



## Midwest Journal of Education: Call for Manuscripts

### Guest-Edited Special Issue: Practice-Based Teacher Education: Expanding the Knowledge Base

Submission Deadline:  
October 1, 2025 at 11:59 pm

#### Co-Editors:

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*The Midwest Journal of Education (MJE) is a peer-reviewed, open-access journal in education, featuring the work of scholars and practitioners addressing the nexus of theory and practice in education. We invite submissions for our upcoming special issue focusing on practice-based teacher education.*

#### Overview

Recent years have evidenced a shift in how some teacher educators approach preservice education; instead of simply *talking about* teaching, more and more opportunities to practice teaching within coursework are arising (Kavanagh et al., 2023). This shift is primarily based on the increased popularity of practice-based teacher education (PBTE), an approach to teacher education that follows a specially designed cycle to approximate, represent, and decompose practice (McDonald et al., 2013). PBTE has been proposed to strengthen the connection between theory and practice and close the gap between university instruction and what actually occurs in P-12 classrooms (Peercy et al., 2019; Vartuli et al., 2016). The goal of PBTE is to move away from relying exclusively on field experiences as the contexts where preservice teachers put methods into action and to start making more authentic opportunities for practice and feedback *within* teacher education coursework. In this way, PBTE aspires to create teachers who enter the profession as experienced novices with a deep understanding of content and pedagogy (Peercy et al., 2019; Teaching Works, 2025).

The PBTE cycle often begins with identifying and building a course or program around core or high-leverage practices (Forzani, 2014; McDonald et al., 2013; O'Flaherty & Beal, 2018), generally conceived as the key practices that form the foundation of quality instruction while also being attainable for beginning teachers to master. In some cases, these are broadly construed to include all teachers (Teaching Works, 2025) while in other instances, they are more specific to grade level or content area (Brownell et al., 2021; Kloser, 2014; Ward et al., 2018).

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The instructional cycle of PBTE includes: 1) *approximations*, or carefully scaffolded opportunities for preservice teachers (PSTs) to practice teaching through simulations, role-plays, or rehearsals; 2) *representations*, or visual portrayals of how a particular teaching practice should look such as demonstration lessons by the teacher educator or video clips of teaching; and 3) *decompositions*, or a careful break-down of teacher and student actions within representations to yield a deep understanding of and reflection on the practice (Grosser-Clarkson & Neel, 2020). This cycle sits within the central tenets of PBTE, which include authentic experiences, longevity, modeling, performance analysis, feedback, scaffolded and cohesive practice, interleaving (combining two or more practices at once), repeated teaching, and reflection (Brownell et al., 2019; Ward et al., 2018). These tenets of PBTE have been conceptualized in a variety of ways by scholars, most of which focus on how teacher practice is at the forefront of student learning (Forzani, 2014; Grosser-Clarkson & Neel, 2020; Grossman & Dean, 2019). PBTE has been used in research to support early childhood education (Vartuli et al., 2016); specific content area pedagogies (Moody et al., 2022a); K-12 general education (Anagnostopoulos et al., 2018; Windschitl et al., 2012) to special education (Billingsley et al., 2019), and to support core practices (Moody et al., 2022b; Moody & Finkelstein, 2024).

Despite the significant body of research devoted to describing different PBTE approaches, there is a decided lack of evidence on how it supports teachers' instructional development and student learning. Additionally, specific approaches that make components of the cycle more meaningful for Pre-Service Teachers- like decompositions- have yet to be fully explored.

Additionally, despite its increasing popularity, PBTE is not without its critics. Some scholars contend that PBTE promotes rote teaching practices that fail to address the needs of all learners. They posit that PBTE puts teaching practices into a one-size-fits-all box, which is inappropriate for addressing all learners' needs- for example, those learning English (Moody et al., 2022a). Researchers also contend that it does not deeply develop theoretical understandings about equity and justice (Philip et al., 2019) and that the definition of what looking at something 'in practice' means is unclear (Kavanagh et al., 2023).

We believe that the arguments of both PBTE proponents and critics rely too heavily upon assumptions and logical reasoning rather than concrete evidence and research. Given the relative infancy of this modern PBTE movement, this is not the fault of researchers but points to a need for a broader and deeper knowledge base about such approaches. With these considerations in mind, **this special issue is interested in a critical exploration of PBTE -- what works, what does not, how PBTE impacts students and teachers in the short-term and long-term, and innovative ways to develop theory and practice alongside content knowledge and pedagogical knowledge.**



### Topics of Interest

This special issue aims to apply a critical lens to PBTE. Specifically, we are seeking articles related to:

- How various PBTE approaches support PST learning and teaching.
  - Emphasis on innovative structures, elements, tools, and approaches to PBTE, including variations in length, frequency, feedback, methods, application, etc.
  - A longitudinal look at the impact of PBTE on teacher practice.
- The connection between PBTE and P-12 student learning.
- Comparisons between different PBTE approaches.
- Opportunities for PBTE to extend beyond preservice education and into in-service teacher professional development.
- Varying PBTE approaches, particularly if they are new or unique, to engage in...
  - Representations and decomposition of practice.
  - Models for approximations of practice.
- Surfacing challenges of PBTE, including addressing existing critiques of PBTE or raising new concerns

### Manuscript Guidelines

Articles must not exceed **10,000 words**, excluding references, figures, tables, and appendices. Manuscripts should be submitted in Microsoft Word and follow APA 7th formatting and the [MJE style guidelines](#). We recommend that submissions include the following sections: title, abstract, introduction, literature review, methods, findings, discussion, and implications/conclusions. Submissions must be anonymized for a double-blind review. Authors should submit a separate cover page with author information, including author contact info and bios (less than 200 words).

### Submission Guidelines

Email the following to Stephanie Moody ([smoody@towson.edu](mailto:smoody@towson.edu)):

- A blinded copy of your manuscript, with tables, figures, and references included in the document.
  - Follow APA 7<sup>th</sup> edition guidelines.
  - We recommend using the [official MJE template](#) to help facilitate the copyediting process. Submissions must be Word documents.
- A separate cover page including:
  - Author contact information and bios (no more than 200 words each).
  - A brief statement acknowledging your agreement with the publication [policies](#) of the Midwest Journal of Education.



**Timeline:**

- Manuscript Submission: October 1, 2025
- First Decision: October 15, 2025
- Post-Review Decision: December 1, 2026
- Revised Manuscripts Due: January 1, 2026
- Final Acceptance Decisions: Feb. 1<sup>st</sup>, 2026
- Publication: March 1, 2026

**For more information, contact:**

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