Call for Proposals
School-University Partnerships
Winter 2020 Online, Themed Issue

"The Impact of Teacher Leadership on Student Learning in Professional Development Schools"

Proposals are currently being accepted for the following online, themed issue, which will be published during winter 2020: "The Impact of Teacher Leadership on Student Learning in Professional Development Schools." This theme combines the timely and relevant topics of teacher leadership, student learning, and professional development schools, which is significant due to recent calls for research documenting the impact of teacher leadership on student learning (Wenner & Campbell, 2016) and outcomes-based research focused on student learning in professional development schools (Ferrara, 2014; Field, 2014; Neapolitan & Levine, 2011).

Author Requirements
This themed issue requires teachers in professional development schools and other school-university partnerships to demonstrate teacher leadership by conducting an action research project designed to improve the quality of P-12 student learning experiences and/or increase P-12 student achievement *and* submit a scholarly article for publication. Each article must be written by at least two people. At least one author must be a P-12 educator or administrator and at least one author must be a college/university representative. Additionally, at least one author must be a current NAPDS member.

Definitions and Assumptions
For this themed issue, *teacher leadership in professional development schools* will be defined as "a strategic, process-oriented stance motivated by deep concern for students and activated through formal, informal, and hybrid leadership roles that span the boundaries of school, university, and community" (Hunzicker, 2018, p. 24); and *student learning* will be defined as "achievement and accountability that promotes the development of children who are healthy, safe, engaged, supported, and challenged" (Varlas, 2008, Defining Full-Service Community Schools, para. 2). Additionally, we will abide by the assertion that action research becomes an act of teacher leadership when the research process is led by teachers and/or when the research findings are presented or published so that others may benefit (Smeets & Ponte, 2009; Wolkenhauer et al., 2017).

Potential Topics and Examples
Potential action research topics include (but are not limited to):
- Academic learning
- Classroom management/student behavior
- Parent involvement/communications
- School safety
- Social-emotional learning
- Social justice and equity
- Student attendance and mobility
- Student engagement in learning
- Student health and well-being
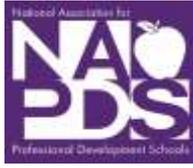
Examples of teacher leadership roles and/or impact include (but are not limited to):
- An individual or classroom action research project that is shared with others
- A collaborative or multi-classroom action research project that is shared with others
- Tracking and analysis of a successful PDS initiative or instructional intervention that is replicated on a larger scale
- A teacher-led initiative to pilot or implement research-based practices grade level, team, or schoolwide
- Teacher-led analysis of data to evaluate a school-, district-, or statewide program

Project Timeline
Important dates and deadlines are as follows:
- Proposals due: December 1, 2018
- Completed articles due: August 1, 2019
- Final articles due: December 1, 2019
- Expected publication: March 1, 2020

Proposal Submissions
School-university author teams who wish to submit a project proposal should provide the following information via e-mail attachment to Dr. Jana Hunzicker at jhunzicker@bradley.edu no later than December 1, 2018.

Required Proposal Outline (8 pages maximum)**:**
- Working title
- Description of the PDS or school-university partnership
- Description of the specific educational context in which the action research will occur
- Brief literature review or theoretical framework
- Action research plan
    - Research problem and question (must relate directly to improving the quality of P-12 student learning experiences and/or increasing student achievement)
    - Plan for gathering data (including obtaining IRB approval, if appropriate)
    - Plan for interpreting data
    - Plan for acting on the evidence (If…then…)
    - Plan for evaluating the outcome(s) of changes made
    - Desired outcome of the research
    - Plan for writing up the research as a scholarly article for the themed issue of *SUP*
- Detailed project timeline
- Description of the role and/or impact of teacher leadership on the project
- Author Information
    - Full name, position, institution, city, state, and e-mail address for each author
    - Description of how the author team meets the author requirements
    - 100 word professional biography for each author

Final, Scholarly Articles

Final, scholarly articles will be no more than 5,000 words, including a 100 word abstract, five key words or phrases, and references. Articles should be meticulously proofread and formatted using APA style. The following article outline should be used (although headings may be customized as desired):

- Introduction
- Background/Research Setting
- Literature Review/Theoretical Framework
- Research Methods (Action Research Process)
- Research Findings
- Discussion
- Implications for Practice/Next Steps
- Limitations
- Conclusion
- References

Questions

Questions regarding proposal submissions may be directed to any of the themed issue's guest editors:

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References

Ferrara, J. (2014). Historical context of the PDS movement. In J. Ferrara (Ed.). *Professional development schools: Creative solutions for educators* (pp. 9-26). Plymouth, UK: Rowman & Littlefield.

Field, B. E. (2014). A national perspective on the current state of PDSs. In J. Ferrara (Ed.). *Professional development schools: Creative solutions for educators* (pp. 129-142). Plymouth, UK: Rowman & Littlefield.

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Neapolitan, J. E., Levine, M. (2011). Approaches to professional development schools. *Yearbook of the National Society for the Study of Education,* 110(2), 306-324.

Smeets, K., & Ponte, P. (2009). Action research and teacher leadership. *Professional Development in Education, 35*(2), 175-193.

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Wenner, J. A., & Campbell, T. (2016). The theoretical and empirical basis of teacher leadership: A Review of the literature. *Review of Educational Research, 86*(2), 1-38.DOI: 10.3102/0034654316653478