



The Pennsylvania Association
of Colleges and Teacher Educators



Pennsylvania Teacher Educator

Vol. 21, No. 1, Spring 2022



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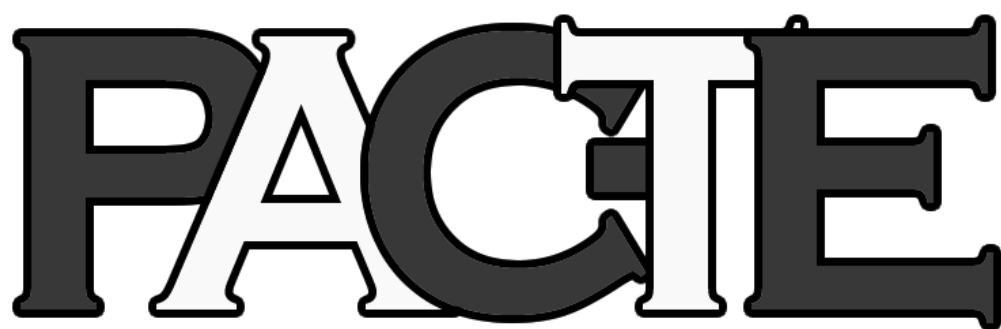
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The Pennsylvania Association of Colleges and Teacher Educators



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Pennsylvania Teacher Educator

A Journal of the Pennsylvania Association of Colleges and Teacher Educators

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Call for Manuscript Reviewers

The *Pennsylvania Teacher Educator* is looking for teacher educators who are interested in becoming reviewers for the journal. Each manuscript that is submitted to the journal undergoes a blind-review process from three peer reviewers. Consequently, we are always in need of good reviewers who return manuscripts to the editors in a timely fashion. **Members who are interested in becoming a reviewer should contact** pacte.journal@sru.edu.

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Call for Papers

Fall Issue manuscripts due February 20
Spring Issue manuscripts due September 20

The Pennsylvania Association of Colleges and Teacher Educators publishes a peer-reviewed journal — the *Pennsylvania Teacher Educator*. Our journal is intended to provide PAC-TE members with a venue to capture current research that makes use of quantitative, qualitative, and/or mixed-methods approaches, as well as rigorous theoretical works that capture current research, advances, and changes in the emerging directions of teacher education. Publication decisions are made following a blind-review process. Starting in 2021, the *Pennsylvania Teacher Educator* will move to publishing two issues per year, allowing more flexibility for writers to conduct and to report their research throughout the academic year. Though the Fall 2021 issue was by invitation only, commemorating 50 years of PAC-TE, the 2021 Spring issue and all issues going forward will be open for manuscript submissions.

Submission Guidelines

- Manuscripts should be no more than 12 pages of narrative (exclusive of references, tables, and appendices), using the latest APA style, and double-spaced with one-inch margins.
 - Manuscripts should be submitted as an e-mail attachment, sent to PA Teacher Educator at pacte.journal@sru.edu.
 - A cover page should include the title of the article, a brief (no more than 50-word) abstract, the name, position, place of employment, mailing address, phone number, e-mail address, and a 2-3 sentence description of background and experience of each author.
 - The title of the article should also appear on page 1 of the manuscript, but do not include the name(s) of the author(s) on page 1.
 - Pages should be numbered consecutively, including the bibliography, but the author's name should not appear on the manuscript itself.
 - Charts or illustrative material will be accepted if space permits. Such materials must be camera-ready. Photographs will usually not be used, unless they are black and white and of high quality.
 - Authors are expected to take full responsibility for the accuracy of the content in their articles, including references, quotations, tables, and figures. The editorial board reserves the right to edit articles accepted for publication.
 - Authors of manuscripts accepted for publication are asked to sign a copyright release to PAC-TE. This allows PAC-TE to publish the information in the *Pennsylvania Teacher Educator*, to publish the information in future PAC-TE publications, and to grant permission to persons or organizations that formally request the right to reprint the material in whole or in part.
 - Authors of manuscripts accepted for publication are also expected to make a presentation about their article at the PAC-TE Teacher Education Assembly in the fall or spring.
- There is no remuneration for articles accepted for publication, but a complimentary copy of the journal will be mailed to each author. There is no fee for the review of the manuscript.

