

The ATE Commission on Teacher Educator Development

Appointed by Patricia Tate – ATE President 2018-2019

Chair: Brandon Butler – Old Dominion University

Given recent reform reports that call for an increased emphasis on teacher preparation, especially the charge to follow key program design principles laid out by the NCATE Blue Ribbon Panel Commission in 2010, we find a lack of forethought in acknowledging the work of the teacher educator in Blue Ribbon report to “turn teacher education upside down” and now in 2018 the AACTE Policy Brief to “pivot toward clinical practice.” Although these reports present key design principles and proclamations about what quality teacher education should look like in practice, we find limited attention paid to the implementation aspects of the reforms which call for program designs centered on clinical practice with no consideration of the preparing the teacher educators who will implement the new policies. In particular, this Commission aims to focus on capacity building of teacher education professionals in preparing and supporting them to do this essential work effectively. What this commission is focused on is the development, support, and advocacy for the human capital resources needed to address the policy reform reports for improving teacher education. Essential questions that frame this Commission’s work ask: How do we prepare teacher educators to engage effectively as boundary spanners, mentors, and supervisors? How do we, in our own contexts advocate and provide for resources and initiatives that value and support the work of the teacher educator?

The latest reform reports recognize the work of the teacher educator as a boundary spanner operating in a *third space* situated between university and school contexts (Williams, 2013; Zeichner, 2010). Key teacher educator identity issues are at play that need to be made visible to a larger public – making the case for the teacher educator professional – as a practitioner scholar operating within a unique role and skill-set distinct from a university faculty and/or school-based teacher (Butler, 2018). The teacher educator works in both camps in hybrid roles unique and unrecognized in our society. The Commission will address the “third space” roles and responsibilities that cross traditional school-university boundaries, and acknowledge the complex nature of teacher educator preparation.

In particular, the Commission will draw upon their own “funds of knowledge” (Moll, et al., 1992) as well as practitioner scholars within our own ATE membership; recent policy publications that impact the work of the teacher educator (i.e. ATE, AACTE, NAPDS, CCSO, CAEP, KDP, NEA, Learning Forward), scholars in the field of teacher educator development, and other seminal research in the field of teacher education to:

- 1) Identify an explicit pedagogy associated with the teacher educator roles and responsibilities that provide the basis for identity development;
- 2) Study models in action that provide spaces for teacher educator learning that include self-study, practitioner inquiry, and action research;

3) Provide a sampling of partnership models that have proven effective in supporting the development of the teacher educator – both school- and university initiatives; and

4) Address supervision, mentoring, and teacher leader processes associated with effective development of the preservice and beginning teacher and future field- and university-based teacher educators.

Products and strategies for dissemination of the Commission’s work should provide an array of ways to advocate for recognition and support for the development of the teacher educator (i.e. ranging from conference presentations, web-based - virtual outreach initiatives; hard copy best practice briefs, journal articles in top tier journals, etc.)

It is important that the work of the Commission should:

a) support advocacy for our unique place in teacher preparation and development;

b) provide a useful synthesis of teacher educator pedagogies and designs for hybrid spaces within which those pedagogies can be developed – as part of professional development programs for novice teacher educators

c) present a solid synthesis of research that supports the need to address capacity building with regard to the essential role of the teacher educator

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