ENHANCE COMMUNICATIONS, PUBLICATIONS AND THE AILACTE WEBSITE.
8. INCREASE THE MEMBERSHIP IN AILACTE TO 300+ INSTITUTIONS.
9. INCREASE THE DIVERSITY OF THE ASSOCIATION.
10. IMPROVE THE RESOURCE BASE FOR THE ASSOCIATION.

Imbedded in these goals the Executive Committee reaffirmed its commitment to continuing and enhancing: Annual Meetings and Forums (Goal #1); the Models of Excellence program (Goal #2); and the AILACTE Scholars program (Goal #4). The Executive Committee also affirmed its commitment to broadening the international base of AILACTE through the international student teaching program being developed by Tom Warren and other initiatives (Goal #3).

Other goals on the list represent new directions for the association. The Executive Committee would like the association to become more

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## Views and News from . . . Regional Reps survey their states for reactions to article in *Views and News* (Summer 2001).

**Kathe Rasch, Chair-Elect of AACTE**, challenged us, as teacher educators, to find answers to the following questions:

- What evidence are you gathering to show that your graduates are making a difference in PK-12 student learning?
- How do your program standards match the state's PK-12 student standards?
- How will your program address the grades 3-8 assessment expectations?
- How are your grades 1-3 and special education candidates prepared to teach reading?
- Do you have sustained partnerships with K-12 schools?

### News from the East...

Geoffrey Coward  
Eastern Regional  
Representative

or transfer evaluation.

#### *New York State*

There has been much concern in New York State in the Commissioner's wish to prioritize funding for teacher education and alternative certification initiatives (Teachers of Tomorrow). In particular the Department of Education would "consider registering alternative certification programs by institutions that have demonstrated capacity, including four-year colleges, community colleges, school districts, and BOCES." The Commissioner's Advisory Council for Teacher Education (which I am currently a member) immediately convened and empowered its chair to converse with the Commissioner. We have been assured that the Commissioner still believes that the higher education community knows how to prepare teachers best. However he is very insistent that we should guarantee that we (Higher Education Teacher Education Units) recruit people in sufficient numbers who would work in the hard-to-staff communities of New York State.

## Both Maryland and New York State Reps responded to my request:

### *Maryland*

I have heard from Sister Sharon Slear, the AILACTE State Liaison of Maryland that the state of Maryland mandated that teacher preparation programs have to be NCATE accredited; institutions need to have filed the "intent" document by 2004. Sister Slear did share with me that her institution, the College of Notre Dame of Maryland, was the first private school to become NCATE accredited. Maryland is dealing with the current teacher shortage by providing initial degree holders with "provisional" teacher status and an ultimatum of two years to become certified either through an approved program

### And From the West ...

Kay Hegler  
Western Regional Representative

The students of the ten Western Regional states share the characteristics of those in the other regions. The teacher preparation institutions are committed to preparing caring, com-

petent, and qualified teachers for all of America's youth. We share AILACTE's mission as we emphasize 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

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## ...Across the United States

### From the South ...

Angela Hurley  
Southern Regional  
Representative

### Thoughts Concerning Accountability

The accountability movement appears to have arisen, at least in part, out of a context promoted by critics of schools and politicians. Because schools receive tax money and schooling practices provide an easy arena for politicians to wage a crusade, schools, students, teachers, and college educators find themselves constantly in the public eye, the focus of public opinion and political mandates. Accountability is the word used most often in governmental and educational circles to signify this close scrutiny; and with the publication of “national report cards” for teacher education programs, teacher educators are reminded that we are constantly expected to be responsible for our performance. I would argue that all thoughtful teachers have always kept uppermost in their minds the awesome responsibility that they assumed for students when they became teachers.

As professionals, I do not think we need “grades” and ranking systems to remind us of the serious position which we hold. Thoughtfulness and reflection on the part of all those engaging in the schooling process is necessary and fruitful; however, it may be argued that we need to take a careful look at the ways accountability is measured and reported and also to examine the expectations being placed upon teacher education programs at this time. Although it is always difficult for those under scrutiny to offer counter arguments lest they be thought defensive, I do think educators should speak out, reminding our critics that the very nature of our work embodies the mandate of responsibility. We should be asking questions such as, who decides which items are selected to measure our performance? Why

those items and not others?

We should also remind policy-makers that there is a limit to the extent to which educators can be held accountable for the performance of their students. Many factors coalesce in the education of an individual and not all are under the control of the educational system or the educational professional. People have differing agendas for what they hope schools will help their children accomplish. Before we can know if schools are successful, it seems we need some general agreement on the purposes of schools and what we expect from them.