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A Journal of the Pennsylvania Association of Colleges and Teacher Educators

PAC-TE is dedicated to providing strong advocacy for teacher education within the Commonwealth by promoting quality programs of teacher education and providing a variety of forums for discussion of issues that are of concern to all who are engaged in teacher education.

Pennsylvania Teacher Educator articles are provided digitally on the PAC-TE website. The fall issue is also available in hardcopy through pre-ordering prior to the fall PAC-TE Teacher Education Assembly.

Joel Geary

PAC-TE Executive Director

Pennsylvania Association of Colleges and Teacher Educators

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Pennsylvania Teacher Educator is an official publication of the Pennsylvania Association of Colleges and Teacher Educators. The journal is published as a service to the members of the organization and others concerned with teacher education.

Pennsylvania Teacher Educator serves as a forum for the open exchange of ideas and information related to the improvement of teacher education at all levels. Points of view and opinions are those of the authors of the articles and do not necessarily represent the views of the organization.

Pennsylvania Teacher Educator is a peer-reviewed journal that depends on both potential authors and reviewers to produce a high-quality publication each year. We are always in need of reviewers with a wide variety of perspectives and expertise to help us with the biannual review process. Becoming a reviewer is a helpful way to give back to the profession of teacher education and to PAC-TE as an organization. If you would like to be a reviewer, email pacte.journal@sru.edu. Reviewers must be PAC-TE members.

Pennsylvania Teacher Educator

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On behalf of the other editors, Tom Conway and Jason Hilton, I would like to thank you for engaging with the inaugural spring issue of the *Pennsylvania Teacher Educator*. This inaugural spring issue represents a moment of transformation for the *Pennsylvania Teacher Educator*. If memory serves me, the idea of moving to two issues per year was born in O'Reilly's Tap Room & Kitchen during an informal meeting of the editors of the journal. The idea was born then but the transformation took time to develop and was only made possible by the teacher educators who continue to produce quality scholarship like that found in this issue. Thank you to all those who submitted manuscripts for this issue and congratulations to the authors whose articles follow. Thank you to the associate editors and manuscript reviewers who are identified in the previous pages for doubling their contribution of time and effort.

The cover, designed by Kimberly Norris, depicts the familiar stages of transformation of a butterfly from chrysalis to adult. This image seems appropriate for many reasons at this time in teacher education in Pennsylvania. As the pandemic seems to be waning and the weather warms it appears as though our schools, from prekindergarten through higher education, are emerging from a two-year long metamorphosis. Unlike this journal that saw an opportunity for change and seized upon it, the pandemic forced educators to change. What will emerge?

We know that learners and educators at all levels have been affected by the pandemic. Learners are experiencing learning loss caused by school closures, online instruction, modified instructional strategies, and hardships in the home. Educators are exhausted from switching their instructional formats on short notice and often teaching in multiple formats all at the same time. The educator shortage is real as many school systems are in desperate need of qualified teachers in the high-need content areas and nearly every school expresses a need for substitute teachers. The pandemic has forced many educators to reflect on what is most important and often they are choosing their families and their own well-being and are taking part in the "great resignation."

With those realities, the PAC-TE organization and its members are more important than ever as we emerge from the pandemic. The leaders of the organization continue to engage with PDE and other members lead initiatives to affect positive change in the educator preparation process. Juliet Curci's leadership within the Pennsylvania Educator Diversity Consortium and Priscilla Jeter-Iles' creation of the state-wide virtual monthly field directors' meetings with rotating leadership are just two examples of initiatives that launched over the past two years that show great promise for the future. What else will emerge?

Yours in education,
Jim Preston, Managing Editor

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