Themed Issue
PDS Partners: Bridging Research to Practice
“Leveraging PDS Partnerships to Cultivate Equity in Education”

Guest Editors
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Overview
PDS Partners is published two times per year by the National Association for Professional Development Schools (NAPDS). Consonant with the NAPDS vision and nine essentials, PDS Partners is steadfast in its mission to disseminate the wisdom and best practices occurring within school-based and university-based partnerships. The inclusion of multiple insights of PDS initiatives and activities will give voice to the perspectives and practices of a diverse constituency of PDS stakeholders. Only through the voices of PDS partners can the doors for a shared commitment to innovative and reflective practice be kept open. The journal encourages submissions that reflect collaborative initiatives. Submissions may focus on (but are not limited to) interns and the internship journey, PDS partners and partnership activities, original school-university research designed and implemented collaboratively, unique PDS inquiries and innovative ideas, analysis of professional development measures provided within a PDS, and the unique format and understanding between a PDS and alternative and community settings.

All articles undergo a double-blind peer review process. Authors are asked to identify at least one of the NAPDS “Nine Essentials” addressed by the submission. Authors do not have to be NAPDS members. Authors receive letters of acknowledgement and complementary copies of the journal in which their articles appear. Submission of an article indicates that the authors have not submitted substantially similar reports to any other journal or publication.

Leveraging PDS Partnerships to Cultivate Equity in Education
This year, our nation has had to confront two grave threats to the wellbeing of its citizens: systemic racism and the COVID-19 pandemic. The pain, grieving and uprising against racism is the culmination of 400 years of systemic structural, physical, and symbolic violence against Black people in America. At the same time, the COVID-19 pandemic has had a disproportionate impact on marginalized communities of color, exacerbating issues of health disparities, economic inequality, and access to educational opportunities.

Educators must play a critical role in disrupting systemic racism. It is our responsibility to prepare educators with the knowledge, skills, and dispositions necessary to teach culturally and linguistically diverse learners from all backgrounds. The preparation of effective teachers can
happen only with collaboration between institutes of higher education and local schools. Professional development schools can be powerful learning communities for teacher preparation programs, practicing teachers, and teacher candidates. This themed issue seeks to highlight innovative ways PDS partnerships have leveraged their learning communities to cultivate equity in education.

Possible topics
We seek articles that describe innovative ways school-university partnerships are being leveraged to cultivate equity in education. Manuscripts might address topics such as:

- How are teacher preparation programs collaborating with school partners to critically engage teacher candidates in issues of equity?
- How are teacher candidates prepared to address issues of equity in content areas (math, science, literacy, etc.)?
- How can clinical practice in teacher preparation programs impact equity for P-12 learners?
- How are school-university partnerships being leveraged to promote anti-racist, equitable practices for P-12 learners?
- What innovative strategies did Professional Development Schools implement during virtual learning? How did mentor teachers and teacher candidates work together to address issues of equity and access that were exacerbated by the virtual learning environment?
- How have schools utilized specialists to support general classroom teachers and P-12 learners?
- Other topics related to the issue theme

Publication of the Themed Issue
This themed issue will be a print journal published in 2021.

Preparation for Submission
All submissions must be prepared using Word for electronic submission and adhere to the guidelines set out in the Publication Manual of the American Psychological Association, 6th Edition. Text should be double spaced, 12-point Times New Roman font with any tables, figures, or visual images placed after the reference section.

Form and Length
In order to accommodate multiple variations of school-university collaboration, we encourage authors to consider one of two publication options:

Option One: Longer papers of 2,000 to 3,000 words. Typically these submissions may include but are not limited to a detailed description of the PDS initiative.

Option Two: Provides an opportunity for shorter submission of 750 to 2,000 words. The primary purpose of this option is to illuminate the importance of specific efforts of PDS practitioners.

Article Cover Page
This includes the title of the manuscript, date of submission, author(s) affiliations with complete mailing address, business and mobile phone numbers, email address, the type of article (Option 1
or Option 2) being submitted, and the NAPDS “essentials” addressed in the manuscript (must include at least one). For further information, please refer to the Nine “essentials” online [here](#).

Photographs
PDS Partners works hard to show off the great people, places and happenings in our schools and PDS partnerships. We want to see and share great photos of our authors, our PDS sites, our friends, and the exciting and interesting things they do. Please help us show the best side of PDS by sending us some photos to accompany your article. Submit your picture as separate attachments. Please do not embed them within the article.

Manuscript
Send email correspondence with electronic attachment of the cover page, photographs, graphics, and article.

Decisions
After each manuscript has been reviewed by section editors and the editorial team, authors will be notified whether the manuscript has been accepted. Authors of accepted manuscripts may be asked to make final revisions as requested and submit an electronic copy of the final manuscript. The editors reserve the right to make editorial changes.

For full consideration articles must be submitted to the Guest Editors by December 1, 2020.

Tentative Schedule for Publication
December 1: Submission of articles
February 1: Feedback through a double-blind peer review process (editorial teams)
March 15: Revisions submitted
April 15: Final copy of articles to PDS Partners Editors

Proposal Submission
Please submit themed issue articles to PDSPartnersEquity2021@gmail.com
Please also address questions related to this issue to this email.