



Call For Chapter Proposals

How Teacher Educators Learn: Profiles in School-Based Teacher Educator Preparation

Edited by

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and **Laurie Mullen**, *Towson University*

A volume in the **Advances in Teacher Education Series**
Series Editor Diane Yendol-Hoppey, University of North Florida

Research has long highlighted the benefits of mentoring and instructional leadership on teacher candidate and novice teacher learning, and in retaining teachers after their initial years in the classroom. However, there is less insight into what occurs within these learning spaces. The instructional leader - or what we term the "school-based teacher educator" in this edited volume - supports teacher candidates, novice teacher, and experienced teacher learning through an enactment of coaching and mentoring practices. Learning these practices occurs in some setting, whether through graduate study, on-going professional learning (e.g., workshops, inservice training), informal professional relationships or self-study and reflective practice. But what learning takes place in those settings - and how that learning is enacted - has lacked attention.

BOOK DESCRIPTION:

In this edited volume, we seek contributions that provide profiles or "cases" of school-based teacher educator learning spaces in the United States and Canada. For this volume, the term "school-based teacher educator" refers to educators who serve as mentors for aspiring teachers, as well as those who support practicing teachers in on-going professional learning. School-based teacher educators hold instructional or teacher leadership roles, such as department chairs; school-or-district-based instructional coaches (such as gifted resource teachers; mathematics or literacy coaches and specialists); assistant principals; or principals. They may also serve as a mentor to teacher candidates, novice teachers in their first years of classroom teaching or as instructional coaches for classroom teachers in various professional stages. Although school-based teacher educators may hold differing roles and responsibilities, what defines their work is their investment in developing the knowledge, skills, and abilities needed to coach, guide, and support teachers in the on-going process of learning to teach.

TOPICS OF INTEREST:

School-based teacher education occurs in a range of educational settings, as does the learning of the school-based teacher educator.

For this volume, we seek chapter contributions that describe school-based teacher educator learning spaces such as:

- Graduate degree programs such as master's degrees, educational specialists, educational doctorates (i.e., CPED), and certificates with a strong focus on preparing school-based teacher educators
- Individual graduate courses or multi-course sequences focused on preparing school-based teacher educators, that exist within larger graduate programs
- Workshops and professional development programs in which educators learn practices associated with school-based teacher education
- Professional learning spaces (e.g., communities of practice, professional learning communities, self-study learning groups) in which teachers develop their practices of school-based teacher education

PROPOSAL SUBMISSIONS:

Interested authors should email a proposal of no more than 500 words for chapter acceptance to Brandon Butler (bmbutler@odu.edu) by March 1st, 2022. The abstract must note:

- The context of the learning space (e.g., program; individual course; workshop; professional development program; professional learning space)
- The focus of learning (e.g. mentor teacher, teacher leader, instructional coach)
- An overview of the learning space structurally and conceptually, while highlighting the goals and outcomes of the space

CHAPTER SUBMISSION GUIDELINES:

Contributions that incorporate the voices and experiences of school-based teacher educators are encouraged. Include a listing of all authors and their affiliations. Do not prepare or send a full chapter manuscript draft. After the proposal review process, authors will be invited by April 1st, 2022 to contribute full manuscript drafts, with a planned submission deadline of June 1st, 2022. Full manuscripts will be subject to a blinded peer review process to evaluate them for inclusion in the volume.

TENTATIVE SCHEDULE FOR PUBLICATION:

Abstract submission deadline: March 1, 2022

Notice of invite to submit: April 1, 2022

Manuscript submission deadline: June 1, 2022

Send all inquiries to Brandon Butler, bmbutler@odu.edu

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