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Texas Education and Practice
is the official journal of the
Texas Association of Colleges for Texas Teacher Education.
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Teacher Education & Practice

Teacher Education & Practice, a peer-refereed journal, is dedicated to the encouragement and the dissemination of research and scholarship related to professional education. The journal is concerned, in the broadest sense, with teacher preparation, practice and policy issues related to the teaching profession, as well as being concerned with learning in the school setting. The journal also serves as a forum for the exchange of diverse ideas and points of view within these purposes. As a forum, the journal offers a public space in which to critically examine current discourse and practice as well as engage in generative dialogue. Alternative forms of inquiry and representation are invited, and authors from a variety of backgrounds and diverse perspectives are encouraged to contribute. *Teacher Education & Practice*, originally founded by the Texas Association of Colleges of Teacher Education (TACTE), is published by Scarecrow Education, a division of Scarecrow Press, Inc. and a member of the Rowman & Littlefield Publishing Group.

Upcoming Issues

Volume/Issue / Theme / Timeline for Submissions

18(4) - Fall 2004 / Learning to Teach in a Changing World: Global Perspectives of Teacher Education / March 1, 2005

19(1) – Winter 2005 / Open Theme / August 1, 2005

19(2) – Spring 2006 / Teacher Identity and the Struggle for Recognition /
December 1, 2005

19(3) / Open Theme / January 1, 2006

Calls for Reviewers

Editors of *Teacher Education & Practice* seek individuals to serve as Editorial Reviewers. Reviewers will serve a minimum of two years. Responsibilities include:

- Review manuscripts for publication in Teacher Education and Practice
- Stay current in issues in teacher education
- Communicate effectively with editors and/or authors about the manuscript(s)
- Meet deadlines to ensure prompt responses to authors

If interested, please send via regular mail or e-mail a letter of interest and a current vita (attached file in Microsoft Word, PC or Mac) to Editor, Dr. Patrick M. Jenlink (Phone: 936-468-2908, E-mail: pjenlink@sfasu.edu), Stephen F. Austin State University, PO Box 13018 SFA Station, Nacogdoches, TX 75962-3018.

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The Editorial Staff of *Teacher Education and Practice*, a journal originally founded by the Texas Association of Colleges of Teacher Education (TACTE), shares a professional commitment with its Editorial Advisory Board and Editorial Reviewers to publish a high quality journal.

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Call for Book Reviews

Teacher Education and Practice is interested in receiving high quality book reviews for upcoming issues. Individuals interested in reviewing a book or providing a review essay that examines 1-3 books focused upon a common issue, topic, or theme should submit a proposal to the Editor. The proposal should not exceed one page and should identify the book(s), along with a

rationale supporting the appropriateness of the book review or review essay for *Teacher Education and Practice*.

Books selected for review should demonstrate a clear alignment with teacher preparation and/or practice. Book reviews and/or essay reviews should provide a critical examination of the book(s) under review. High quality reviews offer the reader a thoughtful critique of the book(s), juxtaposing select and/or salient points from the book(s) under review in relation to other important contributions in the field of teacher preparation and practice. Individuals may elect to offer reviews or review essays that align with a special issue or as an open theme submission. *Teacher Education and Practice* is interested in receiving manuscripts that address social practice, teacher preparation, pedagogy, curriculum, standards and accountability, teacher learning, issues of diversity, teacher as researcher, alternative certification programs, and other germane topics. Submissions should follow manuscript guidelines for *Teacher Education and Practice*, and should be approximately 5-7 double-spaced pages, depending on whether the review is for a single book or an essay covering multiple books. In addition, submission should a separate page listing the book(s) title, publisher, year published, ISBN number, price of book(s) (paperback and/or hardback, depending on format reviewed), and number of pages.

