



SPECIAL ISSUE CALL FOR SUBMISSIONS

The *Journal of Practitioner Research* invites submissions for a special issue:

Practitioner Research in a Changing Educator Preparation Landscape: Exploring Tensions and Reimagining Possibilities

Guest Editor:

Dr. Ellen Ballock

Department of Early and Elementary Education, Gordon College, Wenham, MA
ellen.ballock@gordon.edu

Journal Overview: The *Journal of Practitioner Research* (JPR), a double-blind, peer-reviewed, open-access journal, includes manuscripts that represent the traditions of action research, teacher research, practitioner inquiry, teacher inquiry, and other traditions that target the same type of knowledge production. For more information, visit the JPR website at <http://scholarcommons.usf.edu/jpr/>.

Special Issue Topic: The educator preparation landscape in the United States has undergone significant change in recent years. Examples of these changes include revised accreditation standards, new capstone performance assessments required for program completion and/or licensure, and increased accountability for P-12 student learning. The new emphasis on “teacher education data collection, accountability, and evaluation” (Wiseman, 2012, p. 88) creates new tensions and obstacles to practitioner research, but also new purposes and possibilities. Therefore, the purpose of this special issue is twofold: (1) to acknowledge and document the current complexities, tensions, obstacles, or constraints that challenge practitioner research within educator preparation, and (2) to imagine new ways forward by considering ways practitioner research is being positively reimagined, reshaped, or embedded in the work and culture of various educator preparation programs.

The editor seeks submissions addressing questions, such as the following:

- What tensions, challenges, or obstacles currently threaten practitioner research within educator preparation programs?
- In what ways have educator preparation programs successfully reimagined practitioner research in response to tensions, challenges, or obstacles?
- What opportunities does the current educator preparation landscape provide for pushing practitioner research forward towards new depth and possibility?
- How do current educator preparation programs create a culture of inquiry or support the development of an inquiry stance?
- What role can practitioner research play in navigating changes in the educator preparation policy and practice?

Submissions for this special issue may include:

- **Conceptual papers** examining tensions and possibilities for practitioner research within the current educator preparation policy context;

- **Empirical studies** either (a) reporting the results of practitioner research conducted as a means of navigating the changes in the educator preparation policy context or (b) examining current tensions and/or successes for practitioner research in educator preparation;
- **Innovative practice papers** describing successful models or tools for practitioner research that have emerged as educator preparation programs have sought to negotiate tensions or overcome challenges within the current education policy context.

Author/Submission Guidelines:

1. All manuscripts should be submitted electronically at <http://scholarcommons.usf.edu/jpr/>. Manuscripts must be received by April 1, 2018 for full consideration for this special issue.
2. Manuscripts should not exceed 30 pages, inclusive of references, charts, figures, and tables. Additional manuscript preparation guidelines are available here: <http://scholarcommons.usf.edu/jpr/styleguide.html>.

Tentative Publication Timeline:

Manuscript Submission Deadline: April 1, 2018

Reviews Returned to Authors: June 1, 2018

Planned Publication Date: Fall, 2018