Also there is a limit to the amount of paperwork an educator can manage while at the same time offering quality instruction and supervision. For example, I was saddened by a recent comment of one of our program’s brightest graduates who now teaches in an inner-city primary school near our campus. She said, “Oh, I wish I could teach in the innovative manner we were taught in our teacher education program, but I can’t. The required paperwork uses up my time for planning that type of instruction.” Are we approaching paper overload in our teacher education programs also?

Another point we professional educators should raise relates to the false assumptions implicit in many accountability measures: that there is one right way to teach and that tests and observation instruments can measure the effectiveness of a teacher in using that method. How many times have we watched a student teacher conduct a beautiful lesson, taking the lead from his or her students, only to find nothing being accomplished matches the boxes provided on the observation form? If there were one right way to teach, our jobs would be so easy, but we all know there is not.

Finally, where will all the “raising of bars” as politicians like to call accountability measures take us? Are the measures being used leading to more learning or just to more intimidation and

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### From the President

(Continued from page 3)

involved in the preparation of new teacher educators and is planning several initiatives for doing that (Goal #5). One part of Goal #6 will involve placing a constitutional amendment before the membership in February that would allow the Executive Committee to hire an executive assistant to improve the operation of the organization.

To reach the 300+ institutions in Goal #8, new membership strategies will be put into place next year. And increasing the diversity of the association as stated in Goal #9 will require deliberate efforts to recruit more diverse institutions into AILACTE and to increase the diversity of nominees and appointees to AILACTE offices and committees. There also are plans to upgrade the

publications of the association including a study of the feasibility of creating an AILACTE journal (Goal #7). The association will also investigate outside funding possibilities to help support the Models of Excellence program and plans to contract some publicity needs to an outside consultant (Goal #7 & #10).

This is an exciting time for AILACTE and I am honored to have had the privilege of serving as the president of this outstanding organization for the past two years. I believe that AILACTE has played a major role in teacher education in the United States and is poised to take an even greater role in the future. With your continued support, AILACTE will become a more influential voice for the high quality, liberal arts based preparation of teachers and teacher educators that characterizes our member institutions.

On behalf of the Executive Committee of AILACTE

We wish to say

**"Thank you, Dennis, for your years of service and continued support of AILACTE. Job well done!"**

## MODELS OF EXCELLENCE

*AILACTE's MOE* project seeks to identify outstanding programs in teacher education that exhibit one of the following qualities:

Moral and Ethical Dimensions of the Learning Community,  
Partnerships,  
Liberal Arts, and  
Global Awareness and Action.

For further information, contact  
Dr. Dwight C. Watson  
Models of Excellence Committee,  
Hamline University, 1536 Hewitt Avenue,  
St. Paul MN 55104



**For Students and Faculty**  
**May 22<sup>nd</sup> – June 5<sup>th</sup> 2002**

**May 22<sup>nd</sup> – May 29<sup>th</sup>: London**  
**May 29<sup>th</sup> – June 5<sup>th</sup>: Bologna**

**Cost of Tour:                 \$2,200**  
**Cost of Seminar:             \$500**

**A**ILACTE is co-sponsoring a Teacher Education Seminar Series in London and Bologna for interested teacher educators under the umbrella of the Wagner College's 5<sup>th</sup> annual summer excursion to Europe during May/June 2002. The tour/seminar series will include one week in London, England and one week in Bologna, Italy and will be led by AILACTE Executive Board Member, Geoffrey Coward.

The Seminar Series will compare teaching as a profession in the UK, ITALY and the US by focusing on the preparation and professional development of K-12 teachers. The seminars will be led in the UK by faculty from the Institute of Education, London University, and by school district educators in Bologna. The seminar series will include visiting appropriate schools and teacher preparation units in London and Bologna. The cost of the Seminar Series will be \$500.

In London the group will be staying at the President's Hotel in Bloomsbury and in Bologna at the Metropolitan Hotel in the cultural center of the city. Full breakfasts will be served and those participating in the AILACTE seminar series will be eligible to participate in the excursions to Bath, Stratford-on-Avon, Oxford, and Stonehenge, while in London, and Venice, Florence and Ravenna while in Bologna.

The cost includes round trip air transportation NYC/London (Heathrow)/Bologna, 13 nights accommodation – double occupancy (add \$775.00 for single room supplement), airport transfers, all tours, full breakfasts, and a 7 day visitor "Travel Card" (unlimited free use of London bus and subway system).