Timeline for Submissions

The timeline for receipt of submissions for inclusion in an upcoming issue is 3 months in advance. Invitation for review and/or essay review of selected books may be extended by the editorial staff, typically 2-4 months in advance of a special theme issue. All submissions should adhere to the manuscript preparation guidelines set for *Teacher Education and Practice*. Send manuscripts to Patrick M. Jenlink, Editor, *Teacher Education and Practice*, P.O. Box 13018, Stephen F. Austin State University, Nacogdoches, TX 75962.

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Call for Manuscripts

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The journal spans the boundaries of professional education in conventional and unconventional ways to offer multiple perspectives of teacher education and practice that seek to move beyond more traditional views of professional education. Author guidelines as well as additional information about Teacher Education & Practice may be obtained at the following website: <http://www.rowmaneducation.com/journals/JTEP/Index.shtml>

**Call for Manuscripts – Learning to Teach in
a Changing world:**

Global Perspectives of Teacher Education

The purpose of this special issue of TE&P is to examine the challenges of learning to teach in a changing world. This special issue is concerned with the issue confronting teacher educators in preparing teachers for the classroom in societal and global contexts of a rapidly changing world. We invite submissions from teacher educators, practitioners, policy makers, and any institution, agency, or program concerned with teacher preparation. Specifically, we are interested in submissions from a variety of countries that reflect the global perspectives of teacher preparation. Teacher Education & Practice welcomes high quality manuscripts, that are scholarly in nature and focus on current and critical issues concerned with teacher preparation and the challenges of learning to teach in general, and submissions that concern pedagogical, epistemological, cultural, social, political, ethical, etc. issues in particular. We are particularly interested in receiving submissions that reflect current efforts to advance teacher education and practice, recognize different conceptions of teacher preparation, and represent global perspectives of learning to teach. Teacher Education & Practice is open to manuscripts that explore the relationship between learning to teach and:

- social justice, equity, caring, and democracy;

- challenges of teaching in Pre-k–12 schools—public and private;

- state, national, and international policy;

- growing diversity—racial, ethnic, linguistic, and cultural;

- socio-historical, socio-cultural, and socio-political contexts of teaching;

- changing role of professional education in the larger context of a changing society;

- innovative and compelling ideas related to preparation and practice; and

- alternative approaches to the inquiry and understanding of how teachers learn.

Timeline for Submissions

The timeline for receipt of submissions for the special issue on, Learning to Teach in a Changing World: Global Perspectives of Teacher Education is May 30, 2005. All submissions should adhere to the manuscript preparation guidelines set for Teacher Education and Practice. Manuscripts received prior to the deadline will receive priority consideration for the special issue. Send manuscripts to Patrick M. Jenlink, Editor, Teacher Education and Practice, P.O. Box 13018, Stephen F. Austin State University, Nacogdoches, TX 75962.

Manuscript Preparation Guidelines

All submissions should be prepared using APA 5th Edition including double spaced text, etc. Use a standard font style/size of Times New Roman 12 or Times 12. Margins should be one (1) inch. Tables, figures, etc. should be provided in the text when possible and as separate pages following the last page of the manuscript. Page length should be 20 double-spaced pages. The manuscript should be submitted in hard copy (3 copies) and soft copy on disk (including text files and files for tables or other graphics). It is possible to submit manuscripts electronically to the Editor (contact the Editor via e-mail for instructions).

The copy should be presented on a floppy disk containing only the related manuscript and in Microsoft Word 6.0 or more recent version (either Mac or PC). All graphics should be presented in Microsoft Word or in compatible software on the same disk. A notation should be made as to the software type and version used in preparation of all manuscript files. In all cases, for a manuscript to be considered for review, the author(s) must provide a soft copy and three hard copies. Provide a cover page with the title, author(s) name, affiliation, mailing address, phone, fax, e-mail and a brief biographical sketch. Please format the paper according to APA guidelines, and arrange for a careful proof editing of the paper.

All author reference should be deleted from the paper as required for a blind review. In the event that the manuscript author cites her/his own work, then "author" should be substituted for the name of the actual author name. Manuscripts should have a title page with title, author(s) names, affiliation, and contact information (phone, fax, e-mail address, regular mail address), and biographical sketch. Include a 50-100 word abstract on a separate page from the manuscript.

