CALL FOR CHAPTERS

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

Edited by:
Philip E. Bernhardt, Ed.D., Metropolitan State University of Denver
Thomas Conway, Ed.D., Cabrini University
Greer Richardson, Ph.D., La Salle University

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 @ pbernhar@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

**Editor Contact Information**
Dr. Philip E. Bernhardt, Associate Professor of Secondary Education and Associate Director of Honors Program, Metropolitan State University of Denver, pbernhar@msudenver.edu

Dr. Thomas Conway, Assistant Professor of Teacher Education, Cabrini University, trc23@cabrini.edu

Dr. Greer Richardson, Associate Professor of Education and Director of Graduate Education, La Salle University, richards@lasalle.edu

