Call for Proposals
“Changing Teaching Practice in P–20 Educational Settings”
*Review of Research in Education*
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The 2019 volume of *Review of Research in Education (RRE)*, “Changing Teaching Practice in P–20 Educational Settings,” will publish research reviews that deepen the understanding of how teaching practice changes in intentional, coordinated, responsive, and sustained ways to affect P–20 students. As a core concern both for the field of education research and for educators, the process of changing teacher practice is a complex one involving numerous factors. Multidisciplinary research approaches are required in order to inform the work of increasing equity and access across our education institutions and systems.

As the 2019 RRE editors, we seek chapters that review, synthesize, and critique literature from the varied strands of inquiry that are typically siloed into different research specializations, such as organizational change, leadership, implementation science, teacher learning, and professional development. These specializations may also be divided by disciplinary approach: history, anthropology, sociology, psychology, economics, and political science, among others. Finally, they may cluster by qualitative and/or quantitative methodologies, including but not limited to meta-analysis, mixed methods, experimental designs, sample surveys, case studies, participant observations, and historiographies. In the array of these specializations, there are distinct themes, varying theoretical underpinnings, and different units of analysis. To bridge these differences, we ask scholars to consider questions such as:

- How is change in practice conceptualized, evidenced, and analyzed?
- What are the key barriers, facilitators, and contextual factors affecting intentional, coordinated, responsive, and sustained change?
- How do changes in teaching practice relate to student learning?
- With major investments in “best practices” and “what works” in recent years, what have been the actual results of attempts to replicate or implement these recommendations? How do the critiques of these efforts inform our understanding of how to change teaching practice?
- What have we learned from both successful and failed attempts to change practice?

Authors should consider these as examples of organizing questions that will move the field in new interdisciplinary and trans-specialization ways.
The editorial team will review proposals and invite authors to prepare manuscripts based on the overall objectives of the volume and the promise of each proposed work. Proposals are due March 1, 2018. The authors invited to submit manuscripts will be notified by April 2, 2018, and will be expected to submit final manuscripts for peer review no later than July 2, 2018, to allow for publication at the beginning of the 2019 year.

Proposals for manuscript submissions should not exceed 1,000 words and should be submitted to https://mc.manuscriptcentral.com/rre. All inquiries should be submitted to RREeditor@aera.net. Final manuscripts for RRE articles may not exceed 10,000 words (exclusive of references and figures). Authors will also be expected to include in the AERA-RRE repository a detailed description of the methods and procedures underlying their literature searches and a specification of the relevant literature that forms the basis for the analysis in the article.

2019 RRE Editors
Terri Pigott, co-editor
Ann Marie Ryan, co-editor
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