Theory & Practice in Rural Education (TPRE)

Call for a Special Issue on
Educator Residencies in Rural Spaces

In this upcoming 2024 special issue of TPRE, we aim to highlight research, teaching, and professional practices that examine educator residencies in rural settings. We are particularly interested in manuscripts that explore the development and study of rural residencies built upon an asset-based window into the lived reality of people in rural places by privileging their knowledge, focusing on their empowerment, and disavowing deficit-oriented narratives of rurality.

Teacher residency models in educator preparation improve the quality of new teachers (Educators for Excellence, 2018; NCTR, 2020; Rockman et al., 2018; Teach Plus Teacher Preparation, 2015), increase retention (Barnes et al., 2007; Carver-Thomas, 2018; Rosenberg & Miles, 2017; NCTR, 2021), and positively impact student achievement (Lindsay & Hart, 2017; NCTR, 2021). Teacher residencies can increase diversity in the teacher pipeline (Azar et al., 2020; Carver-Thomas, 2018). Residency programs have proven to be "on par with high-quality traditional teacher preparation programs," (Carver-Thomas, 2018, p. 7). In comparison, studies find alternative licensure programs result in lower retention by as much as double to triple percentages, particularly for teachers of color (Carver-Thomas, 2018). Educator residencies are characterized by year-long student teaching internships in which the resident is not the teacher of record, ongoing feedback and coaching with an experienced mentor teacher, and rigorous graduate coursework aligned with the experiential aspects of the internship. In many teacher residencies, co-teaching is often utilized to help novice teachers develop their pedagogical skills or create classroom communities (Bacharach et al., 2010; Goodnough et al., 2009; Roth & Tobin, 2005; Ruys et al., 2010; Weinberg et al., 2019).

Manuscripts selected for this special issue might address aspects of the following concerning rural educator residencies:

- Leveraging school-university-community collaborations in rural residencies
- Strength or asset-based frameworks that support rural residencies and empower rural students
- Residencies that develop equity-focused teacher practice
- Policy recommendations for rural residencies
- Innovative practices in curricular and/or clinical experiences that support educator residencies
- Critical components of rural residencies
- Advantages, challenges, and/or opportunities regarding residency practices across P-20 rural schools and communities
- Community-based initiatives related to the teacher and school leader residencies

Those interested in being considered for this special issue should submit a full manuscript to the TPRE system (http://tpre.ecu.edu) by **March 31, 2024.** Questions about possible topics or ideas should be sent to Dr. Kristen Cuthrell (cuthrellma@ecu.edu) and Jennifer Williams (williamsjen16@ecu.edu). All submissions will go through the TPRE process of double-blind review by experts in the field. TPRE Author Guidelines: http://tpre.ecu.edu/index.php/tpre/about/submissions#authorGuidelines

Estimated Timeline

- Manuscripts Due March 31, 2024
- Double Blind Review Process:
    - Approximately two-month turnaround (April/May)
- Articles selected for Revise/Resubmit or Minor Edits
    - Revise/Resubmit Deadline: 45 days from receipt of feedback (May/June)
- Second (limited) Double Blind Peer Review Process from resubmissions:
    - Approximately one-month turnaround (July)
- Final selection of articles selected for Minor Edits
    - Deadline: one month from receipt of feedback (September)
- Expected Publication Date: October 2024

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