*AILACTE institutions are welcome to "shirt-tail" the Wagner College Summer School for students. Seven students will ensure full financial coverage of one faculty member. Students would have the option of either pursuing credit through Wagner College or their own institution. Wagner College will offer credit in Education, Theater, Art History, Business, and Nursing. Again the cost per student is \$2,200 (not including the cost of college credit). As soon as the brochure is printed I will send one to each AILACTE institution.*

***If any one from AILACTE would like further details and/or a registration application for the Seminar Series/Tour please call/e-mail :***

***Geoff Coward at Wagner College***  
***1-718 -390-3472***  
***E-mail: gcoward@wagner.edu***

***A deposit of \$750 will be expected by February 19<sup>th</sup> 2002.***

### **Nine-One-One** (Continued from page 1)

students emerged from offices and in numb amazement stood helplessly at the windows, looking over the water at the growing cloud of dust and smoke that had been the southern tower. Amazement turned to panic and hysteria when the northern tower collapsed some minutes later.

My initial reaction was to get back as quickly as possible to my apartment on 57<sup>th</sup> Street, Manhattan. I bullied a colleague to drive me to the ferry terminal but found that only the rescue services were allowed into lower Manhattan. I cannot remember much about the next few hours. There was the canceling of classes, looking at large-screen TVs, participating in much speculative conversation with colleagues and students, and wondering if my flight to Louisville, Kentucky on Thursday would be affected. I could not leave Staten Island until Thursday afternoon when I managed to rent the last remaining car to be had in the five boroughs to set off for Kentucky where I was expected to participate in a very dear friend's wedding on Friday and Saturday. It felt as if I should not go. Returning to La Guardia early on Monday morning I found that I was one of four passengers on a fifty five-seat jet. La Guardia was deserted and I arrived at my apartment within 20 minutes.

My apartment building is just north of Times Square, a block from Central Park and opposite Carnegie Hall. Usually, at this time of the year I would see masses of tourists breakfasting at the Europa Café, lunching at the Brooklyn Diner, and having dinner at the Hard Rock Café before attending a show a few blocks away in the Times Square area. For several weeks after 911 this was not the case. Half empty restaurants, short lines at the "half-price" tickets kiosk, no large parties of high school students outside of the Hard Rock Café, and no energy on the city streets—this is what I saw. The neighborhood has only now (since the NYC

Marathon and the Thanksgiving parade) begun to take on anything like its old exuberance.

My commute to Wagner College takes me past Ground Zero every day. The three sub-way lines to the Ferry Terminal were reduced to one. The 1/9 sub-way traveling directly under the WTC complex was completely wrecked. The N/R "Broadway Line" skirting Ground Zero was badly damaged. Only the 4/5/6 line, traveling down the East Side of Manhattan before cutting across below the WTC, was initially operable. Everybody traveling up-town or down-town had to funnel on to this line. For several weeks immediately after the attack, the whole area below Ground Zero was like a War Zone; closely supervised pedestrian traffic, lack of any other traffic unless camouflaged or operating as a service vehicle, and an immediate presence of army and police personnel. Quietness tended to fall on the subway-car when it passed slowly though the boarded up Wall Street sub-way station. It was here that the smell is always the strongest. It is very difficult to describe: acrid, pungent and putrid for me are the appropriate adjectives. There certainly was a sigh of relief when they managed to re-open the N/R line recently three months ahead of expectation.

All students returned to Wagner on the Monday after the building was closed following 911. Students wanted to talk and we let them talk. Students told me that discussing the event with friends and classmates helped to get their feelings out of their systems. Some students remarked that they thought the emotions of their classmates were effected by either how much of the disaster they viewed or by how they were personally affected. Some students said that only when they got home did they realize the magnitude of the event, though it never seemed to "directly affect" them.

Wagner College's extra-curricular cultural events, as in many other four-year institutions, have emphasized the context and the various constructs, which surround the nine-one-one

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**News from the South**  
**Thoughts on Accountability**  
(Continued from page 5)

paper work? Currently, it is difficult to locate professors for teacher education programs. In the future, will we find our accountability measures have prevented many others from entering our profession?

There, now that I have raised the negative side of accountability, what useful ends might be present? What if instead of using accountability reports to rank teacher education programs and to “reward” performing teacher education programs and to “punish” poorly-performing ones, accountability measures were offered as possibilities of ways programs could assess their own success or lack thereof? In such a situation would all the proposals and mandates being made not serve a truly beneficial service? Each school and teacher education program has a mission unique to that school. Let each school use accountability possibilities to monitor their own programs. Not all measures fit all schools. We private, liberal arts schools have the wonderful advantage of being small enough (in most cases) to be able to assess, monitor, and redefine our programs so that we are successful in the preparation of future teachers. We can easily change our programs to accommodate “felt needs.”