Inquires and submissions should be directed to: Editor, Dr. Patrick M. Jenlink (Phone: 936-468-2908, E-mail: pjenlink@sfasu.edu), Stephen F. Austin State University, PO Box 13018 SFA Station, Nacogdoches, TX 75962-3018.



2006

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Call for Manuscripts

Teacher Identity and the Struggle for Recognition

Increasingly, teachers are entering educational settings where difference connotes not equal, better/worse, having more/less power over resources, discourses of identity and difference are braided at many points with a discourse of racism, both interpersonal and structural. Teacher identity is often framed by difference, understood not as fact but as perspective. "What is not" defines the boundaries of "what is." The social, historical, and cultural contexts in which teachers work and live, and from which teachers derive their identity play a significant role in shaping the many different "self's" that are engaged in the social context of a teacher's practice at

particular points in space and time. Teacher identity is partly shaped by recognition or its absence, often by misrecognition of others. Interwoven with individual identity formation is the development of cultural identity. Recognition as a teacher, the strong and complex identification with one's professional culture and community are necessary for a positive sense of self and for the making of an involved and active community member. Teachers must learn to examine the consequences that prevailing social practices have jointly had in the creation of their own lives and the lives of their students. The cognitive process that an individual experiences within social-cultural contexts is replete with multiple encounters that shape identity, one's own and the identity of others. Recognition takes place within a horizon of socially imbued discourses, and policy, culturally embedded practices, and normative conditions that work to shape identity circumscribe those discourses. In recognizing the importance of contributing to the discourse on teacher identity, *Teacher Education and Practice* will publish a special issue on the theme of ***Teacher Identity and the Struggle for Recognition***. Submissions to this issue should focus on, but not be limited to such questions as:

- What are the struggles for recognition faced by teachers in today's schools?
- What does identity mean in relation to socioeconomic status, gender, language, ethnicity, and race?
- What import does teacher identity hold for teacher educators and the preparation of classroom teachers?
- What are the challenges for us, as educators, with respect to the politics of identity and in relation to preparing students for the challenges of citizenship in society?
- How can we, as educators, make schools a force for social justice and cultural rectification in our society? (Particularly in response to standards and accountability, asymmetrical power relationships, issues of equity and equality, etc.)
- How do the social, historical, and cultural contexts in which we live, and from which we derive our identity play a significant role in shaping the many different "self's" of the teacher?
- What role does cultural politics and self-understanding play in fostering teacher identity, both in consideration of teacher preparation and practice?
-

What are the implications for recognition theory in fostering radically different pedagogical orientations that meet the needs of all children in an increasingly diverse society?

These questions can be asked in relation to issues concerning teacher preparation and practice. Furthermore, issues of practice can relate to K-12 instructional practice or the practice of teacher educators.

The purpose of the issue is to provide relevant pedagogical information for teachers and faculty in teacher preparation programs and to facilitate the development of their critical awareness of issues related to the development of teacher identity and the struggles for recognition with respect to moral, cultural, psychological, political, ethical, and pedagogical considerations. The following topics represent some areas of research relevant to our theme, *Teacher Identity and the Struggle for Recognition*.

Suggested Topics

- Reports on teacher preparation programs and educational practice in classrooms that reflect concern for teacher identity.
- Studies that reflect issues concerned with teacher identity.
- Curriculum and pedagogy related to preparing educators and/or the struggles for recognition as a professional in and through practice.
- Critical analyses of the impact of educator preparation in relation to formation of teacher identity and how teacher preparation and/or teacher practices contribute to recognition or misrecognition through pedagogical orientations within and outside colleges of education and/or within pre-K–12 schools.
- Position papers that focus on and/or juxtapose issues of teacher identity and making schools a force for social justice and cultural rectification in our society.
- Policy studies, analyses, or perspectives that deal directly with issues of state and/or federal policy, professional development standards, national accreditation standards, etc.
- Descriptive works that discuss innovative preparation programs that reflect the theme of the special issue. (Submit to the Kaleidoscope feature section)

Timeline for Submissions

The timeline for receipt of submissions for the special issue, *Teacher Identity and the Struggle for Recognition*, is December 1, 2005. All submissions should adhere to the manuscript preparation guidelines set for *Teacher Education & Practice*. Manuscripts received prior to the deadline will receive priority consideration for the special issue.

