



Book Series

Contemporary Perspectives on Supervision and Instructional Leadership

Series Editors

Sheryl Cowart Moss, *Georgia State University*

 This book series is endorsed by the Council of Professors of Instructional Supervision.

This book series seeks to add to the body of knowledge on supervisory perspectives and practice in multiple domains of leadership. Current events and circumstances demand an increased emphasis on inclusivity, cultural proficiency, and instructional leadership. This means that leaders must be intentional and hypervigilant in looking for approaches to authentically involve microcultures, both academically and socio-emotionally. This intentional involvement may include reaching out to groups who do not even know how to express that they feel disenfranchised or marginalized.

This work is not confined to traditional roles of leadership, rather, it requires a willingness for those in traditional leadership roles to examine their own beliefs and practices, and to intentionally model inclusivity, cultural proficiency, and instructional leadership, while working to increase the leadership capacity of teachers and informal leaders. Within this perspective, clinical experiences for teacher and leader candidates become even more critical, as we must use theory to inform contextualized practice. Within this series, we will share emergent theoretical models as well as stories of best practices. We invite participation from established researchers, emerging scholars, and current practitioners to advance these ideas.

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Supervision in Clinically Based Teacher Education: Advances, Opportunities, and Explorations

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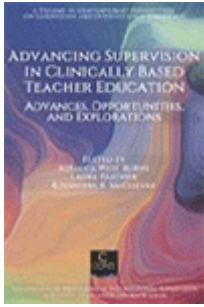
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Advancing Supervision in Clinically Based Teacher Education Advances, Opportunities, and Explorations

Rebecca West Burns, University of North Florida; Laura Baecher, Hunter College The City University of New York; Jennifer K. McCorvey, University of South Florida

2022. Paperback 978-1-64802-718-5 \$45.99. Hardcover 978-1-64802-719-2 \$85.99. eBook 978-1-64802-720-8 \$74.

Supervision in teacher education is entering an exciting time. In the last decade, national reports calling for the transformation of teacher preparation have advocated for greater school-university collaboration and increased clinical preparation of teachers (AACTE, 2018; NCATE, 2010). Thus, institutions with teacher preparation should be increasingly concerned with the clinical component of their teacher certification programs (AACTE, 2010; 2018; NCATE, 2001; NEA, 2014). However, supervision in teacher preparation has historically been held in low regard, (Beck & Kosnik, 2002; Feiman-Nemser, 2001; The Holmes Group, 1986; Hoover, O'Shea, & Carroll, 1988; Soder & Sirotnik, 1990) even though research has shown that high-quality supervision promotes teacher candidate learning (Bates, Dritis, & Ramirez, 2011; Burns, Jacobs, & Yendol-Hoppey, 2016; Darling-Hammond, 2014; Gimbert & Nolan, 2003; Lee, 2011). In fact, university supervisors "may be the most undervalued actors in the entire teacher preparation equation when one considers the knowledge, skills, and dispositions they must have to teach about teaching in the field" (Burns & Badiali, 2016, p. 156). Despite this research, the function of supervision has often been relegated to adjunct faculty or even removed the university-based supervisor altogether in some colleges/schools of education (McIntyre & McIntyre, 2020; NCATE, 2010; Slick, 1998; Zeichner, 1992, 2005). These practices are incredibly problematic for actualizing clinically based teacher education. Thus, the road to transforming teacher education must involve addressing such long standing misperceptions about what supervision is, what purpose it serves, and how it can be renewed from an afterthought to become the driving engine of high quality teacher preparation.

Advancing Supervision in Clinically Based Teacher Education: Advances, Opportunities, and Explorations aims to elevate supervision and supervisors, as undervalued actors, by disseminating high-quality manuscripts on this critical area of study. The chapters in this book tackle the persistent issue of devaluing and marginalizing supervision in some institutions of higher education by sharing current research, illuminating challenges of supervising in the current high stakes accountability climate, and offering innovative ideas that can improve supervision in clinically based teacher education.

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