

International Journal of Science & Mathematics Education



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Submission Information

Submissions will need to follow the *Instructions for Authors* found at the [International Journal of Science and Mathematics Education](#) (IJSME).

Previously published manuscripts will not be considered for this special issue.

Both empirical studies and theoretical papers are welcome.

Manuscripts may focus on professional growth for mathematics or science teacher educators; however, manuscripts discussing both disciplines are especially encouraged.

Questions

Please contact the guest co-editors of this special issue at ij sme.t.ed.special.issue@gmail.com

Open Call for a Special Issue on: Science and Mathematics Teacher Educators and their Professional Growth

Aim of the Issue

The term “teacher educator” commonly refers to both those who educate prospective teachers and those who educate practicing teachers, that is, those who initiate, guide, and support teacher learning across the lifespan (Even 2008; Krainer & Llinares 2010). A few researchers have tried to identify a possible trajectory for developing a teacher educator’s professional knowledge base (see Abell, Park Rogers, Hanuscin, Lee, & Gagnon, 2009) or have described what that knowledge base should be comprised of and what practices teacher educators need to learn and develop (see Berry & van Driel, 2012; Even, 2008; Kelchtermans, Smith & Vanderlinde 2017). Despite these efforts, there continues to be little research available on how to support the professional growth of mathematics and science teacher educators in their work with teachers.

Therefore, the purpose of this special issue is to bring to light how researchers are working within and across the science and mathematics education communities to enhance teacher education by discussing important aspects regarding the professional growth of mathematics and science teacher educators. More specifically, what frameworks for professional growth are guiding our ideas about how to study teacher educators’ learning and development, what models or programmatic experiences appear to be working well, and what common practices are occurring (perhaps even jointly) in science and mathematics education with respect to professional growth of teacher educators? Also needing consideration are what methodological approaches can best serve our collective inquiry into this area of research. These and other questions related to understanding how mathematics and science teacher educators develop their beliefs and competencies for teaching teachers, as well as how these educators are learning to grow their own practice, are encouraged for submission to this issue.

To ensure prospective and practicing teachers are receiving quality educational experiences in their learning of how to teach science and mathematics, much research is still needed into the knowledge and practice of those educating teachers in these disciplines. This issue seeks to address this goal.

Important Dates

- *June 30, 2019* – Submission of proposed manuscript to ij sme.t.ed.special.issue@gmail.com. The Proposal should be no more than 1000 words (single-spaced, 1-inch margins, 12pt font), not including references, tables, figures. It needs to explain how the empirical study or theoretical paper relates to the purpose of the special issue and what contributions to the field are expected.
- *Sept. 30, 2019* – Invitation for full-submission. This invitation does not guarantee publication.
- *Dec. 31, 2019* – Full submission to the Springer online “[Editorial Manager](#)” system.
- *Jan. 31, 2019* – Manuscripts sent out for peer-review.
- *April 30, 2020* – Peer-review complete.
- *June 30, 2020* – Articles selected and peer-feedback provided to authors.
- *Sept. 30, 2020* – Final manuscript due.
- *Early 2021* – Special issue published.

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