Submission Checklist

Prior to submitting your manuscript, please review the manuscript guidelines. The following checklist identifies some of the more frequent omissions.

- 3 hard copies
- One soft copy on floppy disk or CD (Microsoft Word 6.0 or more recent version—either Mac or PC)
- A title page containing the title, author(s) name, affiliation, mailing address, phone, fax, e-mail and a brief biographical sketch (50-75 words)
- Deletion of author references from text and bibliography (use Author in citation, with year, etc.)
- An author reference page listing all author references for text
- An abstract (50-150 words) on a separate page from the paper
- A page length of 20 double-spaced pages (may be longer per Editor approval)
- Times new Roman 12 or Times 12 font style/size
- Complete bibliographic citation and listing (per APA 5th Edition) in text and in reference section
- Format the paper according to APA guidelines, and arrange for a careful proof editing of the paper.

Send submissions to: Patrick M. Jenlink, Editor, *Teacher Education & Practice*, P.O. Box 13018-SFA, Nacogdoches, TX 75962-3018 for postal

delivery or 1936 North St., Rm. 404j McKibben Bldg., Nacogdoches, TX
75962 for UPS or FedEx delivery.



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PROTOCOL FOR REVIEWERS

This protocol is provided as a guide for the reviewer and to facilitate the review process. Since the process is both blind and peer review in nature, it is important that a high level of uniformity be maintained. Please read this page and the Submission Review Rubric carefully prior to reviewing the manuscript(s). Knowing that the reviewer plays a critically important role in assessing the merit of each manuscript, and in providing peer feedback to the respective authors, it is essential that each item on the Review Rubric be completed, then returned. Also, it is important that when the reviewer is reading the manuscript, she/he makes notes on the manuscript and/or suggestions for editing or revision. The **manuscript**, along with the **Review Rubric**, should be returned electronically as attached files, or may be faxed (936-468-1573) and/or mailed via U.S. Postal when the reviewer has completed her/his work.

As a note of assurance to the reviewer, feedback from the Review Rubric will be collated with feedback from other reviewers of the same manuscript and reported to the respective authors in a fashion that ensures anonymity of the reviewer. This assurance is provided to enable the reviewer to assess the manuscript(s), providing an honest and critical assessment of merit and to enable the reviewer to make a recommendation for inclusion of the manuscript(s) in the journal.

In order to meet the production timeline set for this issue of the journal, please complete the review process and **return the materials by designated date in transmittal correspondence**. Realizing your time is valuable and that you are providing a service as a reviewer, your understanding and assistance with meeting the timeline is greatly

appreciated.

If there are questions please contact Patrick M. Jenlink, Teacher Education and Practice Editor by phone 936/468-2908, e-mail pjenlink@sfasu.edu, or fax 936/468-1573.

Check List for Review

1. Verify contents of review packet for the following: Review Rubric, manuscript (s), and return envelope.
2. Read Review Protocol and Review Rubric to become familiarized with process and requirements for a successful assessment of the manuscript(s).
3. Complete a Review Rubric, including all information on both sides of the form, for each manuscript(s) included in the review packet.
4. Make suggestions for editing and/or revision directly on the manuscript when and where appropriate as well as completing the Review Rubric.
5. When the assessment is completed for the manuscript(s), check to ensure that the Review Rubric and the respective manuscript are attached (electronically and/or paired if faxing and/or mailing via regular mail) and place all materials. E-mail (or fax/return via regular mail) the completed review materials back to the editor by **designated date in transmittal correspondence**.
6. Contact the Editor if there are any questions.

