



Call for Submissions
January 30, 2019
School-University Partnerships (SUP)
Annual Online Themed Issue

“Goodlad’s Legacy: A Deliberation of Simultaneous Renewal”

Guest Editors

Bernard Badiali, The Pennsylvania State University
Megan E. Lynch, The Pennsylvania State University

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 a Guest Editorial Board comprised of noted PDS/school-university partnership scholars and practitioners.

This online themed issue will focus on the concepts and ideas found in the writing of John Goodlad and associates.

We chose this theme because we feel that it is essential that scholars today understand the recent history of the field teacher education, most especially school university partnerships and professional development schools. The work of John Goodlad and his associates has had a powerful influence on the professional development school movement. His legacy is the notion that a unifying democratic vision in teacher education sets the tone for school renewal, but does not dictate how/what the vision will be enacted. The questions, assumptions, and arguments raised in Goodlad’s work remain vital in the quest to improve teaching in the 21st century as thoughtful reconstruction of teacher education programs may well lie at the heart of any effort to renew public schools.

A true visionary for our age, Goodlad once wrote that the field of teacher education suffers from a kind of intellectual amnesia (Goodlad, 1990). Such is the fate in many fields of study – history repeating itself. With the proliferation of higher education’s neoliberal commodification and marketing of knowledge, forcing scholars to race to publication for “cutting edge” ideas, it is easy for even the most competent contemporary scholars to lose sight of what has been accomplished in the past.

This special edition for *School-University Partnerships* will take a step towards looking at what those in the field are doing today to carry on the legacy of John Goodlad and his colleagues. Now more than ever, Goodlad’s agenda for education in a democracy raises essential issues of importance for the PDS movement and for schooling in general. This special issue can help all of those involved in partnership work revisit the foundational principles on which such work emerged.

Publication of the Themed Issue

Three seminal articles from this on-line issue will be highlighted at the 2019 Annual Conference, and the full journal issue will be published by mid-June 2019.

Submission/Author Guidelines

Authors should note the following guidelines:

- We ask that the articles for the themed issue be co-authored by college/university and school personnel; special consideration will be given to such co-authored submissions.
- Possible topics for this special issue may include submissions related to the following:
 1. *Examples or analyses of simultaneous renewal in PDS contexts*
 2. *The importance of democracy as a central purpose for public schools*
 3. *Research articles/Empirical pieces, Conceptual pieces, or Case-in-Point articles that explore one or more of the twenty postulatesⁱ*
 4. *Critical investigations into the work of John Goodlad, its relevance today and moving forward*
 5. *Articles that answer what lies at the “heart” of the PDS and the purpose(s) of a PDS beyond a technical lab school or training center*
- **Articles must be submitted to the Guest Editors by January 30, 2019** for full consideration.
 - For option one, research or conceptual articles, manuscripts should be a maximum of approximately 25 double-spaced pages (12 pt., Times New Roman font, APA format), 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 or profile(s) of an exemplary PDS or school-university partnership as it relates to theme.
 - 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 20, 2019.

Tentative Schedule for Publication

- Submission of articles: January 30, 2019
- Notification of accepted articles: February 20, 2019
- Revised/final version of articles received by editors: April 15, 2019
- Anticipated publication: Mid-June 2019

Proposal Submission

Please submit themed issue proposals to the guest editors: Dr. Bernard Badiali (bx8@psu.edu) and Megan E. Lynch (mel973@psu.edu). Please also address questions related to this issue to the guest editors.

ⁱ The twenty postulates, as created by the Center for Educational Renewal.

postulate one

Programs for the education of the nation's educators must be viewed by institutions offering them as a major responsibility to society and be adequately supported and promoted and vigorously advanced by the institution's top leadership.

postulate two

Programs for the education of educators must enjoy parity with other professional education programs, full legitimacy and institutional commitment, and rewards for faculty geared to the nature of the field.

postulate three

Programs for the education of educators must be autonomous and secure in their borders, with clear organizational identity, constancy of budget and personnel, and decision-making authority similar to that enjoyed by the major professional schools.

postulate four

There must exist a clearly identifiable group of academic and clinical faculty members for whom teacher education is the top priority; the group must be responsible and accountable for selecting diverse groups of students and monitoring their progress, planning and maintaining the full scope and sequence of the curriculum, continuously evaluating and improving programs, and facilitating the entry of graduates into teaching careers.

postulate five

The responsible group of academic and clinical faculty members described above must have a comprehensive understanding of the aims of education and the role of schools in our society and be fully committed to selecting and preparing teachers to assume the full range of educational responsibilities required.

postulate six

The responsible group of academic and clinical faculty members must seek out and select for a predetermined number of student places in the program those candidates who reveal an initial commitment to the moral, ethical, and enculturating responsibilities to be assumed, and make clear to them that preparing for these responsibilities is central to this program.

postulate seven

Programs for the education of educators, whether elementary or secondary, must carry the responsibility to ensure that all candidates progressing through them possess or acquire the literacy and critical-thinking abilities associated with the concept of an educated person.

postulate eight

Programs for the education of educators must provide extensive opportunities for future teachers to move beyond being students of organized knowledge to become teachers who inquire into both knowledge and its teaching.

postulate nine

Programs for the education of educators must be characterized by a socialization process through which candidates transcend their self-oriented student preoccupations to become more other-oriented in identifying with a culture of teaching.

postulate ten

Programs for the education of educators must be characterized in all respects by the conditions for learning that future teachers are to establish in their own schools and classrooms.

postulate eleven

Programs for the education of educators must be conducted in such a way that teachers inquire

into the nature of teaching and schooling and assume that they will do so as a natural aspect of their careers.

postulate twelve

Programs for the education of educators must involve future teachers in the issues and dilemmas that emerge out of the never-ending tension between the rights and interests of individual parents and interest groups and the role of schools in transcending parochialism and advancing community in a democratic society.

postulate thirteen

Programs for the education of educators must be infused with understanding of and commitment to the moral obligation of teachers to ensure equitable access to and engagement in the best possible K-12 education for all children and youths.

postulate fourteen

Programs for the education of educators must involve future teachers not only in understanding schools as they are but in alternatives, the assumptions underlying alternatives, and how to effect needed changes in school organization, pupil grouping, curriculum, and more.

postulate fifteen

Programs for the education of educators must assure for each candidate the availability of a wide array of laboratory settings for simulation, observation, hands-on experiences, and exemplary schools for internships and residencies; they must admit no more students to their programs than can be assured these quality experiences.

postulate sixteen

Programs for the education of educators must engage future teachers in the problems and dilemmas arising out of the inevitable conflicts and incongruities between what is perceived to work in practice and the research and theory supporting other options.

postulate seventeen

Programs for the education of educators must establish linkages with graduates for purposes of both evaluating and revising these programs and easing the critical early years of transition into teaching.

postulate eighteen

Programs for the education of educators require a regulatory context with respect to licensing, certifying, and accrediting that ensures at all times the presence of the necessary conditions embraced by the seventeen preceding postulates.

postulate nineteen

Programs for the education of educators must compete in an arena that rewards efforts to continuously improve on the conditions embedded in all of the postulates and tolerates no shortcuts intended to ensure a supply of teachers.

postulate twenty

Those institutions and organizations that prepare the nation's teachers, authorize their right to teach, and employ them must fine-tune their individual and collaborative roles to support and sustain lifelong teaching careers characterized by professional growth, service, and satisfaction.

Source: Goodlad, John I., *Educational Renewal: Better Teachers, Better Schools* (San Francisco: Jossey-Bass, 1994), pp. 72-93.