Call for Manuscript Proposals:
*Effective Practices in Preservice Physics Teacher Education: Recruitment, Retention, and Preparation*

Manuscript proposals are currently being solicited for *Effective Practices in Preservice Physics Teacher Education: Recruitment, Retention, and Preparation*. This peer-reviewed book, which is being sponsored by the Physics Teacher Education Coalition (PhysTEC), the American Physical Society (APS), and the American Association of Physics Teachers (AAPT), will be co-edited by Dr. Eric Brewe and Dr. Cody Sandifer. *Effective Practices in Preservice Physics Teacher Education* is scheduled for publication in 2015.

- Vision Statement
- Book Structure and Scope
- Proposal Submission Guidelines
- Submission, Review, and Publication Timeline
- Dissemination and Benefits

**VISION STATEMENT**

*Effective Practices in Preservice Physics Teacher Education* is a collected set of peer-reviewed papers that focuses on describing effective practices and successful implementations in preservice high school physics teacher education. While the previous volume, *Teacher Education in Physics: Research, Curriculum, and Practice*, addressed the research base for physics teacher education, this volume seeks to provide a practical guide to innovative, state-of-the-art programs, and will include papers in the following areas: Recruitment and Retention; Early Teaching Experiences; Preparation in Physics Knowledge, Scientific Practices, and Physics Teaching; The Collaborative Nature of Teacher Preparation; Mentoring and Community-Building; and Case Studies of Successful Preservice Teacher Education Programs. The intended audience is physics department chairs and faculty, as well as faculty in Colleges of Education who are engaged in physics teacher preparation.

**STRUCTURE AND SCOPE**

- The book will only address preservice (rather than inservice) high school physics teacher education.
- All papers will be original manuscripts.
- The book will contain (1) a general introductory paper on preservice education and (2) seven sections dedicated to specific aspects of preservice teacher education. Each section will likely contain multiple papers that address the section topics (see Table 1).
### Table 1: Book Sections

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<tr>
<th>Section</th>
<th>Potential Topics Addressed</th>
<th>Author(s)</th>
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<tbody>
<tr>
<td>Components of Successful Preservice Physics Teacher Education Programs</td>
<td>A general catalog and discussion of the different components of preservice physics teacher education programs.</td>
<td>Invited</td>
</tr>
<tr>
<td>Recruiting and Retaining Preservice High School Physics Teachers</td>
<td>Advising, advertising, pre-college and college recruitment, necessary infrastructure, departmental environments and attitudes.</td>
<td>Open Call</td>
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<tr>
<td>Structuring Effective Preservice Early Teaching Experiences</td>
<td>Early teaching (i.e., pre-student teaching) coursework, outreach, learning assistant programs, and off-campus teaching internships.</td>
<td>Open Call</td>
</tr>
<tr>
<td>Preparation in the Knowledge and Practices of Physics and Physics Teaching</td>
<td>Practices of argumentation and reasoning, theoretical and empirical investigations, physics content knowledge, physics teaching methods, and student teaching.</td>
<td>Open Call</td>
</tr>
<tr>
<td>The Collaborative and Cross-Disciplinary Nature of Preservice Physics Teacher Education</td>
<td>Teaching education activities involving the coordination and joint efforts of physics departments, education departments, school districts, and/or master teachers.</td>
<td>Open call</td>
</tr>
<tr>
<td>Mentoring and Community-Building</td>
<td>Face-to-face and distance mentoring, critical areas of mentoring, the development of professional dispositions, and initiating connections with practicing teachers and professional organizations.</td>
<td>Open call</td>
</tr>
<tr>
<td>Case Studies of Successful Preservice Physics Education Programs</td>
<td>Preservice programs at comprehensive and research universities, as well as collaborative programs between 2-year and 4-year institutions. Design principles, underlying philosophies, and unique contributions will be highlighted.</td>
<td>Invited</td>
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</table>

The potential topics listed in Table 1 are not meant to be exhaustive. It is possible for a paper proposal to include a topic that is not listed in Table 1, as long as that topic is still pertinent to the author’s chosen book section.