Please use black or blue pen for notations on the manuscripts.



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Submission Review Rubric

Date Received for Review: _____ Date Returned to Editor: _____

Title of Submission: _____ Submission #: _____

Name of Reviewer: _____

Address of Reviewer: _____

Phone Number: _____ Fax Number: _____ E-mail: _____

Following is a list review criteria to assist in assessing the merit of the submission. Four categories are provided (low merit, medium merit, high merit, N/A). Please read each criteria and place a check in the appropriate category.

| Review Rubric Criteria | Low Merit | Medium Merit | High Merit | N/A |
|--------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|--------------|------------|-----|
| 1.The submission summarizes research in an important area of the knowledge base in teacher education and/or practice. | | | | |
| 2.The submission is based upon original research for teacher preparation and/or practice and represents a carefully designed study. | | | | |
| 3.The submission demonstrates potential for high interest to professors of teacher education and/or teacher educators in other educational settings. | | | | |
| 4.The submission demonstrates potential for high interest to practicing teachers. | | | | |
| 5.The submission is scholarly and well-written, representing evidence of careful and concise thinking and use of appropriate writing conventions. | | | | |
| 6.The submission is well grounded in appropriate research and literature, making use of the research and literature to support positions, theory, etc. | | | | |
| 7.The submission provides knowledge and/or theory essential to teacher preparation and practice. | | | | |
| 8.The Submission is written with a demonstrated logic and/or organization and flow of thought/idea. | | | | |
| 9.The submission fits the scope and purpose of the journal and presents cogent work in the area of teacher preparation and/or practice. | | | | |
| 10.The submission presents new knowledge, theory or insight for the preparation and/or practice of teachers. | | | | |

11. The primary specialization (knowledge base, theory, etc.) of this submission is **(Please List)**: _____

(Turn Over and Continue)

12. The major strengths of this submission are **(Please List)**: _____

13. The major weaknesses of this submission are (Please List): _____

Based on my assessment of this submission, I recommend this submission to be published in the Teacher Education and Practice (Please Check One):

- Yes*
- Yes, but with minor editing and revision*
- Yes, but with major editing and revision*
- No, does not fit the theme of the journal
- No, submission requires substantive conceptual work and rewrite

*If yes, but minor and/or major editing and revision is required, please specify the key elements that the author(s) should focus on before resubmitting (Please List):

Technical: _____

Conceptualization: _____

Other: _____

(Thank You for Reviewing and Returning the Form and Submission)



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***TE&P* Manuscript Preparation and Submission**

Teacher Education and Practice uses a blind peer reviewed process to review submissions. All submissions will be reviewed by the Editorial Staff prior to an external blind review, and a contact person assigned from the staff to work with each contributing author. Authors should submit manuscripts that focus on a topic or theme set for the journal that makes a contribution to the understanding and advancement of teacher preparation, practice and policy. *TE&P* serial publication includes both open theme and/or special theme issues. Submissions may include reports of research, expository pieces, pedagogical and/or methodological issues, scholarly practice, epistemological considerations, innovative ideas or approaches, etc. *TE&P* welcomes contributions that address teacher preparation, practice and policy issues from experienced and novice

scholars, teacher educators, teacher practitioners, researchers, policy developers and analysts, etc.

Authors are selected based on an expertise and/or scholarship they have contributed to and therefore should interact with the *TE&P* editorial staff to clarify the specific contribution to be made to a special issue or for consideration in an open theme issue. Authors should review the following guidelines prior to preparation and submission of a manuscript.

Manuscript submission. Manuscripts should be submitted in hard copy (3 copies) and soft copy on disk in Microsoft Word (6.0 or more recent version, Mac or PC) (including text files and files for tables or other graphics). All files, including cover page, title page, abstract and biographical sketch page, manuscript, tables, figures, etc. should be included on the disk. Submit all materials to Patrick M. Jenlink, Editor, *Teacher Education and Practice*, Department of Secondary Education and Educational Leadership, Stephen F. Austin State University, 1936 North Street, Rm. 404j, McKibben Bldg., Nacogdoches, TX 75962-3018.

