

An Interview with President-elect Mark A. Hogan



At the 2012 AILACTE Annual Meeting, President Jillian Lederhouse will complete a very successful term as the president. Following her will be Mark A. Hogan, Professor of Education at Bridgewater College (VA). Hogan brings 22+ years of working on liberal arts campuses in administrative and faculty roles.

Why did you choose to focus your career in teacher education on liberal arts campuses?

That's a great question, and in fact one of the first questions my doctoral committee asked me back in 1990, at Vanderbilt University. Their perspective was that if I had been trained at a research-based program, why would I choose to give that up for small liberal arts campus work? What they didn't understand was that my own undergraduate training, at a small liberal arts college, Greenville College (IL), had created this belief that broad-based, liberal arts education was the only frame from which effective teaching could spring. What Greenville College had taught me was that Acquinian triune of "body, mind and soul" was one entity. Liberal Arts education was the foundation for "the mind." Broad-based, integrated knowledge allowed me to teach multiple perspectives and reach a variety of interests among my students.

Why is diversity so important to you as a liberal arts educator?

Liberal Arts is all about diversity. True knowledge is integrated knowledge. Unless you are open for diverse thought, diverse perspectives, you cannot engage the breadth and depth of knowledge that the liberal arts provide. Liberal arts education embraces diversity; but granted, as liberal arts teacher education programs, we are not truly diverse—most of us are training a cadre of white women from middle, to upper middle, class families. But we shouldn't be apologetic about that, because what we do well is train that cadre to serve diverse populations, well. One of the things I have consistently seen in my thirteen years of NCATE accreditation visits is that small liberal arts programs take up the challenge of teaching diverse populations more readily than non-liberal arts programs. I believe that it has to do with liberal arts demanding diversity of thoughtful engagement. I'm hoping that what we can begin to do, among AILACTE schools, is to celebrate more the lessons we have learned in facing diversity-challenges, and share the knowledge gained from those schools who have created successful field programs among diverse populations.

Do you believe that AILACTE schools have something to teach those who challenge 21st century teacher education preparation?

Absolutely! I listen to the national agenda and I hear the demand for more active engagement of teacher education into the real world of schools. I want to yell, "Look around, it's going on in most AILACTE teacher education programs." We have been leaders in field-based teacher education, integrated content and education curriculum. We are proposing innovative approaches to standard, and alternative, teacher preparation; but we remain a small voice. We need to be advocates for what we have been doing well for forty years in teacher education. We need to show groups like NCTQ, U.S. DOE and others that we have already demonstrated many of the ways they are proposing change.

How might AILACTE schools do this?

One obvious way is for our organization, and member institutions, to invite ourselves to the table. We are building stronger relationships with AACTE, and ATE. President Lederhouse and members of the AILACTE Executive Board have started this, as evidenced by the joint-attendance fees negotiated between the AILACTE Annual Meeting and the AACTE Annual Meeting; but I would encourage AILACTE member institutions to encourage their faculty to take more leadership roles at the state and regional levels. This is why we're moving our web presence toward a regional and state focus. Further, we need to engage our state and local policy makers in understanding that liberal arts teacher education turns out a different school leader than non-liberal arts teacher education programs. Our school leaders don't separate pedagogy from content/discipline knowledge. One enhances the other, and thus, students' knowledge is broadened. My fear is that AILACTE schools who prepare school leaders sometimes forget the liberal arts from their training. We want to assist programs in reinvigorating the liberal arts in to school leadership training programs.

Assisting AILACTE member schools seems to be one of your themes.

It's my hope that AILACTE members will begin to tell us, the AILACTE Executive Board, how we can assist them in their individual advocacy. It's still one of our goals to encourage regional conferences. We still have states that have AILACTE-type schools but no AILACTE members. We need to look at that and ask why? What are the benefits for membership? Our goal is to hear from our members what benefits they are seeking, and how we can unify more AILACTE-type schools into our voice for liberal arts teacher education advocacy.



Views and News

The Voice of Teacher Preparation
in Independent Institutions

AILACTE to Unveil New Website

by Mark A. Hogan

Shortly after the New Year (2012) AILACTE will unveil its new website, which has been in process during the last few months. The new web design will allow for more effective ways of communicating AILACTE information to its constituency, while simultaneously allowing regional news and highlights.