So, how are private schools doing on mandated accountability measures? In Kentucky, my state, the private colleges’ teacher education programs did quite well on the latest accountability report card. (But I am sure there are other ways in which these same schools are having wonderful successes which are not even reported.) In a query to Berea College, a sister school in Kentucky, I asked a series of questions related to accountability suggested by Kathe Rasch, Chair-Elect, AACTE Board of Directors in the AILACTE summer newsletter. The representative of that school found that her small college was already engaging in activities suggested

by Dr. Rasch. I think the answers offered by Berea College are representative of other private colleges in the state and probably of our southern region. Briefly the answers from Berea are summarized below:

1. What evidence are you gathering to show that your graduates are making a difference in PK-12 student learning? Evidence comes from surveys of principals’ evaluations of recent graduates; recent graduate surveys; and the Kentucky Internship Program data (compiled after each candidate’s first year of teaching). Berea also reports that the faculty stays in touch with their graduates who “share their successes and frustrations” informally over time. Once again this is a wonderful bonus for small schools: we stay in the lives of our graduates and hear first hand about their concerns and successes.

2. How do your program’s standards match the state’s PK-12 student standards? In Kentucky, we have New Teacher Standards and a Program of Studies for PK-12 curriculum. Teacher education programs take these into account when they design their curriculum experiences.

3. How will your program address the grades 3-8 assessment expectations? Berea’s answer once again speaks for us all: “Our program’s emphasis on authentic assessment requires that we help our candidates understand, use, and interpret the variety of performance assessments available to document students’ learning: observation, in-process reading analyses, portfolios, projects, and the like. The increased national emphasis on standardized tests requires that we also help our candidates understand the purposes of these assessments, their lack of authenticity as indicators of individual students’ understanding, and responsible ways to prepare their students for these assessments.”

4. How are your grades 1-3 and special education candidates prepared to teach reading? Once again, Berea’s answer mirrored what all our programs are probably doing. That is, we are assessing the literacy courses we already have in place to see if more courses are needed. Also field experiences are required so that candidates have opportunities to practice in the field.

### Nine-One-One

(Continued from page 8)

terrorist acts. As well as prayer meetings, a memorial service for those Wagner College students, faculty, staff and alumni whom were directly affected by the events on nine-one-one, the college wide Academic and Cultural Enrichment Committee sponsored several programs dealing with the aftermath of the attack. *Works of Mercy or Deeds of Destruction: A Search for an Alternative Response to Terrorism*, co-sponsored by Pax Christi, and *September 11<sup>th</sup>: Comfort and Renew*, and an address by Bishop Bouman of the Metropolitan New York Synod were two of the events. In recent weeks students have voiced concerns about their freedom to voice "anti-war" stands, and sited faculty belligerence in framing the 911 events as "an attack" as opposed to a "tragedy" which created an environment where students felt uncomfortable about expressing opinions about the war.

We have now finished the fall semester and the academic and social rhythm of the campus never regained momentum. Even the out-of-season weather does not lift us from the constant reminder of the tragedy. Truck and barge loads of debris continue to be trucked from Ground Zero

### News from the South

(Continued from page 9)

5. Do you have sustained partnerships with K-12 schools? Of course, we all do. Our field component is vital to the teacher education curriculum, and close relationships with K-12 schools are imperative.

In summary, teacher education programs have many accountability measures in place. Let us never lose our reflective natures, but let us be wary of "over-regulation" and false assumptions.

*Let us have the courage to speak our concerns out loud.*

to Great Kills on Staten Island to claim body parts and other personal effects. I have declined an invitation by one of my graduate students, currently supervising this work in his capacity as an NYPD Captain, to visit the site. His stories and descriptions have been sufficient.

We are all hoping that the beginning of a new semester on January 23<sup>rd</sup> will enable us to regain our stability within the context of something that will never ever be the same. I still am not use to the change in skyline as the ferry leaves lower Manhattan for Staten Island. After nine years of never tiring of the journey nor the views in the ever changing light, numbness now sets in while looking at that old, so familiar, sky-line as the ferry edges out into bay.

I look forward to seeing you all in New York City for the Extended AILACTE meeting preceding the annual meeting of AACTE. We need you here.