Commitment to publish. Submission of a manuscript implies commitment to publish in the journal. *TE&P* editorial policy requires that submissions received have not been previously published and are not under simultaneous consideration elsewhere.

Manuscript. Manuscripts should be submitted on 8 1/2" X 11" white paper, entirely double-spaced. Use a standard font style/size of Times New Roman 12 or Times 12. Margins should be one (1) inch and header/footer should be (.5) half inch. All manuscripts should be 20 double-spaced pages in length and follow the style of the *Publication Manual of the American Psychological Association* (APA), 5th edition.

Transmittal page. A separate page for transmittal purposes, with all authors names and affiliations, current addresses, phone numbers, fax numbers, e-mail addresses, biographical sketches (50-100 words) should accompany the manuscript materials submitted.

Title page. A separate title page should accompany the manuscript. The title of the manuscript should be concise and reflect the topic/contents of the manuscript. The title page should include the title of the manuscript as well as the contributing author(s) name, affiliations, highest professional degrees.

Abstract. A separate abstract page should follow the title page. The abstract page should include the title of the manuscript, followed by an abstract (75-125 words) that clearly summarize the salient points of the article.

Citations and references. All citations in text should conform to APA 5th edition

guidelines and contain relevant and required information. All references should appear at the end of the manuscript, with complete information including volume/issue numbers, page numbers (articles, chapters, etc.), URL addresses, etc. as designated by APA.

Figures, tables, graphics. Figures, tables, graphics, etc. should conform to APA 5th Edition. Number each in sequence, using Arabic and supply a heading. Provide a list for each on a separate page(s). All figures, tables, graphics, etc. should fit within the published margins of the journal page. A soft file for each should be provided. When and where a software application different from the word-processing software for the manuscript, designate the application by name, version, and type of platform used.

Endnotes. Authors should use endnotes only when essential. Endnotes should be placed at the end of the manuscript, following the final paragraph of text, but preceding the reference list.

Headings. Headings should be structured throughout the text. Normally no more than two-three subheadings are used. A brief running head with pagination should be placed in upper right corner of the manuscript within the header. Authors submitting manuscripts to the journal should not simultaneously submit them to another journal, nor should manuscripts have been published elsewhere in substantially similar form or with substantially similar content. Authors in doubt of what constitutes prior publication should consult the editor.

Author References. All author reference should be deleted from the paper as required for a blind review. In the event that the manuscript author cites her/his own work, then "author" should be substituted for the name of the actual author name. A separate list of author references should be included with the submission.

Manuscript return. Manuscripts (including hard copies and disk copy) submitted to *TE&P* for consideration will not be returned to the contributing author(s).



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- socio-historical, socio-cultural, and socio-political contexts of teaching;
- changing role of professional education in the larger context of a changing society;
- innovative and compelling ideas related to preparation and practice; and
- alternative approaches to the inquiry and understanding of how teachers learn.

Relatedly, manuscript submissions that *Teacher Education and Practice* accepts may include:

- expositions;
- research reports applied and basic research studies;
- policy position statements as well as analysis of the implications of existing policy;
- conversations or interviews solicited and invited;
- creative writings that illuminate innovative important issues through alternative approaches;
- book reviews and review essays single book reviews and multiple book review essays

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One Perspective on Getting Published

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A short time ago I received a letter from a friend, who recently completed her doctorate, soliciting advice on how to get published. What follows is the gist of my reply, which I hope may be useful to our colleagues who are new to the profession.

Congratulations on attaining your doctorate. So you want to start publishing and need a little advice on how to get started? Here are my thoughts. I see your becoming a scholarly writer contextualized by four questions. How to learn to write? What to write about? Where to submit articles? Why publish?

How to learn to write

There are five basic ways to develop your ability to write in a scholarly style.

