



Educating Teacher Educators Program

The need for creative leaders in teacher education, able to bridge research, policy, and practice and committed to fulfilling the transformative potential of schooling for children and a more just society, has never been greater. Despite occasional claims to the contrary, the work of teachers *matters*, both for the present and future lives of young people and for the shape of the society we will share with them. The work of teacher educators matters no less. The numbers of students who are influenced, albeit indirectly, by the work of even a single teacher educator is vast. It is complex work, too, not only because of the natural complexities of teaching and learning but also because of the overlapping ecosystems that teacher educators must navigate. Unlike any other work, the natural home for teacher education is at the nexus of research, policy, and practice. This is especially true for teacher education in the University of California, a *research* university with a special responsibility to the *public*.

For many, the path to becoming a teacher educator involves a career transition; leaving their schools to work in higher education to take on academic roles that differ from the school teaching posts for which they were trained (Murray & Male, 2005). This transition requires the learning of new social mores and a creation of a new professional identity. But how does one become mentored into the practice of preparing teachers? Induction support for teacher educators in interpreting and understanding the higher education setting is essential. This induction support needs to be tailored to the specific needs of the individual, as well as to the contexts of each university (Gilpin, 2003). CTERIN's Educating Teacher Educators Program (ETE) offers induction support where ETE fellows will work in a community of fellow doctoral students interested in teacher education and the preparation of teachers, as well as engage in mentorship with senate faculty, staff and other members in the field of teacher education.

The California Teacher Education Research and Improvement Network (CTERIN) is recruiting a cross-campus cohort of doctoral students from across the University of California system to join our Educating Teacher Educators (ETE) Fellows program. The program offers a two-year fellowship for doctoral students pursuing a career in research and practice in teacher education (TE). Fellows will be awarded a \$2,000 fellowship for the calendar year of 2021 (funding is anticipated to run through 2022), as well as the opportunity to actively engage in a community with fellow doctoral students and faculty committed to excellence in teacher education research practice.

The ETE Fellows Program seeks to transform the practices of P-20 education by preparing doctoral students to become expert teacher educators, scholar-practitioners of teacher education, and leaders across their fields and institutions.



While in the program, Fellows will

- participate in mentorship into TE practice in the areas of research, course design and instruction and field supervision.
- join and engage in a network of emerging scholars where they will be expected to actively participate in weekly writing groups, collaborative research, and peer review.
- plan and participate in the annual ETE Fellow conference where they will have the opportunity to share their own research, sit down with veteran cohorts and scholars and engage deeply in the work of teacher education.

Eligibility:

- Applicants applying must be accepted and currently enrolled as a Ph.D. Education student.
- Have a research interest that contributes to the advancement of preservice teacher education.

Extended Deadline: January 17, 2021

Original Deadline: January 6, 2021 (applications submitted after may not be considered)

To apply, submit the following to klmastrup@ucdavis.edu with subject line ETE Fellow Application 2021

- CV
- Letter of interest (approx. 1 pg. single spaced)
- Mentorship statement.
 - Identify two UC faculty members outside of your institution that you are interested in being mentored by and reasons why you find these teacher education scholars a good fit to be your mentor. No more than a paragraph is required and you do not need to contact these mentors.