

# **Call for Papers**

## **Teacher Research Theme Issue Proposal**

Theme Issue Guest Editor: Kathryn Castle

Guest Co-Editor: Cynthia Paris

Teacher research is a form of teacher professional development that has the potential to reform schooling from the inside. Early childhood teacher educators have an important role to play in this movement. Many terms have been used to refer to teacher research: teacher as researcher, practitioner research, pedagogical research, teacher inquiry, and action research. All refer to the systematic study teachers do of their own teaching and their students' learning for the purpose of improving teaching and learning and possibly having a broader impact on the community. It is the intentional questioning of teaching and what it means for the learner. Teacher research is done by teachers at all levels from early childhood classrooms to university classrooms. It is the kind of research in which teachers look critically at their own classrooms and schools, posing questions, examining literature, and gathering data in order to increase their understanding and quality of practice and policies in their own settings.

Although the Teacher Research Movement dates back to the 1970's, the field of early childhood education and teacher education is currently moving toward increasing emphasis on teachers' engagement in data collection. Some are doing teacher research at the university/college level. Others are partnering with classroom teachers conducting teacher research. Others are teaching teacher research courses or units in other courses.

This theme issue will provide answers to the question: What is the state of teacher research in early childhood teacher education? It is expected that articles will reflect one or more of the following:

- Results of teacher research studies done by early childhood teacher educators
- Descriptions of innovative pre-and in-service programs that prepare early childhood teachers in how to do teacher research and/or engage in research using evidence-based practice
- Descriptions of teacher-teacher educator partnerships/collaborations that focus on teacher research
- Results and implications from teacher research that impact policy
- Issues and challenges surrounding teacher research (e.g., the review of teacher research by human subject review boards).

It is expected that articles will reflect a variety of recognized methods of teacher research (e.g., quantitative, qualitative, and mixed methods). Manuscripts may be submitted through October 1, 2009. The resulting issue is expected to be published June 2010. Articles must meet the criteria of preparation outlined in the Instructions for Authors described for the journal and may be submitted to Kathryn Castle: (kathryn.castle@okstate.edu).