**Please don't stay away!**

### News from the West

(Continued from page 4)

society and the principle of equity of access to knowledge. These five points of emphasis in AILACTE's Preamble guide our actions.

As faculty in institutions among these states, we used the questions Kathe Rasch penned in the Summer 2001 *Views and News* to focus our responses. One institution in each state was contacted to describe its strategies to achieve our shared agenda. The quality of the response is measured not by the number of institutions, but the serious approach these representative institutions have used. One of the respondents, Dr. Carol Merz, The University of Puget Sound, Tacoma, WA, is in West London this term. Her response came the greatest distance! The second response is from the Regional Representative in Nebraska. I, as the Western Regional Representative for AILACTE, am the third respondent.

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**NEWS FROM THE WEST**

Kay Hegler

(Continued from page 10)

*Documenting the learning of PK-12 students is one way AILACTE institutions emphasize the importance of individuals.* Both respondents reported that PK-12 student learning is documented through the portfolios of teachers in their continuing education portfolios and the portfolios of the teacher education students. Some institutions ask cooperating teachers to use their professional judgment about PK-12 student learning on the clinical experience evaluation form for individual student teachers or interns. Action research projects are used at both the undergraduate and graduate levels to describe student learning through investigations of many strategies, including student-involved conferences, paired reading, student investigation, and service learning in community sites.

*Through participation in advisory bodies to state and national-level policy making committees, faculty of AILACTE institutions live out their obligation to community.* In Washington, the state PK-12 state learning objectives and assessment systems are included in the teacher preparation program courses and field experiences. All sample lessons by teacher candidates identify how the lesson helps students develop competence of the stated standard. The Washington state association of colleges of teacher education participated in the policy process and is represented on the policy making groups.

Similarly, in Nebraska, the state standards for Reading, Social Studies, and Science are incorporated in the teacher education curriculum. Because individual school districts design their own assessment program for the state standards, current teachers in graduate programs are able to compare and contrast the programs of various districts. Student teachers, interns and other clinical practice students reflect on the assessment strategies in their journals. The Nebraska Association of Colleges of Teacher Education (NACTE) is represented on the Nebraska Council of Teacher Education (NCTE), the advisory body to the state Board of Education.

*We recognize the importance of community and the role that we as individual institutions have in a democratic society.* By joining with our respective state department of education personnel, we have given advice and influenced policies about the assessment programs for grades 3-8. In Washington, the assessment system is in place. All candidates are prepared to participate and use these skills during student teaching. Faculty members serve on the state office assistance team. Likewise, Nebraska AILACTE-institution faculty ensure that teacher candidates review and participate in the district's assessment system during each early field experience and all clinical practice. Through NACTE, NCTE and the Nebraska Network for Educational Renewal, teacher education and liberal arts faculty participate in advisory roles to the state department and local districts to develop individual assessment programs for all grades.

Both The University of Puget Sound and Doane College have sustained partnerships with PK-12 schools. These partnerships have been nurtured through years of joint work on advisory committees to develop and strengthen clinical experience, renewal of PK-12 faculty, and ensure currency of teacher educators. In some instances, these partnerships enable collaborative research projects, technology applications, and studies of K-12 student learning.

*One way AILACTE institutions in the Western Region ensure equity of access of knowledge to all students is by preparing teachers who are qualified to teach reading.* A balanced approach with alternatives for learners with special needs, different language histories, and unique uses for language is evident. AILACTE institutions continue reading instruction at the graduate level to ensure that current teachers are informed about research-based best practice and encouraged to apply new strategies in their own classrooms. At Doane College, in Crete, NE, special education majors complete the 18 credit hour sequence of courses in Language Arts completed by all majors. Additionally, the special education coursework includes modifications and strategies specific to the needs of learners with varying abilities.

*The Association of Independent Liberal Arts Colleges for  
Teacher Education Announces the*

## **Extended Annual Meeting**

Saturday, February 23, 2002  
Hilton New York  
New York City

**THEME:  
ACCOUNTABILITY WITH A CONSCIENCE**

Registration forms must be received by February 1, 2002

The extended Annual meeting will include a keynote presentation, morning and afternoon concurrent sessions and a business meeting/luncheon.

Cost:       \$100.00 per person for members  
              \$125.00 per person for non-members

Lunch is included in the registration fee.

Please see the AACTE website ([www.aacte.org](http://www.aacte.org)) for lodging details and conference rates.

For registration forms contact:  
Dennis Sterner  
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Spokane WA  
[dsterner@whitworth.edu](mailto:dsterner@whitworth.edu)