

Author Call for Articles, Reviews, and Opinion pieces for Future Issues
Journal: *Voices for Educational Equity* (2022)

Please note the January 30, 2022 deadline for author submissions for posting in the issue on educational partnerships described below:

1. Volume 18, Number 1:

“Partnerships: Teacher Shortages, Affordability, Competency, and Equity”

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 a Teacher Leader program. Another “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. 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, as well as examples of innovative and effective educational partnerships internationally. ***The deadline for submissions is January 30, 2022.***

2. Volume 18, Number 2:

“DEI (Diversity, Equity, Inclusion) in an Era of Reckoning on the Margins

(submission deadline, ***June 15, 2022***)

Almost since the 1960’s when schools began to get serious across the nation about implementing school desegregation in the wake of *Brown v. Board of Education*, educators have advocated a variety of solutions to make schools more inclusive and to raise the educational achievement of minority and other marginalized students. Beginning with school busing in the 1960’s, a variety of approaches have been put in place, including the emergence of special education, widespread tutoring and mentoring beginning in the 1980’s and 1990’s, *No Child Left Behind* during the Bush years, and *Every Student Succeeds* (ESSA) under President Obama. DEI (Diversity, Equity, Inclusion) is currently in vogue, riding a strong tailwind from the Black Lives Matter movement, growing progressivism in the Democratic party, and the focus of educators on evidence and outcomes based assessment of student and school success. These recent efforts have included culturally responsive teaching and learning, increased emphasis on early childhood education, renewed attention to development of a diverse teacher candidate pipeline, and state initiatives to strengthen standards and guidelines.

As educators await Biden Administration policies, DEI has taken on additional urgency in the wake of last summer’s calls for racial reckoning following the murder of George Floyd and growing public understanding of the number and variety of conditions that put students at risk and raise equity concerns on the margins. At the same time white backlash in the guise of “critical race theory” has spread to many states, both compounding DEI efforts to achieve equity for

marginalized students and exacerbating equity concerns about an “opportunity gap,” as well as an “achievement gap.” The following questions seem relevant in addressing DEI success to date and the status of America’s reckoning regarding equity for students on the margins of education. They are offered to help frame author submissions to this issue of *Voices*:

1. What is the proper role for education in the wake of calls for reckoning in American society?
2. How have schools and teacher education programs responded to growing equity concerns about students on the margins of education?
3. How widely have state boards of education and school districts embraced DEI? Are rural schools benefitting as well as urban and suburban schools?
4. What new legislation, state standards, programs, and clinical best practices have emerged from DEI innovations?
5. What do evidence based assessments reveal about the success of DEI to date? What further steps should be taken to increase success in the future?
6. Does DEI show promise for transforming teacher preparation and schools?

3. Volume 19, Number 1

SEL (Social Emotional Learning)

(submission deadline, ***November 15, 2022***)

Schooling, perhaps understandably, has always stressed cognitive development as the primary way of learning and knowing. Indeed, until the last half of the twentieth century most schooling, outside mathematics and the laboratory sciences, consisted of rote memorization of “factual” information. A major breakthrough occurred with Howard Gardner’s research on multiple intelligences beginning in the 1980’s, research on differing student learning styles, and the emergence of the special education field to address needs of students with a variety of learning disabilities. Today, social and emotional learning has emerged as a discrete educational focus, not only to address student needs but to acknowledge the wide range of backgrounds and cultural experiences that influence student success, including special social and emotional needs of students on the educational margins. This issue of *Voices* will assess the status of social and emotional learning through questions such as these:

1. What theories explain social and emotional learning and what are current research findings on how educators might most fruitfully address social and emotional learning needs?
2. How could social and emotional learning be situated in the school curriculum and be integrated with other student learning?
3. What models exist in teacher and leader preparation curricula for effective pre- and in-service teaching for social and emotional learning? What models exist illustrating effective curricula and classroom pedagogies addressing social and emotional learning?
4. What are intersections among social and emotional learning and social identities such as gender, race, class, etc.?

Guidelines for Submissions to *Voices for Educational Equity*

Voices for Educational Equity is the online scholarly journal of the Center for Success (See website at www.center4success.com). Articles and columns should be submitted as Word document email attachments to Jerry Berberet, editor (wgberberet@aol.com). Case studies addressing equity concerns are especially welcomed. Articles and case studies should be in the 2,500-5,000 word range and include a short author bio (approximately 100-200 words), an abstract of 100-200 words, a 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 and may contain references at the author's discretion. Book and media reviews should range from 750-1,500 words in length. Unsolicited submissions are invited and will be refereed by reviewers in the subject field. Authors are invited to email Jerry Berberet or call him (850-766-2656) to discuss a potential submission, request referee protocols, or to ask questions. To review past issues of the Journal posted prior to 2020, see <https://www.northcentralcollege.edu/education/success-high-need-schools-journals>