"What we sought to establish, right at the front end," commented Mark A. Hogan (Bridgewater College, AILACTE President-elect), "was a way in which AILACTE schools could find out how the organization is working for them and, at the same time, allow for members to communicate news and events within our four regions."

The new website will provide ease in registration and payment to AILACTE-sponsored conferences and events and allow members to register multiple attendees. Secured access will also allow member institutions to monitor their membership more readily.

The *news feed* feature and the *position and policy statements* section will allow member institutions to read current news items pertinent to the uniqueness of preparing teacher candidates on liberal arts campuses. "One goal is to pose collaborative research questions and allow member institutions to respond," Hogan added. "This will allow us to collect data, but it will also allow us to connect member institutions who are conducting similar research. Down the road, the website will provide a clearinghouse for research being conducted on liberal arts teacher education programs."

The site, which will be unveiled prior to the 2012 AILACTE Annual Meeting, was designed by Immerge Technologies, Inc., a web design and development agency out of Harrisonburg, VA.

From the President

by Jill Lederhouse



Dear AILACTE Members,

I am thrilled to tell you about our upcoming joint conference with AACTE in Chicago. For as long as my institution has been an AILACTE member, AILACTE and AACTE have dovetailed their annual

meetings not only because of the relationship between these professional organizations but also to increase participation at both events since individuals' transportation costs would cover both conferences. However, in this economic climate, professional development funds at many institutions have been severely reduced while conference costs have escalated, making attendance at both meetings out of reach for many of our members.

Your executive committee has been very aware of this fiscal reality and has worked with AACTE to enable all AILACTE members to attend AACTE for a substantially reduced rate. For the first time, AILACTE will extend its meeting time to accommodate additional quality presentations. Your AILACTE conference registration of \$125 will cover both days of our conference. But if you would also like to attend AACTE sessions on Saturday, an additional one day fee of \$50 will give you admittance to all AACTE events that day as well. Full conference registration for AACTE is just \$150 to our membership. This is a significant savings. Please keep in mind that AACTE's sponsors cover many meals during their conference. Continental breakfasts and sack lunches have been included with the AACTE registration fee, making their conference much more affordable.

In consultation with AACTE, we have arranged to enable you to register at the reduced rate on site. Just show your AILACTE badge and indicate whether you are participating for a day or for the full conference. If you have already registered for AACTE at the full rate, AACTE has assured us that they will make the adjustment on site for us this year.

So please join us for both conferences in Chicago. AILACTE offers a well-planned program with such features as the implications of teacher performance assessments for liberal arts programs and other significant upcoming changes in teacher preparation. Then stay for AACTE which gives a national view on federal legislation and accreditation issues. Never before have teacher educators needed to be as informed and articulate on these vital matters.

May I extend special thanks to AACTE Board Members Trish Parrish and Debra Colley for their exceptional efforts at arranging this historic financial arrangement for us. This is yet another demonstration of how our AILACTE representatives to the national organization have effectively communicated the unique needs of our membership. See you in Chicago.

AILACTE ANNUAL MEETING

The Impact of the Liberally Educated Teacher

February 17-18, 2012
Chicago, Illinois

Register for the conference at
ailacte.org/register/

Register for the hotel at
aacte.org/2012/hotel

Membership Update

by Trish Parrish

In these challenging economic and political times, it is more important than ever to have AILACTE work for all of our independent institutions. Membership makes a difference in advancing the voice of independent liberal arts in teacher education. Because of your support during the past year, AILACTE was able to:

- 1 Publish a newsletter and a journal;
- 2 Serve on the AACTE board and committees;
- 3 Respond to the NCTQ Project in a letter to US News;
- 4 Hold our Annual Meeting in conjunction with AACTE; and
- 5 Begin the process of creating a new AILACTE website.

AILACTE will continue to provide an effective network of communication, collaboration and support. These purposes are achieved through publications, national forums, research and the annual meeting. Additionally, the new website will enhance our ability to communicate with you. I find these resources invaluable and take great pride in seeing how AILACTE has influenced the national landscape of teacher education through its advocacy!

Additionally, graduate students and junior faculty members have the opportunity to apply for the AILACTE Graduate Scholar Award and Scholar Award. These awards are tangible examples of how AILACTE provides support to our members and to our profession.

