

CALL FOR PAPERS

Journal of Teacher Education

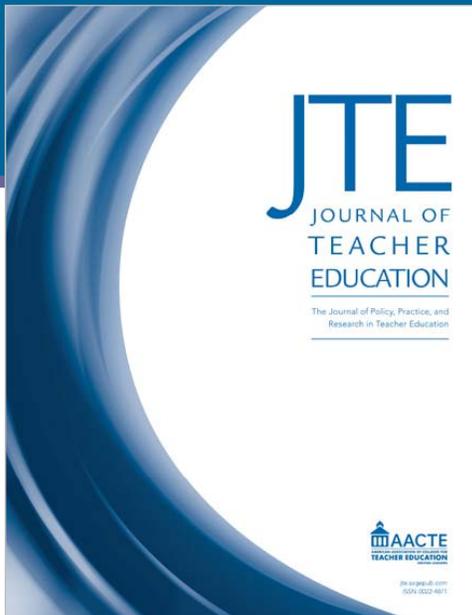
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Due: June 11, 2011

Beyond the Teacher Certification Program Debate: From Models to Features

In recent years, the range of models for teacher certification has significantly expanded to include a variety of alternative routes in addition to more traditional programs. The variation in pathways now provides the opportunity to compare program models to determine how to best prepare teachers. However, research focusing on global comparisons among models has not yielded particularly fruitful results, since the nature of the programs being compared is often not well defined, the boundaries between program models are blurred, and the influence of the contexts in which they exist has been ignored. Perhaps we are asking the wrong questions and need to move from "Which program model, alternative or traditional, is most successful?" to questions that consider what specific program features are most important, such as

- What are the features of programs that best prepare teachers for particular contexts?
- What is the relationship between these features and practices and novice teacher outcomes?
- What are the similarities and differences in organizational structures and practices across program models?
- How does novice teacher quality relate to various teacher education program features?
- How have changing national and state conditions, policy shifts, local labor markets, and institutional features impacted teacher education program structures and practices?

The Editors encourage empirical research using different kinds of theoretical frameworks and methodological approaches, as well as thoughtful conceptual articles from varied perspectives that will contribute to the knowledge base and stimulate additional discourse for research, policy, and practice in this area.

For more detailed information about manuscript expectations and requirements, please visit <http://jte.sagepub.com> and click on Manuscript Submissions.

To submit a manuscript, please visit <http://mc.manuscriptcentral.com/jteached>

CALL FOR PAPERS

Examining the Complexities of Assessment and Accountability in Teacher Education

Due: December 15, 2011

The theme of accountability currently permeates conversations about education at every level, including teacher education and professional development. However, these increasingly strident calls for accountability often fail to articulate “accountability” clearly. Many accountability measures for “what works” in teacher preparation programs are narrow in scope, focusing on requirements such as meeting state certification requirements, assessing the achievement scores of the program’s graduates, and measures by standardized tests.

Who is to be held accountable? For what? And by whom? Who decides on goals, measures, consequences, and the nature of accountability? One result of this lack of clarity is that when accountability schemes are offered, critiques of the scheme are dismissed as evasive and arguments for the scheme are interpreted as punitive.

For this issue, we invite empirical or conceptual manuscripts that address accountability in teacher education and move the community forward in considering accountability more precisely and with greater complexity.

For example,

- What empirically-based accountability measures have been developed for teacher education settings?
- What makes particular types of evidence more powerful than others in determining accountability in teacher education?
- What ethical and political questions arise for policy makers, teacher education programs, and teachers as we attempt to assess program and teacher candidate quality?
- What are the intended and unintended consequences of teacher education accountability policies for different stakeholders (e.g., beginning teachers, mentor teachers, administrators, teacher educators, higher education institutions)?

We also welcome manuscripts that speak to policy and practice as they are brought to bear on one another in the name of accountability, as well as research conducted in contexts where innovative accountability policies are currently in place.

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