

**Prospectus**  
**Developing as a Teacher Educator:**  
**A Guide to Establishing Identity, Exploring Pedagogy, and Navigating Policy**

The Professional Publications Committee has reviewed the book proposal for the publication of *Developing as a Teacher Educator: A Guide to Establishing Identity, Exploring Pedagogy, and Navigating Policy*.

**The ATE Professional Journal Committee recommends to the ATE Board of Directors that ATE move forward with the writing and publication of this edited book.**

Laila Richman, Chair ATE Professional Publications Committee

- Type of publication and the intended audience.

The proposed book, *Developing as a Teacher Educator: A Guide to Establishing Identity, Exploring Pedagogy, and Navigating Policy*, is the product of work conducted by the ATE Commission on Teacher Educator Development. This is an edited book, with several commission members serving as editors and chapter contributors and other commission members serving as chapter contributors. The intended audience consists of emerging and experienced teacher educators - doctoral students, new teacher education faculty, experienced teacher education faculty, and teacher education administrators. We see the audience using this book as an accessible resource to unpack the complexity related to being a knowledgeable and effective teacher educator, and as such, there is a wide-range of contexts in which this book might be read, such as in doctoral coursework on teacher education, or by teacher educators individually or collaboratively in professional learning communities.

- Rationale for ATE to support the publication.

Becoming a teacher educator is a complex process that involves more than merely stepping into a teacher education methods course. Teacher educators must understand identity, sociohistorical political context of schooling, teacher education program design, policy, and in addition to understanding teaching for PK-12 student learning, they must have knowledge, dispositions, and skills related to teacher learning and development. As an organization devoted to the study and practice of teacher education, the Association of Teacher Educators (ATE) understands this complexity.

To date, there exists a wide and deep body of scholarship in relation to teacher educator development. However, this scholarship, rightly, tends to focus intently on individual components of the larger whole of what it means to be a teacher educator. Other

than the *Handbooks of Research on Teacher Education* published by ATE, since 1996 (Murray, 1996), there has not been a comprehensive resource for budding teacher educators and the faculty who help to prepare them. That text, supported by the American Association of Colleges of Teacher Education (AACTE), provided readers with substantive understanding of teacher education practices at the time. However, comprehensive work that would be considered accessible and research and practice-oriented has not been published since.

In this book, the members of the ATE Commission of Teacher Educator Development will provide that missing resource by offering a foundational text—a primer—for doctoral students and university faculty interested in developing an overarching understanding of the complex work associated with the roles and responsibilities of being a teacher educator. Each chapter provides readers with a historical, conceptual, and/or pedagogical overview of a key element associated with being a teacher educator, along with suggested resources and reflective questions. The chapters will straddle the line of research and practice by being firmly grounded in the extant literature while also incorporating the commission members'/authors' experiences in teacher educator development.

ATE's mission to "promote quality teacher education through both exemplary clinical practice and research," makes ATE the ultimate publisher of a resource that unpacks the complexities of teacher education and pulls together the often-segmented elements of teacher educator development. This text will serve as a go-to resource for new and experienced teacher educators as they strive to develop collective knowledge and understandings of what it means to be a teacher educator.

- Tentative title of the publication.

*Developing as a Teacher Educator: A Guide to Establishing Identity, Exploring Pedagogy, and Navigating Policy*

- Subject matter, scope, and intended purpose of the manuscript.

Over the past few decades, professional organizations have called for an increased emphasis on teacher preparation (e.g., NCATE, 2010), with particular attention paid to clinical practice (AACTE, 2018). Although these reports present key design principles and proclamations about what quality teacher education should look like in practice, no consideration is provided for how the very teacher educators expected to implement these principles and practices are prepared and supported to do this essential work effectively. Teacher educators are asked to be knowledgeable about distinct knowledge, skills, and dispositions related to teacher preparation and their own professional learning. They are asked to prepare educators for the pedagogical components of teaching, supervise in

clinical settings, collaborate in the development of school-university partnerships, design and enact coherent teacher education programs, identify and implement effective assessments of teaching practice and program effectiveness, advocate for the teaching profession, engage in policy work, keep current and active with research related to teacher education, and be knowledgeable about a range of conceptual and theoretical considerations related to teacher education, to name just a few.

And, while research exists in each of these areas, that literature base is often as expansive as the topics themselves. As teacher educators, when we look at our personal collections of academic books related to teacher education or skim the books for sale at academic conferences, we can identify an array of texts related to individual topics (i.e., clinical practice, pedagogy of teacher education). However, if a doctoral student, as an emerging/novice teacher educator, or a faculty member working in teacher education wishes to develop or broaden their knowledge base about what it means to be a teacher educator, they must – inevitably – read widely. They must read an assortment of academic books and articles related to specific topics within teacher education to develop a sufficient understanding of the complexity that exists in being a teacher educator.

To that end, the purpose of this book, *Developing as a Teacher Educator: A Guide to Establishing Identity, Exploring Pedagogy, and Navigating Policy*, is to provide emerging and experienced teacher educators alike with a resource that helps them develop broad understanding of what it means to be a teacher educator. In this book, the members of the ATE Commission on Teacher Educator Development aim to provide a comprehensive understanding of the knowledge base related to teacher education so that teacher educators can find success as practitioners and scholars. In a way, we see this book as a “primer” for doctoral students and university faculty interested in developing overarching understandings of the complex work associated with being a teacher educator.

The scope and subject matter of the proposed book covers five aspects of teacher education: (1) historical and contemporary issues in teacher education; (2) conceptual and theoretical considerations in teacher education; (3) teacher educator identity development; (4) pedagogical considerations in teacher education; and (5) programmatic and policy considerations in teacher education. Topics covered in the proposed book include: the history of teacher education; accreditation and accountability; diversity, equity, inclusion, and social justice in teacher education; developing an identity as a teacher educator-researcher; pedagogy of teacher education; clinical practice; teacher education program design; school-university partnerships; and policy concerns in teacher education. We more fully address each of the five sections and 15 chapters of the proposed book in the next section.

We see this book as an accessible resource for teacher educators across the career span – from those entering doctoral programs to experienced teacher educators preparing the

next generation of teacher educators. As such, this book can be a resource provided to doctoral students informally or required reading for doctoral courses on teacher education. Or, experienced teacher educators interested in further developing their knowledge about teacher education might read this book individually or as part of a professional learning community. The reach of this proposed book is not limited by a specific conceptual, theoretical, or pedagogical orientation. Rather, this book provides readers with a broad understanding of teacher education and entry points for further reading and research through which they can build even deeper understandings. Additionally, we view this book as a potentially evolving resource. Given that teacher education and our understanding of teacher educator learning is constantly in flux, we should expect new knowledge and understandings to emerge in the coming years. If this proposed book is successful, we see potential for further editions that are responsive to readers' needs in the educational climate and context of their time.

- Editorial Team

The editorial team for this book consists of three ATE members: Stephanie Dodman, Jennifer Jacobs, and Brandon Butler. This is an edited book and a product of work conducted by the ATE Commission on Teacher Education Development.