If you have already submitted your membership renewal, thank you! If you have not yet sent your renewal, please take a minute to complete the membership renewal included in this newsletter and return it to Jennifer Knox. The \$250 membership cost is an exceptional value for our institutions and I hope you will continue to provide your support for our work!



Teacher Performance Assessment Makes its Presence Known in the Midwest

by Kim E. Koeppen

Teacher Performance Assessment (TPA) is taking the country by storm. As AILACTE members work to meet state mandates and/or implement TPA independently, it is important to stay in touch with our joys and concerns as well as those of our teacher candidates. By doing so we stand a better chance of discovering issues that may be unique to our institutions.

Minnesota is one of six states accelerating its adoption of the TPA. Because of this acceleration, St. Olaf decided to jump in and pilot the TPA with student teachers this fall. St. Olaf, Hamline University and others are struggling with how to fit this assessment in to the student teaching semester in a way that is not either over-the-top overwhelming or redundant with other state standards-based assessments currently in place (e.g., unit plans, standards portfolio, etc.). A critical question is whether or not programs can use parts of the TPA for their own assessment purposes **after** it has been submitted for “official” scoring (no feedback is given on it in progress). Contact Elizabeth Leer, MN state representative at leere@stolaf.edu for more on her experiences and the buzz in Minnesota.

Maryville University in Missouri piloted TPA last spring with student teachers and is leading the field test effort for the state for this year. Sam Hausfather shared the following perceived positives and concerns to address TPAC content validation review sessions in St. Louis this past summer, shausfather@maryville.edu.

▲ Perceived TPA positives:

- A model of teaching and learning better matched to what research tells us now
- Excellent rubrics get at important concepts
- Less about our candidates, more about their students and student learning
- Analysis of teaching (video) lacking in the work sample
- Structured assessment plan more in-depth than the work sample
- Academic language component important in today’s schools

▲ Perceived TPA concerns:

- Doesn’t align well with what was emphasized in programs previously
- Candidates have never been asked to write about certain things before (i.e., connections among elements of plans and lessons; academic language)
- Academic language not well infused previously in programs
- Process and directions overwhelming to candidates—need conceptual or graphic organizers
- Lesson plan frameworks very open-ended and unclear where to include in submission
- Subgroups very open-ended; doesn’t emphasize achievement gap
- Seminar leader not a content expert in all candidate fields

The Ohio Board of Regents adopted TPA in 2010 as one of the performance metrics to evaluate teacher education programs. The Ohio Department of Education is seriously considering using the TPA as a licensure requirement for the resident educator license. The Ohio Association of Private Colleges of Teacher Education (OAPCTE) is one of the sponsoring organizations of Ohio’s semi-annual conference for teacher education organizations which, this fall, focused on the TPA. Visit this link for more information about the conference: www.ohioteachered.org/Fall_2011_Conference/Fall_2011_Program_FINAL.pdf.

Update from the Eastern Region

by Debra Colley

Loyola College in Maryland is one of four IHE’s in the state to receive a Race to the Top grant. The recipients of the grant are working in partnership with the state, the Maryland Teaching Consortium and the urban P-12 schools to revise teacher education curriculum so as to better prepare teachers for high poverty, high needs schools. Loyola’s education faculty will be working with two urban, public schools in Baltimore to address the comprehensive strategies and professional development school model that are embedded in this grant.

Massachusetts rolled out the common core standards with added components from the Massachusetts Department of Elementary and Secondary Education (DESE). The goal is full implementation by 2013-14. DESE provided an introductory training overview to the new curriculum frameworks integrating the common core standards for all college professors, including those from the independent Liberal Arts and Science colleges. This training allowed the teacher preparation programs to be at the beginning of the conversation of the new changes.

In New Jersey, Rochelle Hendricks, a respected educator, has been named Secretary of Higher Education in New Jersey. New systems of teacher and leader performance evaluation are being developed in New Jersey. Nine pilot districts are working with a 21-member advisory committee to develop the teacher evaluation system, which will be based on a student growth model. A smaller group is working on the development of the principal evaluation system.

