JTE
JOURNAL OF TEACHER EDUCATION

The Journal of Policy, Practice, and Research in Teacher Education

Written and edited by teacher educators.
In continuous publication since 1950.

IMPACT BY THE NUMBERS

4.5	**Impact Factor**	Ranked 53 of 760 in Education & Educational Research
5.8	**5-Year Impact Factor**	Ranked 43 of 760, showing strong long-term influence
1.6%	**Acceptance Rate**	Highly selective, indicating rigorous peer-review standards
350k	**Publication Downloads**	Extensive global reach and readership across platforms
5	**Issues Per Year**	Five timely issues a year to keep educators informed

Source: Journal Citation Reports® (Clarivate)

OUR MISSION

The mission of the *Journal of Teacher Education* (*JTE*) is to serve as a research forum for a diverse group of scholars who are invested in the preparation and continued support of teachers and who can have a significant voice in discussions and decision-making around issues of teacher education. One of the fundamental goals of the journal is the use of evidence from rigorous investigation to identify and address the increasingly complex issues confronting teacher education at the national and global levels.

TOPICS

Topics include, but are not limited to, the following:

- Preparing teachers to effectively address the needs of marginalized youth, their families and communities
- Program design and impact
- Selection, recruitment and retention of teachers from underrepresented groups
- Local and national policy
- Accountability
- Routes to certification

CO-EDITORS-IN-CHIEF **Cheryl J. Craig and Valerie Hill-Jackson** Texas A&M University, U.S.A.

SUBMIT A MANUSCRIPT
mc.manuscriptcentral.com/jteachered

READ THE JOURNAL
journals.sagepub.com/home/jte

For detailed manuscript expectations and requirements, see the Manuscript Submissions section of the journal website.

PUBLISHED IN ASSOCIATION WITH AACTE

PUBLISHED BY Sage