



***Journal of Educational Supervision: Call for Manuscripts—due June 1, 2019***  
**Guest-Edited Issue: Advancing Supervision in Clinically-Based Teacher Education**

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Institutions of teacher education are increasingly concerned with the clinical component of their programs (AACTE, 2010; 2018; NCATE, 2001; NEA, 2014), and within clinically-based teacher education that leads to certification or advanced degrees, being “well-supervised” (Darling-Hammond, 2014) is seen as an essential feature (e.g. Bates, Drits, & Ramirez, 2011; Gimbert & Nolan, 2003; Lee, 2011). Yet, those who carry out this clinical supervision--university based field/clinical supervisors--are often marginalized in teacher education and in the supervision literature. In their recent analysis of the complexity of pre-service teacher supervision, Burns and Badiali (2016) conclude that 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” (p. 156).

The objective of this special themed issue is to advance the body of research on supervision in clinically-based teacher education by (1) sharing innovative approaches to supporting the professional learning of supervisors, (2) highlighting how supervisory roles are shifting the teacher education landscape, (3) describing how supervisors are developing their knowledge, skills and practices, and (4) exploring research that examines supervisor impact on teacher learning. This special issue will bridge the supervision and clinical teacher education literature in order to illuminate how we support university-based clinical supervisors in their critical role of guiding teacher development.

For this special issue: **Advancing Supervision in Clinically-Based Teacher Education**, we invite empirical studies, case studies, and descriptive narratives from scholars and practitioners situated in teacher preparation contexts. The papers should clearly address the local context and its characteristics, include a theoretical and conceptual base, and illuminate how supervision is being improved, studied, or developed, with attention to any of the following questions:

- How are those who engage in supervision in teacher education prepared for their roles?

- What oversight do supervisors receive? How is “well-supervised” defined and its impact measured?
- How are the specialized, clinical pedagogical knowledge base and skill set and practices of those who supervise being developed in an ongoing manner? How can professional development be differentiated and reciprocal to capture the strengths of supervisors with different backgrounds?
- How do roles (e.g. university supervisors, methods course instructors, adjunct faculty, research faculty) in educator preparation institutions change as programs become more clinically-based, to include supervision as a part of the ongoing work of those in the academy?
- How are alternative programs innovating in advancing the quality of supervisors and the practice of supervision to prepare high quality educators?
- What can teacher education learn from allied fields with mature research bases on supervision, such as Nursing, Counseling, Medicine, and Social Work?
- How can educational leadership programs inform the practices of educator preparation in the area of instructional supervision?

The *Journal of Educational Supervision* (JES) publishes peer-reviewed articles related to the field of supervisory practices in education. Through a double-blind peer-reviewed process, JES offers a wide range of opportunities for academics and practitioners to add to the literature on supervision that addresses the nexus of theory and practice. The University of Maine College of Education and Human Development sponsors this journal in an effort to preserve and promote the formative feedback practices that inform preparation and practices of educators in supervision.

**Submission Deadline: June 1, 2019**

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-Please refer to manuscript guidelines at:

<https://digitalcommons.library.umaine.edu/jes/about.html>

Full research manuscripts should not exceed 6000 words, excluding references.

-Articles should be consonant with the scope and aims of the *Journal of Educational Supervision*.