

**Call for Submissions Extended Submission Deadline
January 15, 2017
School-University Partnerships (SUP)
Annual Online Themed Issue**

**“Teacher Inquiry in Professional Development Schools: How it
Makes a Difference”**

Guest Editors

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Overview

As the National Association for Professional Development Schools (NAPDS) approaches its eleventh year of publishing *School-University Partnerships (SUP)*—the only peer-reviewed research journal dedicated to research on and in Professional Development Schools (PDSs) and school-university partnerships—it is continuing in its mission to publish an annual online themed issue in order to provide a more timely and focused consideration of PDS and school university-partnership topics.

The annual online thematic issue of *School-University Partnerships (SUP)* will supplement the bi-annual print editions of the journal. Each issue will consist of eight to ten articles. These articles can be of three genres: Research Articles, Cases-in-Point, or Conceptual. Manuscripts will be reviewed by Guest Editorial Board comprised of noted PDS/school-university partnership scholars and practitioners.

This online thematic issue will focus on the topic of Teacher Inquiry in Professional Development Schools.

Teacher Inquiry in Professional Development Schools

Teacher inquiry is a form of practitioner research where individuals systematically study their own practice and it is a signature pedagogy of PDSs (Yendol-Hoppey & Franco, 2014). Who conducts teacher inquiry and what form teacher inquiry takes in PDS is quite diverse. In some PDS contexts, PDS stakeholders may conduct teacher inquiry collaboratively or independently. In other contexts, inquiry may take the form of stakeholders engaging in action research, book studies, or professional learning communities to understand their practice. And yet in others, teacher candidates may be required to conduct teacher inquiry either independently or collaboratively with peers or mentor teachers and disseminate their findings in a local conference. No matter the form, teacher inquiry in PDS brings together teacher candidates, mentor teachers and university faculty to read literature, solve problems, implement new teaching strategies and/or study options for change.

This special edition for *School-University Partnerships* will take a step towards reviewing what teacher inquiry looks like in professional development schools. This themed issue will explore the role of teacher inquiry in PDSs and describe what it looks like from the view of various PDS stakeholders including but not limited to administrators, liaisons, university-based teacher educators, mentor teachers, and teacher candidates. After providing examples of teacher inquiry, selected articles will address the impact of teacher inquiry on both Pre-K to 12

students and those conducting the inquiry. This issue will include articles that focus on the role and value of teacher inquiry in PDS.

Publication of the Themed Issue

Three seminal articles from this on-line issue will be highlighted at the 2017 Annual Conference, and the full journal issue will be published by mid May 2017.

Submission/Author Guidelines

Authors should note the following guidelines:

- The majority of articles in the themed issue will be co-authored by college/university and school personnel; special consideration will be given to such co-authored submissions.
- This special issue will focus on four major areas:
 1. Examples of teacher inquiry in PDS
 2. The role of teacher inquiry in PDS
 3. Research articles/Empirical pieces that investigate the impact of PreK to 12 student learning and/or the best practices of implementing teacher inquiry.
 4. The role and value of teacher inquiry to PDS research including viewpoints of teacher candidates, PDS teachers and university faculty
- **Articles must be submitted to the Guest Editors by January 15, 2017** for full consideration.
- For option one research articles, manuscripts should be a maximum of approximately 25 double-spaced pages (12 pt, Times New Roman font), plus references, figures, and tables.
- For option two, case in point articles, from 5 to 15 double-spaced pages (12 pt, Times New Roman font). These articles can be of a more narrative nature focused on more context-specific work of PDS practitioners.
- Submissions must be blinded, including a blinded title page and abstract, and a cover page with 30 word biographies for all authors.
- Authors will be notified of publication decisions by February 15, 2017

Tentative Schedule for Publication

Submission of articles: January 15, 2017

Notification of accepted articles: February 15, 2017

Revised/final version of articles received by editors: March 15, 2017

Anticipated publication: Mid May 2017

Proposal Submission

Please submit themed issue proposals to the *School-University Partnerships* email address: napdsinquiryissue@gmail.com. Please also address questions related to this issue to this email.