

**Call for Articles, Columns, & Reviews – *Journal for Success in High-Need Schools*
Volume 17, Number 2: “*Walking the Talk*,” Volume 18, Number 1: “*Partnerships:
Teacher Shortages, Affordability, Competency, and Equity*”**

With this issue the journal is pleased to announce a broadening of its mission to become more national and international in scope. With a newly established editorial board, scholars and scholar practitioners are invited to submit articles that will be refereed. In addition to our established format of scholarly articles and opinion columns, expanded content is encouraged including book and media reviews. Editorial board members review all issues for final editorial approval before they are posted. The journal's new name, *Voices for Educational Equity*, better reflects contemporary educational priorities, including growing societal concerns about impacts of inequity. The journal will continue to highlight scholarly research and innovative ideas and practices on emerging as well as persistent longtime issues, and to invite the perspectives of all stakeholders in order to promote a productive dialogue. The journal will continue in its “open access” format and be posted twice each year.

The COVID-19 pandemic exacerbated longstanding issues that educators have grappled with for decades: chronic teacher shortages, rising educational costs which combined with high student debt and modest educator salaries reduce the career attractiveness of the teaching profession, and inequities in school funding between wealthy and poor districts, as well as persistent racial inequities. It appears that the Biden administration may provide leadership in addressing such problems. Consequently, the journal invites authors to contribute pieces for upcoming issues of the journal on the themes, “*Walking the Talk*” and “*Partnerships*.”

Walking the Talk invites presenters and participants at the Center for Success annual conference, June 11, 2021, to submit their presentations and perceptions in the form of scholarly articles or opinion columns to the journal by *September 1, 2021*. This Call seeks all scholarly proposals that describe successful programs or practices implementing policy goals in areas such as the following:

- diversity, equity, structural injustices and student achievement
- teacher leadership and professional development
- reimagining education including lessons learned (in-person, remote, and hybrid teaching)
- student social and emotional learning.

The second Call, authentic *Partnerships*, are born out of opportunities to create “win/win” outcomes. For example, university stakeholders in education who want to increase the number of teacher leaders in their programs might partner with a school district to improve teacher retention by creating career pathways via teacher leader endorsements educators earn in Teacher Leader programs. As well, a third “win” may occur as teacher longevity increases their effectiveness bringing about higher student achievement. Partnerships might also increase both efficiency and effectiveness in preparing teachers while inspiring and building a PK-12 pipeline to college in minority, urban and rural communities, or might result in using educational resources more productively nationally and internationally. In addition to featuring innovative partnerships between schools and colleges at all levels, the journal invites ways that governments, foundations, and non-profits, plus stakeholders such as parents, communities, and businesses might become partners. *The deadline for submissions is January 15, 2022.*

Articles and columns should be submitted as Word document email attachments to Jerry Berberet, editor (wjberberet@aol.com). Case studies examining equity from a variety of perspectives are especially welcomed. Articles and case studies should be 2,500-5,000 words and include a short author bio, an abstract of 100-150 words, a brief review of relevant research literature bearing on the article subject, and a reference bibliography. Columns are opinion pieces, ordinarily of 500-1,000 words, reflecting the views of the author. Book reviews should be 500-750 words in length. Authors are invited to email Jerry Berberet or call (850-766-2656) to discuss a potential submission or to ask questions. Past issues of “*Success in High-Need Schools Journal*” can be accessed in the pull down menu under the Journals heading at www.center4success.com.