Pennsylvania Teacher Educator

Volume 25, No. 2, Fall 2026

A Publication of PAC-TE

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A Journal of the Pennsylvania Association of Colleges and Teacher Educators

Volume 25, No. 2

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Call for Manuscripts

The Pennsylvania Association of Colleges and Teacher Educators (PAC-TE) invites submissions to its peer-reviewed journal, *Pennsylvania Teacher Educator*. The journal provides a forum for teacher educators, researchers, practitioners, and other education professionals to share scholarship, innovative practices, critical perspectives, and emerging developments that contribute to the preparation and professional growth of educators.

Pennsylvania Teacher Educator welcomes manuscripts that explore current issues, research, policies, and practices relevant to teacher education. Submissions may include quantitative, qualitative, and mixed-methods research; rigorous theoretical and conceptual scholarship; practitioner perspectives; and critical examinations of contemporary educational issues.

All submissions must demonstrate a clear connection to teacher education and articulate their relevance to educator preparation, professional practice, or the ongoing development of educators. Authors are encouraged to explain how their work contributes to the knowledge, practices, or policies that inform teacher education.

The journal publishes two issues annually when a sufficient number of high-quality manuscripts are available. Publication decisions are made through a blind peer-review process.

Beginning with Volume 25 (2026), authors are not required to be PAC-TE members or affiliated with Pennsylvania institutions of higher education to be considered for publication. While preference is given to scholarship from Pennsylvania teacher educators, submissions from authors in other states and jurisdictions are welcomed and encouraged.

Types of Manuscripts Accepted

Pennsylvania Teacher Educator welcomes submissions in the following categories:

Research Articles

Original empirical studies using quantitative, qualitative, or mixed-methods approaches that investigate questions relevant to teacher education. Research manuscripts should clearly articulate the research problem, relevant literature, methodology, findings, and implications for teacher education.

Voices from the Field

Practice-oriented manuscripts that highlight innovative instructional approaches, educator preparation initiatives, field experiences, partnerships, or promising practices in teacher education. These manuscripts should connect practical experiences to relevant scholarship and offer meaningful insights or recommendations for teacher educators and practitioners.

Essays and Perspectives

Scholarly essays, theoretical or conceptual analyses, and informed perspectives that critically examine issues, trends, policies, challenges, or emerging directions in teacher education. Submissions should present a clear argument grounded in relevant literature and contribute to professional dialogue and reflection.

Book and Media Reviews

Critical reviews of recently published books, professional resources, digital tools, media, or other educational materials relevant to teacher education. Reviews should move beyond summary to evaluate the resource's contributions, limitations, and potential applications for teacher educators, teacher candidates, or practicing educators.

Submission Guidelines

1. **Manuscript Length and Formatting**

   Manuscripts should be no more than 15 pages of narrative, excluding references, tables, figures, and apendices. Manuscripts must be prepared using Calibri 12-point font, double-spaced text, and one-inch margins. All submissions must conform to the latest edition of the Publication Manual of the American Psychological Association (APA 7th edition).

2. **Required Submission Files**

   Authors must submit a minimum of two separate files:

   • **File 1: Cover Letter** — Contains author information and manuscript details.

   • **File 2: Blinded Manuscript** — Contains the manuscript without identifying author information.

   Figures, tables, graphics, and other illustrative materials must be submitted as additional separate files when applicable.

3. **Cover Letter Requirements**

   The cover letter must include:

   • Title of the manuscript.

   • Manuscript category: Research Article, Voices from the Field, Essay/Perspective, or Book/Media Review.

   • Brief abstract or summary of no more than 50 words.

   • Name, professional position/title, institutional affiliation or place of employment, mailing address, telephone number, and email address for each author.

   • A brief (2–3 sentence) description of each author's professional background and experience.

   • Identification of the corresponding author.

   • **A brief statement explaining the manuscript's connection to teacher education**, including its relevance or potential contributions to educator preparation, professional practice, scholarship, or policy.