**PROPOSAL SUBMISSION GUIDELINES**

Authors (or co-authors) interested in contributing to *Effective Practices in Preservice Physics Teacher Education* (hereafter shortened to *Effective Practices*) must submit a manuscript proposal. The proposal represents a shortened, summarized version of a full paper that would be suitable for publication in *Effective Practices*. If a proposal passes review, the author(s) will be encouraged to submit a full paper based on the initial proposal. Full papers will also be subject to review.
Proposals must:

- Be written with a general audience in mind (i.e., faculty who may not be completely familiar with physics teacher education).
- Fit into one of the “open solicitation” book sections described in Table 1.
- Focus on effective practices in preservice high school physics teacher education at his/her own institution, or possibly at an institution with which the author(s) are closely involved.
- Include all major headings that would be included in the full paper.
- Include sufficient writing under each heading to illustrate the content and nature of each portion of the proposed manuscript.
- Include statements (where relevant) that describe: institutional context; design principles and/or underlying philosophy; implementation tips and suggestions; supporting data; assessment strategies; and lessons learned.
- Be no longer than 1,500 words (maximum).
- Follow PRST-PER formatting guidelines, which can be found at http://forms.aps.org/author/styleguide.pdf. Exception: Abstracts are not required for the manuscript proposal.
- Be accompanied by a cover letter that includes the name(s) of the author(s), contact information, the manuscript title, and the book section for which the manuscript proposal is intended (i.e., one of the “open call” sections from Table 1).
- Be emailed (with the cover letter) to EffectivePracticesBook@aps.org by February 1, 2013.

**Note:** Full manuscripts will typically be 3,000-8,000 words in length.

Although the *Effective Practices* papers are meant to be practitioner articles rather than research articles, proposals should demonstrate an awareness of current research on physics teacher preparation, teacher preparation (more generally), and physics instruction. To strengthen the proposal, as stated above, authors should include data that demonstrate the effectiveness of any high school teacher education practices (recruitment, retention, and/or preparation practices) that are described.

Authors with proposal ideas that do not exactly fit any of the book sections in Table 1 are encouraged to contact the editors at EffectivePracticesBook@aps.org.

**SUBMISSION, REVIEW, AND PUBLICATION TIMELINE**

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<th>Event</th>
<th>Date</th>
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<tr>
<td>Manuscript proposals due</td>
<td>February 1, 2013</td>
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<tr>
<td>Feedback on proposals to authors</td>
<td>April 1, 2013</td>
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<tr>
<td>Full manuscripts submitted by authors</td>
<td>September 1, 2013</td>
</tr>
<tr>
<td>Feedback on full manuscripts to authors</td>
<td>February 1, 2014</td>
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<tr>
<td>Final submission of revised papers</td>
<td>July 1, 2014</td>
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<td>Book published and distributed</td>
<td>2015</td>
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DISSEMINATION AND BENEFITS

This volume, like the previous volume, will be disseminated widely. One printed copy will be distributed to every physics department in the United States, and the complete book will be available freely online.

We anticipate a thorough process of peer review, similar in rigor to PRST-PER. Authors will receive a letter describing the review process that can be shared with promotion and tenure committees. Reviews will be conducted by the editorial board members, the editors, and other external reviewers.

The Effective Practices editorial board consists of nationally recognized leaders in physics teacher education:

• Dr. Eugenia Etkina (Rutgers University)
• Dr. Brian Frank (Middle Tennessee State University)
• Dr. Fred Goldberg (San Diego State University)
• Dr. David Hammer (Tufts University)
• Dr. Andrew Isola (Allegan High School)
• Dr. Kathleen Koenig (University of Cincinnati)
• Dr. Valerio Otero (University of Colorado, Boulder)
• Dr. Gene Sprouse (American Physical Society)
• Dr. MacKenzie Stetzer (University of Maine)
• Dr. Stamatis Vokos (Seattle Pacific University)

The full text of this Call for Manuscript Proposals can also be found online:

http://www.ptec.org/webdocs/EffectivePracticesBook.cfm