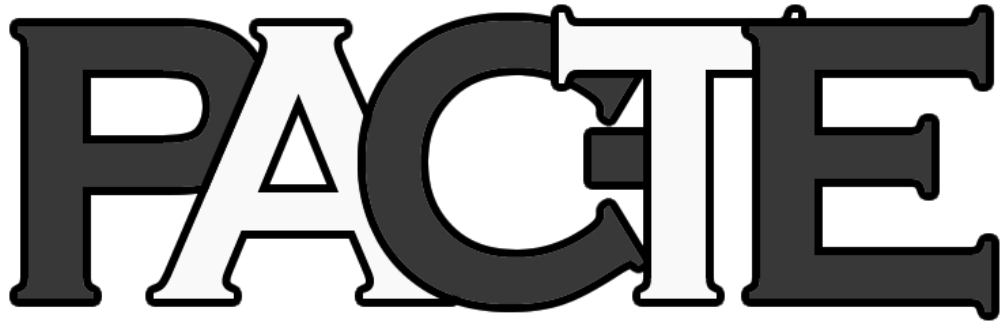


The Pennsylvania Association of Colleges and Teacher Educators



Pride • Advocacy • Commitment • Teacher • Excellence

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

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.

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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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 editorial team for the Fall 2024 issue of the *Pennsylvania Teacher Educator*, including my co-editors Tom Conway and Jason Hilton, I want to extend our heartfelt thanks for taking the time to read this publication. We are deeply grateful to our associate editors, manuscript reviewers, and submitters, and especially to the authors of the seven insightful articles featured in this issue. The collective expertise and dedication of everyone involved is both impressive and humbling.

I would like to express a special note of gratitude to Dr. Amy Hoyle of Neumann University for her six years of service as an associate editor. Her reviews were always prompt, her feedback thorough, and she masterfully balanced the journal's commitment to high-quality scholarship with the goal of nurturing scholars' growth. Thank you, Dr. Hoyle!

As is tradition, the *Pennsylvania Teacher Educator* is published in conjunction with PAC-TE's Fall Teacher Education Assembly (TEA). Continuing with recent tradition, I have tried to connect the journal's cover art and this welcome message to the conference theme: *Glow Up or Be Canceled: Responding to Gen Z* 😊.

At first, as a Gen Xer, I'll admit I didn't quite resonate with the theme and was quick to dismiss it. But after some reflection and research (and a slice of humble pie), I came to appreciate its brilliance. For those unfamiliar, "glow up" is a slang term referring to a noticeable improvement in appearance. More recently, it has come to represent broader transformations—growth in confidence, lifestyle improvements, and positive change over time.

Although I write this before attending the conference, I anticipate much of the conversation will focus on how we, as teacher educators, can better support Gen Z teacher candidates and novice educators as they navigate their own professional transformations. Yet the reality is that teacher education itself must undergo its own "glow up." The traditional approaches we have long relied upon simply cannot meet the ever-growing demand for teachers in Pennsylvania, or across the country.

We must evolve. We must transform. We must, in every sense, "glow up."

Yours in education,
Jim Preston, Managing Editor