

## CALL FOR CHAPTERS

### **Effective Clinical Practice: Preparing Mentor Teachers and University-Based Educators to Support Teacher Candidate Learning and Development**

Edited by:

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In recent years teacher education organizations such as the National Council for Accreditation of Teacher Education (NCATE, 2010), Association of Teacher Educators (ATE, 2016), and the American Association of College for Teacher Education (AACTE, 2018) have called for teacher preparation programs to situate clinical practice at the center of curricula. As part of this complex endeavor, there is a need for programs to focus on how to effectively prepare mentor teachers and university-based educators to support teacher candidate learning. Unfortunately, there is limited guidance for educator preparation programs looking to engage in this important work.

This edited text, which will be published through a joint collaboration between ATE and Rowman & Littlefield, aims to bring together a varied set of exemplars from educator preparation programs across the United States that have established effective systems, practices, and pedagogies to support mentor teachers and university-based educators in becoming effective clinical coaches. With an eye toward replication, this text endeavors to shine a bright light on those programmatic efforts shaping teacher preparation in impactful, meaningful, and sustainable ways. Two primary questions will frame the text:

1. How do teacher preparation programs develop mentor teachers and university-based educators as effective clinical coaches?
2. How do teacher preparation programs work in collaboration with schools and districts to support teacher candidates during the final, culminating clinical internship?

Chapter submissions will:

- Describe professional development models and opportunities for mentor teachers and/or university-based educators and/or institutional collaborations to support teacher candidates;
- Draw from or be grounded in research in the field of teacher preparation, clinical practice, instructional coaching, etc;
- Comprehensively describe and explain the models, systems, contexts, processes, pedagogies, and/or practices that can support replication and program improvement;
- Report on data-based outcomes.

Chapters should include the following content: (a) Opportunities and/or Challenge(s) Posed, (b) Theoretical Framework and/or Literature Review, (c) Research Method and/or Program Background and Components, (d) Findings, Outcomes, and/or Learning, (e) Research-based implications for supporting mentor teachers and university-based educators in becoming effective clinical coaches.

### **Target Audience**

The target audience for this text includes all those working in organizations, institutes of higher education, alternative licensure programs, and public schools and districts who are involved with the preparation of teachers.

### **Abstract Submission and Deadline**

To be considered for publication, authors should send a 500-700 word chapter abstract, abbreviated CV, and contact information to Dr. Philip Bernhardt @ [pbernar@msudenver.edu](mailto:pbernar@msudenver.edu). Final chapters should be between 14-16 pages, including all text, tables, and references. \*Abstracts are DUE by January 15, 2019.

### **Publisher**

The text is scheduled to be published through a joint collaboration between the Association of Teacher Educators and Rowman & Littlefield. For additional information regarding the publisher or ATE, please visit <https://rowman.com>; <https://www.ate1.org>

### **Tentative Schedule for Publication**

\*Abstract submissions deadline: January 15, 2019  
Preliminary acceptance granted: April 1, 2019  
Full chapter drafts due: December 1, 2019  
Editors provide feedback to authors by: March 1, 2020  
Final edits due from authors to editors by: April 1, 2020  
Chapters sent to publisher: May 1, 2020  
Anticipated publication: Summer 2020

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American Association of Colleges for Teacher Education. (2018). *A pivot toward clinical practice, its lexicon, and the renewal of educator preparation: A report of the AACTE Clinical Practices Commission*. Washington, DC.

Association of Teacher Educators (2016). *Standards for field experiences in teacher education*. Fairfax, VA: Author.

National Council for the Accreditation of Teacher Education (2010). *Transforming teacher education through clinical practice: A national strategy to prepare effective teachers*. Washington, DC: Washington, DC: Blue Ribbon Panel on Clinical Preparation and Partnerships for Improved Student Learning.