4. **Blinded Manuscript Preparation**

   To support the blind peer-review process:

   • The manuscript title must appear on the first page.

   • Author names, institutional affiliations, and other identifying information must not appear in the manuscript.

   • Pages must be numbered consecutively, including references and appendices.

   • Authors should remove identifying information from document properties and use appropriately anonymized self-references when necessary.

5. **Tables, Figures, Graphics, and Illustrative Materials**

   All tables, figures, charts, graphics, photographs, and other illustrative materials must be clearly labeled and referenced within the manuscript.

   Authors must submit these materials as separate files, in addition to the cover letter and manuscript. Figures and graphics should be high-resolution and publication-ready. Acceptable formats include PDF, JPEG, or TIFF, as appropriate.

   Tables should be submitted in an editable format whenever possible.

   Photographs will be considered when they are of sufficient quality and appropriate for publication. The editorial board reserves the right to determine whether illustrative materials can be accommodated.

6. **References and APA Style**

   All citations and references must follow APA 7th edition guidelines.

   • References must be accurate, complete, and consistent with in-text citations.

   • Digital Object Identifiers (DOIs) must be included when available and formatted as hyperlinks (e.g., https://doi.org/xxxxx).

   • Article and book titles in reference entries should use sentence case, while journal titles should use title case, consistent with APA guidelines.

   • Authors are responsible for verifying the accuracy of all references, quotations, citations, tables, and figures.

7. **Connection to Teacher Education**

   Because *Pennsylvania Teacher Educator* focuses specifically on teacher education, all submissions must establish a meaningful connection to the field.

   Authors should clearly articulate the relevance of their work to one or more areas of teacher education, such as educator preparation programs, clinical or field experiences, teacher candidate development, instructional practices, professional learning, educator policy, educational leadership, or partnerships between institutions and schools.

   This connection should be evident within the manuscript itself, particularly in the discussion, implications, or concluding sections.

8. **Manuscript Submission**

   Manuscripts and accompanying materials should be submitted as email attachments to:

   journal@pac-te.org

   The subject line should read: Pennsylvania Teacher Educator Manuscript Submission – [Manuscript Title].

   Submissions must include the cover letter, blinded manuscript, and any applicable supplementary files.

9. **Review and Editorial Process**

   All manuscripts undergo a blind peer-review process. Reviewers evaluate submissions based on their relevance to teacher education, quality of scholarship, clarity of presentation, contribution to the field, and adherence to appropriate scholarly and professional standards.

Authors may be asked to revise their manuscripts in response to reviewer and editorial feedback. The editorial board reserves the right to edit manuscripts accepted for publication.

10. Author Responsibilities

Authors assume full responsibility for the accuracy, originality, and integrity of their submissions, including references, quotations, tables, figures, and other supporting materials.

Authors are responsible for securing any necessary permissions to reproduce copyrighted materials.

11. Copyright and Publication Rights

Authors of manuscripts accepted for publication are required to sign a copyright release to PAC-TE. This agreement permits PAC-TE to publish the work in Pennsylvania Teacher Educator, reproduce it in future PAC-TE publications, and grant permission for authorized reproduction of the material, in whole or in part.

12. Presentation Expectations

Authors whose manuscripts are accepted for publication are expected to present their work at a PAC-TE Teacher Education Assembly in either the fall or spring.

There is no remuneration for accepted manuscripts, and **there is no fee for manuscript submission or peer review.**

Submission Checklist

Before submitting a manuscript, authors should verify that:

- The manuscript clearly connects to teacher education.
- The manuscript category is identified in the cover letter.
- The narrative does not exceed 15 pages.
- The manuscript follows APA 7th edition formatting guidelines.
- A separate cover letter includes all required author and manuscript information.
- The manuscript has been blinded for peer review.
- Tables, figures, graphics, and other illustrative materials are submitted as separate files, when applicable.
- All citations, references, and DOI hyperlinks have been checked for accuracy.
- All required files are attached to the submission email.

