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***The Teacher Educators’ Journal***

**Limited Call for Manuscripts**

*Special Issue Theme: “Purpose, Partnership, and Pedagogy: Creating Support Structures and Opportunities for Real Educational Change in Challenging Times”*

**The Call**

*The Teacher Educators’ Journal* (*TTEJ*) is published by the Virginia Association of Colleges and Teacher Educators (VACTE), a state unit of the Association of Teacher Educators (ATE) and the American Association of Colleges for Teacher Education (AACTE). The journal aims to stimulate discussion and reflection about issues related to teacher education; authors need not be based in and research need not be conducted in Virginia for manuscripts to be considered for publication. Manuscripts submitted for consideration may be research/empirical reports and analyses, position papers, book reviews, or conceptual essays.

To facilitate collaboration amongst teacher education scholars and practitioners and improve teaching, research, and student learning, the Fall 2023 special issue of the journal will call on authors to address two related sub-themes in two distinct sections.

* Section I: The sub-theme for this section is “Opportunity Gaps and Collaborative Inquiry: Structures, Explorations, and Early Outcomes of the ATE Inquiry Initiative.”
* Section II: The sub-theme for this section is “From Policy to Practice: Striving for Inclusive Excellence through Personal Reflection, Connectivity, and the Building of Support Systems for Leaders, Educators, Students, and Families."

Using ATE’s [**Standards for Teacher Educators**](https://www.ate1.org/standards-for-teacher-educators)as a guide, the range of potential topics might include, but is not limited to, how our teacher education activities (e.g., clinical experience structures, teaching methods, school-university partnerships, course designs, etc.) might address or explore opportunity gaps and/or inclusive excellence by:

* Addressing current political contexts, realities, debates, and discussions.
* Assisting PK-12 students’, teachers’, teacher candidates’ return to school and learning post-pandemic.
* Engaging school/university constituents with antiracist-/social justice-focused pedagogies.
* Evolving to be more responsive and effective, with insights drawn from virtual and hybrid pedagogies developed and employed over the past three years.
* Addressing the well-being, mental health, social-emotional learning needs of PK-12 students, teachers, and teacher candidates.
* Scaffolding new teachers in demonstrating content and professional knowledge and dispositions.
* Encouraging teachers, teacher candidates, teacher educators, youths to participate in collaborative inquiries.
* Enabling university- and school-based teacher educators to develop and implement authentic teacher education evaluation and accreditation structures.
* Identifying sustainable and self-directed professional learning opportunities for teachers across contexts and career lifespans.
* Painting a picture of practice, policy, and processes related to one or more of the Virginia Profiles, telling the story of what you had/have to do to make change happen:
	+ What are the conditions that needed/need to be actualized?
	+ What were/are the capacities?
	+ How was I prepared or not prepared?
	+ What did I/do I have to change?
	+ What is the promise? What is the peril? – e.g., teacher shortage, etc.

It is anticipated that this special issue will include 12-14 published articles, divided evenly between the two sections, with manuscripts from invited authors comprising approximating 8-10 of the total number of articles.

**General Information**

*The Teacher Educators’ Journal* is a peer-reviewed journal that publishes articles focused on issues related to teacher education. The regular issue of *The Teacher Educators’ Journal* is published digitally in the spring of each year; the special issue is published digitally in the summer/fall of each year. Opinions and points of view expressed by authors do not represent those of VACTE or the journal’s editors. Authors are responsible for the accuracy of the information within manuscripts. Published manuscripts become the property of VACTE.

**Manuscript Considerations**

Authors are encouraged to submit manuscripts that meet any or all of the following criteria:

* Positionality/perspective of author(s) represent diversity of PK-12 student population in the USA
* Research methodology is innovative and/or includes strategies underrepresented in education studies
* Scholarship is conducted in, and/or authors represent, a range of US regions and states
* Authors represent a range of demographics, career stages, and subject expertise
* Study addresses an issue relevant to Virginia teacher education initiatives, national teacher education association priorities, and/or federal education policy issues

**Submission Guidelines**

* Manuscripts must be fully blinded to ensure a reliable review process.
* Manuscripts must meet 7th edition American Psychological Association Publication Manual guidelines.
* Inclusive of references, tables, and figures, manuscripts should not exceed 5000 words.
* Manuscripts must include a 150-word abstract and three (3) keywords.
* Manuscripts must be submitted electronically in Microsoft Word format.
* Manuscripts must be double-spaced, with 1-inch margins and 12 pt Times New Roman font.
* Manuscripts should include standard sections (e.g., introduction, literature review, methodology, findings, discussion); alternative manuscript formats will be considered.
* Manuscripts must make clear the implications of the study and/or theoretical/conceptual analysis for antiracist and social justice principles, practices, and policies.
* Manuscripts must include a separate cover page with the following information:
	+ Title of the manuscript
	+ Date of submission
	+ Lead author’s name, titles/roles, mailing address, business and mobile/home telephone numbers, and institutional affiliation and address, email address and fax number
	+ Additional authors’ names, titles/roles, institutional affiliations, and email addresses
	+ A statement that this manuscript is not under consideration nor has it been published elsewhere

**Review Process**Authors will be notified via email upon receipt of their manuscripts. After a preliminary editorial review, manuscripts that meet VACTE specifications will be sent to reviewers. With the exception of the cover page, VACTE requires that authors omit any identifying information to ensure a blind review. Authors are encouraged to review the [**Manuscript Evaluation Instrument**](https://docs.google.com/document/d/1WjA6sw_hFi1gxaqH7jqYAAYgM4m-w4WxN8eQ7PRXPKM/edit?usp=sharing)prior to submitting a manuscript.

**Submission Requirements and Communication with *The Teacher Educators’ Journal***Authors should submit an electronic version of their manuscript using the [**Manuscript Submission Form**](https://docs.google.com/forms/d/e/1FAIpQLSdE6ST1jXePnn0imuDiADKKQE0lT7mGrn2mBTRdSEZmAdoO2Q/viewform?usp=sf_link). ***All manuscripts must be received by February 1, 2023 for consideration for the Fall 2023 special issue.*** Please direct all questions about the journal to **askTTEJ@gmail.com****.**

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