Also in New Jersey, an Education Transformation Task Force with two interrelated responsibilities was authorized to: 1) Review “existing accountability systems” and provide recommendations on “a revamped accountability system, which would grant more autonomy to public schools and public school districts while maintaining strict measures of accountability in the areas of student performance, safety and fiscal responsibility”; 2) Conduct a comprehensive review of all education-related statutes and regulations “to determine the extent to which they increase the quality of instruction for students, improve academic achievement of students, improve teaching effectiveness within schools or improve the safety and well being of students . . . or are overly prescriptive.” Changes are slated to be in place by the end of 2011.

Pennsylvania has been in the news about budget cuts for school districts, higher education and social services. The State continues to move forward on new certification areas of PreK-4, Middle Level (4-8) and special education (PreK-8; 7-12), inclusive of 9 credits of special education and 3 credits of teaching ESL in all programs (including reading specialist); undergraduate and post-baccalaureate levels. Many small liberal arts colleges have decided not to offer the Middle Level programs due to the extensive content area requirements (66 total content credits).

In New York State, Dr. John B. King, Jr., was appointed by the Board of Regents to serve as the Commissioner of Education and President of the University of the State of New York (appointment effective July, 15, 2011). Dr. King has reached out to the schools of education in the state and met extensively with the Teacher Education Advisory Group - AILACTE is a representative member of this advisory group.

AILACTE News from the South Region

by Anne Bucalos

AILACTE institutions in the South region are experiencing a full range of issues that face many of our independent colleges and universities, including funding (especially for students’ grants and loans) and declining enrollments, finding highly effective teachers for field and clinical placements and raising standards for teacher preparation—from GPA to number of required field hours to

lengthening the clinical experience and residency programs.

AILACTE members continue to keep abreast of national issues and trends, particularly as teacher preparation programs face increasing scrutiny. In Virginia, the Verizon Foundation awarded technology grants to private teacher preparation programs for the integration of technology in college course and field placements. A number of colleges and universities, including Spring Hill College in Alabama, are involved in initiatives to increase the number of math and science teachers by offering specialized graduate programs and tuition incentives. Many institutions are dealing with the implementation of the Common Core Standards across programs, including the arts and sciences, much like Kentucky’s Senate Bill 1—which emphasizes increased college retention rates, 21st century skill development and school to career pathways.

The South region continues to explore regional conference possibilities for summers 2012 and 2013, particularly as venues for both faculty and education majors to attend and present.

News from the West Region of AILACTE

by Mike Hillis

Over the past two years, a number of institutions throughout the western states have been involved in the Teacher Performance Assessment Consortium (TPAC).

An ongoing challenge for all teacher education institutions is to ensure the alignment and articulation of a program’s curriculum with changes at the state and national level. The TPA has requirements for teacher candidates which necessitates that programs integrate specific material throughout their course sequence. One particular requirement has proven to be quite challenging: the need for candidates to attend to academic language. For many programs, the explicit teaching of academic language has not been present and, as a result, faculty members are now working to understand the concept more fully and to integrate it into their courses. A second concern for programs is how to connect “the distinctive qualities of the program with the national testing agenda.” For liberal arts colleges, who typically have strong mission statements and visions for their graduates, this can be a particularly troubling development. However, many of our regional institutions have reported that they are working diligently to retain their distinctiveness despite more intrusive, standards-based reform efforts.

Given the eventual high-stakes nature of the TPA in many states, programs will need to evaluate their candidates’ readiness prior to the final assessment. As many of the programs have reported, especially ones in California who have been involved in this work for a number of years, one of the keys is to integrate TPA related tasks throughout the program.

Since the TPA will be an externally scored instrument, university supervisors may no longer be asked to conduct a final evaluation of student teaching. However, university supervisors will be working closely with candidates in the preparation of the TPA documents, which will demand a deep knowledge of the requirements. Consequently, many institutions are working to train their supervisors in the TPA elements, the specific language of the rubrics, and discovering together what this means for their collaborative work.

The TPA is having a broad effect on faculty roles and responsibilities. In addition to curriculum integration and formative assessments, faculty members are being asked to become TPA scorers, to engage in program review and to work through the policy implications of the instrument. Having clear guidelines about cost, resource management, candidate remediation, rubric and scoring developments, etc., continue to be a work in progress and, as a result, force levels of ambiguity that are difficult and frustrating to address. All of these issues must continue to be clarified for the project to move forward successfully.

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 in Mount Berry, GA.

Co-editors are Jacqueline McDowell
and Kathy Gann.