

## Call for Manuscripts on Teacher Residencies

Fall 2025

**Title/Theme:** Leveraging Residencies as Advanced Clinical Preparation for Pre-Service Teachers

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### The Call

The *Journal of Teacher Education* (JTE) is the flagship publication of the American Association of Colleges for Teacher Education (AACTE). The Journal aims to stimulate discussion and reflection about issues related to teacher education for pre- and in-service teachers. Manuscripts submitted for consideration should be research/empirical reports and analyses or conceptual essays.

In celebration of its 75<sup>th</sup> anniversary, JTE is seeking manuscripts for a special issue on teacher residencies in Volume 76, issue four. Without question, time in the field helps teacher candidates traverse the theory-practice divide. Teacher residency programs are advanced forms of field-based learning or clinical preparation for beginning teachers (Hill-Jackson, et al., 2020). By definition, teacher residencies are district-serving teacher education programs that pair an initial teacher alongside a cooperating or mentor teacher for a rigorous full-year classroom experience (Solomon, 2009; Wasburn-Moses, 2017). Teacher residencies are touted as an innovative approach to pre-service preparation (Guha et al., 206), even as appeals from lawmakers, at the time of this call, seek restrictions in funding mechanisms (U.S. House Appropriations Committee, 2024). Many practitioners have leaned into teacher residencies with the full force and confidence that such advanced training for clinical teaching may transform the field of teacher education. Further, teacher residencies are presenting promising signs in terms of improving teacher quality (Guha & Kini, 2016; Truwit, et al., 2024) and expanding teacher diversity (National Center for Teacher Residencies [NCTR], 2023), although the ability to scale and sustain them remains elusive. Teacher residencies as an innovative approach to clinical training remains marginalized in the field of teacher preparation in ways that continue to stifle its implementation more broadly. But then again, Hill-Jackson (2023) warns that some practitioner-researchers are robber-barens who have glommed on to teacher residencies as the newfangled shiny object in teacher education—the fallout is a cacophony of teacher residencies approaches that are more focused “on counting time, as opposed to focusing on what counts for P12 student achievement” (p. 6).

### **The Challenge:**

To boost the game-changing innovation of teacher residencies for the expressed improvement of clinical training for beginning teachers, the theme for this special issue of JTE is “**Leveraging Residencies as Advanced Clinical Training for Pre-service Teachers**”. Using NCTR’s Standards for Effective Residencies (2018) in tandem with AACTE’s 10 Proclamations of Clinical Practice (2018) as a guide, the range of potential topics might include, but is not limited to:

- Pacing field experiences for residents to effectively demonstrate content / professional knowledge and dispositions
- Assessment, appraisals, or feedback of residents’ progress/development
- Certification challenges for residents
- Residents’ impact (academic, social-emotional, etc.) on P12 learners
- Wellbeing, mental health, motivation, or social-emotional learning needs of residents
- Co-teaching among residents and mentor/host teachers
- Professional development
- Culturally sustaining and social justice-focused curricula for residents
- Building content mastery and competencies among
- Diversity, equity, inclusion and belonging for residents
- Professional development / personalized learning
- Scaling and/or sustaining teacher residencies
- Impact of teacher residencies on retention
- Influence of teacher residencies on recruitment
- Perceptions / voices of key stakeholders (residents, mentors, principals, supervisors, etc.)

### **The Approach:**

In addition to an open call for manuscripts, we also intend to invite scholars to submit articles from those who have been leading scholars on the topic of teacher residencies. A community of policymakers, practitioners, and researchers, strong advocates for teacher residencies, will engage in this special issue, leading to transformative discussions about this timely topic. We will also propose online events leading up to a featured session at the 2026 AACTE Annual Meeting where some of these scholars will be presenters.

### **Manuscript Guidelines:**

Authors are encouraged to submit manuscripts that meet the following criteria:

- All manuscripts must be fully blinded to ensure a reliable review process.
- All manuscripts must meet publishing guidelines established by the American Psychological Association (APA) Publication Manual (7th edition, 2019).
- A manuscript, inclusive of references, tables, and figures, should not exceed 10,000 words.
- No more than one manuscript submission per author.
- For additional JTE guidelines for the manuscript, please go to: <https://journals.sagepub.com/author-instructions/jte>
- To submit your manuscript, please visit: <https://mc.manuscriptcentral.com/jteachere>

## Timeline for Submission:

- A. **December 1, 2024:** Your complete, near-publication-ready manuscript will need to be submitted to the Sage ScholarOne system by 11:59 pm EST December 1, 2024.
  - It is highly recommended that your cover letter also references the special issue for which your manuscript is to be considered as “**JTE, Special Issue on Teacher Residencies**”. Upload your manuscript, with a cover letter, to this site that includes writing guidelines and the link to submit your manuscript: <https://journals.sagepub.com/author-instructions/JTE>.
  - Once your manuscript is successfully submitted, it will be assigned a JTE number, which is shared with you through an automated email from Sage Publications on behalf of JTE. Please forward that email to [jte.aacte@aacte.org](mailto:jte.aacte@aacte.org) so that we can ensure that your manuscript is accurately tracked throughout the process.
- B. **February 15, 2025:** The ‘Level 1’ external peer review is completed; feedback is provided to prospective authors on a rolling basis.
- C. **February 15 through March 15, 2025:** ‘Level 2’ review by guest editors; feedback is provided to prospective authors on a rolling basis.
- D. **Noon (CST) Saturday, April 5, 2025.** All final manuscripts must be received in the Sage online system for consideration of publication in JTE’s 75th anniversary issue on Teacher Residencies, 76(4). The publication date is targeted for September/October 2025.

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