Preparing and sustaining highly qualified teachers is a crucial approach to resolving some of the most pressing problems that American education faces. The development and instability of a global economy constantly shape and reshape the social, economic, and political contexts in which urban diverse schools are situated. These circumstances are compounded by variance in schools’ resources, curriculum, and assessment systems, which further galvanize and complicate teacher education. A deeper and clearer understanding of these issues is necessary for meeting this challenge and establishing appropriate educational policies and practices and merits a careful examination and debate from varying perspectives. We invite manuscripts using different theoretical lenses and research traditions to analyze these issues and to deliberate the paths toward resolution. It is our intention that such examination and debate stimulate deeper theoretical and empirical explorations about the challenges associated with teacher education for urban school contexts in this time of globalization.

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