

Pennsylvania Teacher Educator

A Journal of the Pennsylvania Association of Colleges and Teacher Educators

Volume 24

Pennsylvania Teacher Educator

A Journal of the Pennsylvania Association of Colleges and Teacher Educators

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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.
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.

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Dear colleagues:

I am honored to bring you this 24th volume of *Pennsylvania Teacher Educator*, on behalf of the outgoing editorial team, Jim Preston, Tom Conway, and Jason Hilton, as well as Tracy McNelly and Dawn Turkovich, who join me as the incoming editorial team as the journal transitions from its home at Slippery Rock University to its new place at Saint Vincent College in Latrobe, PA.

We are proud of the work we present to you here, recognizing that it would not have been possible without the generous and diligent service of the Slippery Rock team as well as that of the Associate Editors and the many reviewers who took time to curate the excellent scholarship contained in this volume. We are pleased to offer you 10 pieces of scholarship that not only stand as testimony to the variety of professional activities in which Pennsylvania's teacher educators are engaged, but which also offer rich contributions to an ever-widening evidence base about how we can most effectively prepare pre-service teachers to meet the needs of k-12 students in a very uncertain landscape.

As teacher educators, we are gifted to stand with feet planted firmly in three dimensions at once. First, we are the custodians of the rich history of the teaching profession that continues to inform our present. We are also privileged to be engaged in our work at this pivotal time, when political and social forces create for the teaching profession, what, if I may borrow from the language of Applied Behavior Analysis, is akin to a behavioral cusp, a change, once acquired, that exposes an individual to new environments, contingencies, and communities that can lead to dramatic change. Third, our efforts, both individually and as an association, reach forward to touch the lives of children we may never know, but whose teachers we are empowered to shape into the best of all that we were, and all that we hoped to be when we ourselves were k-12 teachers using the new knowledge and understandings that PAC-TE members are forging. That is why these collections of our peers' research are so priceless and why it is critical that we each contribute to the body of knowledge that supports teacher education.

I am pleased to announce some changes to *Pennsylvania Teacher Educator* as we move forward. First, the PAC-TE journal will become an online open access source of information for teacher educators across the country. Drs. McNelly, Turkovich and I have undertaken the goal of broadening the dissemination of the excellent scholarship of Pennsylvania teacher educators. Second, and in a way related to that goal and to increasing the contribution that the Pennsylvania Teacher Educator makes to the continuing education of PAC-TE members, we intend to seek ways to invite teacher educators in other jurisdictions to contribute on a limited basis to *Pennsylvania Teacher Educator*. We anticipate that this will better enable us to present two issues per year, thereby fulfilling the policy established by the PAC-TE board in 2021, but we are hopeful that inviting scholars from other parts of the country to contribute to the journal will expand *Pennsylvania Teacher Educator's* and PAC-TE's reach.

In his introduction to the 23rd volume of *Pennsylvania Teacher Educator*, my predecessor, Dr. James Preston wrote, *We must evolve. We must transform. We must, in every sense, "glow up."* The new editorial team welcomes the challenge that Dr. Preston laid out for us and honors the legacy bequeathed to us from all those who have served before us, and on whose shoulders we now stand. We remain confident that, with your support and continued contributions to our shared work, we will continue to further the aims of PAC-TE and the *Pennsylvania Teacher Educator*.

Respectfully,

Philip M. Kanfush, 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. 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

Pennsylvania Association of Colleges and Teacher Educators

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