

Call for Papers for Special Issue
on Moving Teacher Education into Urban Schools and Communities

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This themed issue of *Teacher Education Quarterly* is dedicated to the examination of how teacher education and urban communities can be mutually transformed by moving teacher education programs directly into urban schools and surrounding communities. Urban poverty, high mobility and displacement in and out of neighborhoods, inadequate funding to adequately cover the educational, social, and health needs of children and their families, and high teacher turnover are just some of the vital challenges of urban schools and communities. This issue addresses the call for repositioning of teacher education programs, situating them within the school/community context. When teacher education is located on a university campus, set apart from an urban environments, it is easy to overlook the challenges inherent in local community dynamics. Too often campus-based teacher education programs produce teachers who are inadequately prepared for the social, political, and economic conditions impacting urban children, families, and communities. To be a meaningful part of the commitment to the struggle toward social, economic, cultural, and racial justice, teacher education must respond by transforming its programs, faculty, and preservice teachers to work intimately within urban schools, communities, and community-based organizations.

The editors of this issue seek manuscripts that address conceptually and/or empirically-based questions such as, but not limited to, the following:

- In what ways are teacher education programs partnering with urban schools and communities toward a more democratic form of education with input from all involved?
- In what ways are teacher education programs building trust and collaboration with local school and community members?
- What are the mechanisms by which community-based partnerships are organized and implemented between urban schools, communities, and university-based teacher education programs?
- In what ways are teacher education programs engaged in promoting democratic ideals and forms of social justice within urban schools and communities?
- What are the roles and professional responsibilities of teacher education faculty in promoting social justice and equity within urban schools and communities?
- What roles do university-based teacher education programs play in developing and sustaining the work of community organizations?

- In what ways has the effectiveness of teacher education program partnerships with urban schools and communities been documented through empirical research?
- In what ways have these kinds of partnerships affected student academic achievement?
- In what ways have the uses of project-based learning and emergent technologies influenced the ways urban partnerships perceive and implement curricular and instructional strategies?
- In what ways have teacher education programs been transformed through the commitment to engaging with urban schools and community?
- What is known about teacher graduates from such urban partnership collaborations?
- In what ways do local community members perceive the role and practices among teacher educators working in local contexts?
- What are some of the emerging theories and practices associated with school or community-based teacher education partnerships with local urban schools and communities?
- What other compelling inquiry-based questions are appropriate to ask relative to the purpose of this special guest-edited issue of *Teacher Education Quarterly*?

Interested writers should submit manuscript for consideration by **November 1, 2009**. Anticipated publication date for the issue will be Summer or Fall 2010. All manuscripts should be prepared according to the style specified in the 5th edition of the Publication Manual of American Psychological Association. Manuscripts should be 15-25 pages in length, double-spaced. Please refer to *TEQ* author guidelines that can be found on our website: www.teqjournal.org

Please email manuscript and an appropriate cover letter as separate Word doc attachments, to both of the guest editors. Identifying information should not appear anywhere in the manuscript for the purpose of maintaining blind review. Authors will receive an email acknowledgement. At least three readers will be assigned to each manuscript for review. A request for revisions will be sent for those manuscripts most likely to be included in the published collection. After a manuscript has been accepted for publication, the author(s) will need to submit a final version on both hard copy and by email. You may contact the editors with questions either by email:

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