Voices for Educational Equity —

Future Issue Themes and Call for Submissions

2025-2026

Voices for Educational Equity is the online scholarly journal of the Center for Success in High-Need Schools posted on the Center website https://center4success.com. *Voices* articles, opinion columns, and book and media reviews reflect contemporary educational priorities, including growing societal concerns about impacts of inequity. *Voices* highlights scholarly research and innovative educator ideas and practices regarding emerging as well as persistent longtime issues and invites the perspectives of all stakeholders to promote a productive dialogue. Unsolicited scholarly articles will be reviewed by scholar referees in the article subject field.

Articles, columns, and reviews for publication in *Voices for Educational Equity* should be submitted as a **Microsoft Word document in Times New Roman 12 point font, 1.15 line spacing, 1 inch margins, and with footnotes and references in APA format.** Email documents as Word attachments to Jerry Berberet, Ph.D., editor-in-chief (wgberberet@aol.com). Case studies addressing equity concerns are especially welcomed. Articles and case studies should be approximately 2,500-5,000 words and include a short author bio (50 word limit - name, highest degree earned, institutional/ organizational affiliation, current professional position and email or contact information), 4-5 key words, an abstract of 100-200 words, a brief review of relevant research literature bearing on the article subject, a discussion of findings and results, a conclusion, and a reference bibliography. Columns are opinion pieces, ordinarily of 500-1,000 words, reflecting the views of the author. Book and media reviews should be 500-750 words in length. Authors are invited to email Jerry Berberet (wgberberet@aol.com) or call him (850-766-2656) to discuss a potential submission, request referee protocols, or to ask questions. Past issues of the journal can be viewed on the Center's website: https://center4success.com

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Voices **Future Issue Call: Volume 21, Number 2, "Special Education Re-examined" (Submission Deadline, September 15, 2025)**

Pressures that have threatened to overwhelm schools in recent years, exacerbated during the recent pandemic, have manifested themselves most, perhaps, in special education. A combination of inadequate special education teacher preparation to address the range of disorders children present and the growing numbers of children with social, emotional, and learning disorders has produced either a current crisis or a crisis in the making depending on one's view. Special education licensing criteria that in some states are as minimal as four courses leave these teachers underprepared to provide adequate services for this growing number of students.

This under preparation is especially acute from the viewpoint that many students have both educational and psychological needs that should be treated simultaneously for special education to be effective. Moreover, many of these students suffer from traumas that require the attention of therapists, suggesting the need for close relationships between schools and the therapy profession that for the most part do not exist. In the context of the gaping national teacher shortage, the long-time shortage of special educators truly constitutes a crisis in the present context.

In addition to providing adequate preparation for special educators, teacher education programs should prepare general education teachers to provide a certain level of services to children with special needs. MTSS (multi-tiered school services) requirements in IEPs (individual educational plans) call for significant integration within three tiers of often hybrid services involving both special educators and general education teachers. MTSS is designed to meet special needs of students with disabilities in a comprehensive fashion.

With the above call for action in mind, *Voices for Educational Equity* poses the following questions to help guide those who prepare submissions to further understanding and effective responses to needs in special education:

1. What research findings shed light on the scope of the special education crisis, especially on the numbers of students and their disorders that require special education services, the services that are most in need, and the numbers of additional special education teachers required to address these needs?

2. What model curricula, programs, and best practices exist that might help guide a meaningful reform of special and general education teacher preparation and professional practice?

3. What would an ideal teacher education curriculum look like to prepare all teachers to contribute meaningfully in meeting MTSS requirements? How would it ideally be imbedded into the total teacher preparation curriculum?

4. How might schools improve/expand cooperation with parents and providers of therapy services in meeting the needs of students?

Voices Future Issue Call for Submissions. Volume 22, Number 1 — "Teacher Leadership"

A "team culture" characterizes many of the most successful and productive organizations and teamwork has become the mantra of efforts to increase organizational efficiency and effectiveness. Perhaps no sector in U.S. society is in need of more robust outcomes than K-12 education. Teamwork has been introduced in classroom co-teaching and occasionally in curriculum development, but on the whole teacher creativity and leadership potential have been overlooked. As a result many teachers are frustrated and demoralized and see their only avenue to advance their careers to be in becoming principal certified, leaving the classroom, and joining the administrative hierarchy or leaving the profession entirely for what they perceive to be better outside opportunities.

Certainly, there is a great demand for administrative leadership, but schools' greatest needs are to improve classroom educational outcomes, increase teacher retention in the profession, and enhance teacher morale. To accomplish these laudable aims, the goal should be to harness the full talents and potential contributions of each teacher as a way of increasing teacher productivity and professional satisfaction, while improving student outcomes and schools' institutional effectiveness. Most teachers want their voices to be heard whether on issues of school climate and working conditions or respect for their expertise as educators. They want to feel greater ownership for the classrooms where they teach.

The potential results of teacher leadership efforts are desperately needed right now. Not only has the teacher shortage become such a national crisis that almost every school in the United States has unfilled staffing needs, but this is occurring at a time when an ever increasing number of students enter school with special needs and the educational requirements of our complex society demand more and better prepared students. Improved pay, working conditions, and better resourced schools, while necessary, only go so far. Solutions such as teacher leadership initiatives and programs address the critical need for greater intrinsic professional satisfaction by empowering teachers and increasing both their self-respect and the respect society accords them.

1. What are the benefits of teacher leadership to schools in performing institutional roles beyond mentoring and coaching functions?

2. What unique and special needs of Title I and rural schools might teacher leadership roles help address?

3. What research and case study evidence might submissions for this issue of *Voices* cite to demonstrate the effectiveness of teacher leadership programs?

4. What models, domestically and internationally, are out there that could assist schools, districts, and states wishing to develop teacher leadership programs?
5. How might pre-service and in-service programs assist in preparing and supporting teacher leaders?

6. Many colleges and universities have for years developed collegial institutional cultures as the seedbed for faculty institutional leadership. How might these

examples prove to be useful models for K-12 schools?

7. What teacher leadership roles might teacher leaders play that seem obvious places to begin in developing teacher leadership programs?

8. How might teacher leadership serve to enhance collaboration among schools, parents, and local communities?

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