

# Pennsylvania Teacher Educator

Volume 25, No. 1, Spring 2026

A Publication of PAC-TE

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# **Pennsylvania Teacher Educator**

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A Journal of the Pennsylvania Association of Colleges and Teacher Educators

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Volume 25, No. 1.

# Pennsylvania Teacher Educator

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A Journal of the Pennsylvania Association of Colleges and Teacher Educators

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# Pennsylvania Teacher Educator

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## Call for Manuscripts

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 and other writers 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 present current research, advances, and changes in the emerging directions of teacher education. Publication decisions are made following a blind-review process.

In 2021, the *Pennsylvania Teacher Educator* moved to publishing two issues per year where a sufficient number of high quality submissions were received, allowing more flexibility for writers to conduct and to report their research throughout the academic year.

Beginning with Volume 25 (2026), authors do not have to belong to PAC-TE, nor must they be employed in Pennsylvania-based institutions of higher education in order for their work to be considered for publication in *Pennsylvania Teacher Educator*. While preference is given to teacher educators from Pennsylvania, submissions are invited and welcomed from authors in other jurisdictions.

### Submission Guidelines

1. Manuscripts should be no more than 12 pages of narrative (exclusive of references, tables, and appendices), and typed using Calibri 12-point font, double-spaced, with one-inch margins. Manuscripts must conform to the latest APA style manual.
2. 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.
3. 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.
4. Pages should be numbered consecutively, including the bibliography, but the author's name should not appear on the manuscript itself.
5. Charts or illustrative material will be accepted if space permits. Such materials must be clear, camera ready, and submitted as separate files of the type pdf, jpeg or tif. Photographs will usually not be used, unless they are black and white and of high quality.
6. Reference list entries must include doi numbers where available, formatted as hyperlinks. Journal article and book titles should be formatted according to sentence case. In sentence case, most major and minor words are lowercase (proper nouns are an exception in that they are always capitalized). In contrast, titles of academic journals should be formatted according to title case. In title case, the first word and all words of 4 letters or more in length are capitalized. Refer to section 6.17 of the latest edition of the APA style manual for details.

7. Manuscripts should be submitted as email attachments, sent to PA Teacher Educator at [journal@pac-te.org](mailto:journal@pac-te.org).
8. 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.
9. 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.
10. 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. There is no fee for the review of the manuscript.

### **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](mailto:journal@pac-te.org).

# Pennsylvania Teacher Educator

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## A Journal of the Pennsylvania Association of Colleges and Teacher Educators

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Dear colleagues:

I am pleased to bring you Volume 25, No. 1 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.

This issue presents four pieces of scholarship, each of which reflects the vital and varied work our teacher education community continues to pursue on behalf of the preservice teachers we serve and, ultimately, the K–12 students whose lives our graduates will touch.

*There is more than paperwork! Preparing pre-service Special Education teachers for the daily tasks of case management*, by Colleen Commisso and Brittany Severino, addresses the daily demands of special education practice that teacher preparation programs often miss. Four specific areas, including daily paperwork, organization, unexpected requests, and parent concerns were examined in this pilot study, which provides a timely and practical contribution to the literature on special education teacher preparation.

*Podcasts as pedagogy: A framework for utilizing podcast-based learning in the education classroom*, by Jenna Copper, Amy Orville, and Samantha Fecich makes a practical case for harnessing the educational potential of podcasts with preservice teachers. The authors offer a framework that gives teacher educators a concrete pathway for integrating podcast-based learning into our classrooms.

The third article, *Mentor experiences in the community and representation (CoRe) program: A layered and holistic approach to mentoring*, by Kalani Palmer, Emily Wender, Nicole Rice, and Leslie Coates, investigates the mentoring relationship from the perspective of the mentor. Through interviews with mentors in a year-long initiative, the authors examined the meaningful connections, reciprocal learning, and reflective growth that characterize effective mentoring.

The issue closes with *Mentorship matters: Co-thinking and emotional anchoring for preservice teachers in urban contexts* by Sara Podvasnik, Jennifer Tepe, Susan Parker, Erica Slobodnik, and Sue Mariani. This article examines the increasingly complex reality of mentoring new teachers in today's urban classrooms. The trauma-informed, culturally sustaining mentorship model the authors describe offers genuine promise for teacher preparation programs committed to equity and excellence.

What these four articles make clear, taken as a whole, is that preparing teachers goes far beyond technical skill. It is work that is relational, adaptive, and deeply rooted in the human experience.

We remain 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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# PAC-TE

**Pride • Advocacy • Commitment • Teacher • Excellence**

*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 [journal@pac-te.org](mailto:journal@pac-te.org). Reviewers must be PAC-TE members.

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.

**Joel Geary**

PAC-TE Executive Director

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