Submit manuscripts to: journal@pac-te.org

Pennsylvania Teacher Educator welcomes scholarship that advances the preparation, development, and professional practice of educators.

Call for Manuscript Reviewers

The *Pennsylvania Teacher Educator* is seeking Pennsylvania-based 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 journal@pac-te.org.

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Dear colleagues:

I am pleased to bring you Volume 25, No. 2 of the Pennsylvania Teacher Educator, on behalf of the journal's editorial team. We are grateful for the diligence and care of the Associate Editors and the many reviewers whose generous contributions of time and expertise make this journal possible. We also welcome the authors who, beginning with Volume 25, may submit from outside Pennsylvania and outside PAC-TE membership.

This issue presents six pieces of scholarship. Together they reflect the breadth of work our teacher education community pursues on behalf of the preservice teachers we serve and, ultimately, the K-12 students whose lives our graduates will touch.

Cultivating belonging in higher education through "Where I Am From" poems, by Jane Ammon and MaryJo Rosania Harvie, describes an arts-based project in which 62 undergraduate and 19 graduate students at two northeastern universities explored identity, memory, and culture through a process of poetry writing and peer sharing. Ammon and Rosania offer an adaptable model for enhancing belonging and fostering relational classrooms.

In *Well teachers, well classrooms: Reframing teacher burnout through teacher noticing and self-awareness*, Elizabeth Dlugolecki and Jennifer Butz focus on the continuing problem of teacher burnout and its prevention starting in teacher preparation programs. They introduce the idea of an "unnoticed overload" and propose a conceptual framework in which teachers can learn to notice, interpret, respond, reflect, and restore, so that strain is recognized before it becomes burnout.

Becoming a professor: Supporting K-12 educators' transition to higher education, by Sarah Fischer, Bonnie Jenkins, Tina Keller, Jeanette Monteith, Christina Simmons, and Laurie Zaring, is an autoethnographic case study of four former K-12 teachers who joined the faculty of a Christian university. Their narratives name the isolation, impostor feelings, and unfamiliar scholarly expectations that many, if not all of us, have experienced during our transition from roles in K-12 to higher education. Fischer and her colleagues also show how mentoring, modeling, and transparent communication at the department level can ease that transition.

Kathleen Post and Andrew Gavilas, in *Quiet excellence: Deconstructing the extravert ideal and leveraging introverted strengths in pedagogy and educational leadership*, ask whether our evaluation practices mistake energy for effectiveness. Their position paper suggests how clinical supervisors can use features built into Pennsylvania's PDE 430 framework to offer feedback to introverted candidates that reframes their introversion as an asset instead of a liability.

Artificial intelligence is the focus of the issue's final two articles. In *Restriction to readiness: Integrating the AI Assessment Scale (AIAS) into special education educator preparation program course syllabi*, William Schleicher and Ronald Carlisle describe replacing blanket AI prohibitions with a tiered, disclosure-based framework. They argue that for special educators, whose field has long relied on assistive technology, readiness matters more than restriction. Amber Torrance, Katie Waddell, and Kyle LaPaglia then present *Teaching future mathematics teachers in the age of AI: A systematic review of preservice teacher education research*. Their analysis suggests that AI may heighten, rather than reduce, the importance of content knowledge, because preservice teachers must be able to critically evaluate what AI produces.

Read together, these articles remind us that preparing teachers, as well as preparing the teacher educators who prepare them, requires relational work as much as technical skill. As new technologies develop, the human questions of belonging, well-being, mentorship, and professional judgment remain at the center of what we do.

We are grateful for your continued contributions to the Pennsylvania Teacher Educator and to the broader aims of PAC-TE. It is the scholarship and dedication of this community that makes this journal possible, and we are honored to serve as its stewards.

Respectfully,

Philip M. Kanfush, Ed.D., B.C.B.A.-D., I.B.A., L.B.A., L.B.S.
Managing Editor

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