First I recommend a lot of journal reading. However, unlike the reading you did for your coursework, this time read the journal articles for writing style and formatting. Also, be attentive to the topics that are being written

about (these are the hot topics that have a better chance of acceptance), and to who is being cited in the references. Journal reading will also contribute to an expansion of your professional knowledge base. The bottom line is that not only do you need to know what you are writing about, but you also need to know what other people wrote about your topic. Also, since the journal articles are recent publications, the majority of the references will be current. When you write, it will be important to include recent research to support your ideas. An article that uses mostly dated sources will not be well received.

Second, start doing presentations at professional conferences. Not only will this help you initiate your own research (out of which will come your writing) and expand your knowledge base, but also your peers will critique the papers that you present. Then, the next step is to rewrite the paper and submit it to an appropriate journal. The golden rule of publication is that feedback is the lifeblood of good writing, and conferences are a source of feedback. To start the process of presenting, you may want to go to regional conferences. Parent organizations like AERA and ASCD sponsor regional conferences that are more participant-friendly than the big conferences. One of the avowed purposes of the regional conferences is to foster a climate to nurture beginning scholars. An additional benefit is that since they are regional, costs are lower because they usually are within driving distance.

The **third** way to learn to write is by reviewing articles for a professional journal. Not only is this a valuable professional service (that is an important part of your professional vita), but it also allows you to see how others write. The main value is that to become a good reviewer you will have to develop the skill of deconstructing an article. This process goes hand in hand with your ability to craft a well-written article of your own. If you are lucky, you might even find an editor who will provide guidelines on how to review an article. Of course, you would use these guidelines to inform your own writing. A very beneficial side effect of reviewing for a journal is that it keeps you up to date on what others are doing in your field and the scholars that other professionals are citing to support their work.

A very efficient **fourth** way to develop your scholarly writing is to collaborate with other professionals. Obviously, collaboration with a professor who is experienced in the publication process would be ideal. This would result in you being positioned as second, third, or fourth author, and would provide invaluable training in producing a scholarly article. Another source of collaboration is with your colleagues. Whether other professors, schoolteachers or school administrators, collaboration of this type can be equally rewarding for all concerned. If all of your collaborators are

inexperienced, at least you will have some degree of professional support.

Finally, the simplest advice is to just start writing. The sooner that you start the process of writing, critiquing, and rewriting, the faster you will move along in your development. However, just writing a lot is not efficient. This whole process has to be based on your willingness to constantly critically reflect upon how you are writing and why you are writing. Also, the most imperative point is that you must make time to write on a regular basis. Writing must become part of your daily routine.

In addition to the previous general comments, here is some basic advice. Be attentive to APA formatting and proofreading. Never submit an article if it hasn't been rigorously proofread. The tendency is to save time by sending something to an editor with the idea that you can revise it later if they like the article. In my experience, poor APA format and proofing is a real turnoff, and actually makes it easier for the editor to reject the submission. Also, assiduously follow the manuscript guidelines provided by the journal. Finally, in organizing your article, the most efficient method is still the procedure that you probably used when formulating your dissertation prospectus: identify your topic, explain the background or context of the topic, identify the problem, explain why the problem is significant, formulate a research question which will be answered by the article, and explain the purpose of the article. This format actually makes a very good introduction for the paper. The effectiveness of the rest of the paper can be greatly enhanced by utilizing a basic essay structure of introduction, body, and conclusion. Most journals are concerned about the readability of your article. Obviously, if readers find your article difficult to read, they will not read it. Editors know this, so readability is an important issue. Readability can be greatly enhanced by the liberal use of transitional words and statements throughout the article. There are many essay formats and all are acceptable if they result in an article that is reader-friendly. Even if your article is of a quantitative nature, you can utilize a basic essay format to make your review of literature and discussion of results more reader-friendly.

What to Write About

Basically, these are the sources of your writing:

- What you already know from your scholarly preparation and your practice

- What you want to find out about through research

- What your intended audience would want to know
- A critique of current, traditional, and status quo practice and attitudes in your area of interest
- Topics of common interest that provide opportunities for collaboration
- Research that you have previously generated through course projects or workplace practice

Besides the possible sources of writing topics, there are types of articles that can be written that directly relate to the issue of what to write about. First, you can always do a program description; however, some scholarly journals consider descriptions as lesser contributions. Possibly a more valuable contribution would be a report of your own new research. Of course, the value of this type of article depends on the rigor and sophistication of your research. Another possibility is to do a literature review of research concerning a specific topic. Metaanalyses of this type can prove valuable to all types of researchers. In the same area, comprehensive annotated bibliographies are very valuable on any topic. Also, book reviews are an excellent way to get published. These can range from short synopses to a scholarly critique of one book or a series of work by an author. Also, books by different authors that deal with the same topic can be comparatively critiqued. Finally, you can always critique someone else's work. However, to do this requires you to develop at least one critical lens that you will employ to provide a better understanding of the work.

A critical lens is an idea that allows you to see something in a different way. For instance, much of what we take for granted in our daily routine looks quite differently through the eyes of an empiricist, postmodernist, poststructuralist, or post-formalist. These paradigms (ways of seeing the world) provide tools, which help us, inquire in different ways about any aspects of our lives. Utilizing these tools facilitates the expansion of our knowledge base and helps us see things differently than others see them. Utilizing critical lenses also relates to your center, or those core moral and ethical beliefs that you rely upon in your decision making. If you are going to critique the work of others, a preparational (ideally this becomes a continuous activity) activity would be to discern your own center and then engage this center in a critical way by applying the critical lenses to your own professional activity. Critical lenses are beneficial primarily because they uncover inconsistencies and contradictions in our practice. Are our actions consistent with what we profess to believe? Good research, whether

quantitative or qualitative requires this kind of critical rigor. Obviously, a critical critique of educational policy and practice can lead to an interesting and important article.

Where to Submit Articles

I see three levels of journals that have implications for the beginning scholar. The first level is the regional or local level. These are the journals that function to provide professional service to a specified area. Once again they may be affiliated with larger national organizations (i. e., AERA, ASCD) or be published by a regional professional association, (i. e., state school board association). A second level would be national journals devoted to theory and practice. These journals are usually generated by scholars and supported by universities and colleges. To a degree, they require more scholarly rigor and almost always utilize a blind review process. The final level contains the national and international scholarly journals. Commercial publishers, as well as universities usually support these. Even though a blind review process is used, more accomplished scholars are solicited and favored. For a beginning scholar, the first level provides a safe beginning point; however, the second level is always a possibility if the article is interesting and well written. As an afterthought, be aware that all journals have thematic editions and open topic editions. This is an important consideration before submitting an article. As you target journals that are appropriate for your stage of development, remember two earlier suggestions-journal reviewing and journal reading. Your target journals must become the focus of these two activities.

Why Publish?

There are some very practical reasons for publishing. Of course for some, there is the excitement and challenge of scholarly activity. Not only is there the competitive aspect, but also the intrinsic and positive rewards that accompany the acceptance of an article. Also, this is a good way to satisfy that creative urge within the context of our professional responsibilities. More practical reasons deal with acquiring a professional position, and eventually, promotion and tenure. Even in colleges and universities that are essentially teaching schools, a record of publication gives you the edge over other applicants and colleagues who have not published. Last but not least, research and publication allows us to learn about our selves.

Concluding Thoughts

Well, I hope this is helpful to some degree. Publication is more complex than this representation, however, these are the basics. What I didn't mention are the more non-traditional options that include poetry, non-fictional personal narrative, or even fiction. Of course, publishing opportunities for this non-traditional fare aren't offered in many journals but there are some. Also, I didn't mention the possibility of non-scholarly writing-writing to the general public through local newspapers, newsletters, etc. Even though this is considered non-scholarly writing, it is no less important than scholarly writing. In fact, depending on the nature of your project, this might be the most important and challenging type of writing. Good luck, and above all, write.

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