



Journal of Educational Supervision: Call for Manuscripts—due May 31, 2023

Guest-Edited Special Issue: Cases in Critical Supervision within School Contexts

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Supervision can be defined in numerous ways to encompass various forms and levels within education (Capello, 2020; Glanz, 2022; Hazi, 2020). Often supervision is an educational practice where someone has expertise in an area and works to support and provide learning experiences for someone with less experience (Robinson, 1963). Supervision is often thought of in the support and development of teacher candidates, as well as administrative support for practicing teachers (Glanz, 2022). However, supervision can be broadened to consider administrators supporting other administrators (Thessin, 2019), instructional support positions who supervise specific content (Woulfin & Rigby, 2017), curriculum, and/ or teacher groups (Tomal et al., 2014), informal supervision, as well as school university partnerships (Jacobs & Burns, 2021). We see supervision as educational leadership that works to foster equitable and just practices and to address the historical injustices of marginalized groups. Critical supervision takes special care to recognize student diversities (e.g. developmental variations, neurodiversities, race/ethnicity, language, gender, sexual orientation, economic class, country of origin, culture, community, and certain interests) and assist others in seeing the brilliance of all students. Critical supervision provides a lens to view social justice challenges and change problematic practices and structures.

Indeed, our vision of supervision here is not without sociohistorical precedent, and we find conceptual inspiration in the memory of the Jeanes Supervisors, a cadre of mostly Black women educators who blazed trails across the U.S. south from 1908 - 1950 as they served as defacto superintendents of rural Black schools in the mentorship they provided to Black educators and Black communities (Anderson, 1988; Fairclough, 2007; Gutgold, 2019). Supervision meant more to the Jeanes Supervisors than overseeing the work of others. Rather, the Jeanes Supervisors linked their role as teacher and school supervisors with the larger freedom and human rights struggle and worked alongside prospective and practicing teachers to transform pedagogy and practice for the good of society (Gutgold, 2019). When viewed from this sociohistorical perspective, the transformative potential of education supervision comes into

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focus and fuels our sense of urgency to attend to the myriad dynamics that influence the thought and action in the work of teacher supervision.

In this special issue we define supervision inclusively in that we understand the scope of supervisory work to include many individual roles and responsibilities including but not limited to: (a) administrators (principals and vice principals), (b) instructional support personnel (coaches, curriculum coordinators, assigned mentors), (c) informal collaborations (planning groups, peer confidants), and (d) research or university partnerships (grant projects, research, professional development school models, and other collaborations). For this special issue, **Cases in Critical Supervision within School Contexts**, we invite narrative based, either real or hypothetical, teaching cases that provide examples and contexts to supervision challenges while also amplifying and contextualizing supervision focused on social justice and school transformation. The use of case writing allows for application within professional development and course experiences to contextualize broader philosophical perspectives and make meaning through discussion and reflection (Fossey & Crow, 2011).

All manuscript cases should address critical areas of justice, equity, diversity, and inclusion during supervision within school contexts. Manuscript cases might address aspects of the following themes or topics related to supervision around critical areas occurring within school contexts, as well as others that may not be mentioned here:

- Cases that connect supervision to the dismantling of oppressive practices (e.g. tracking, compliance based management)
- Cases that highlight and analyze the people who serve in these roles and how they are positioned, and what are the assessment and accountability roles? Cases may examine what supervisors learn about themselves, their practice, and society through their engagements with supervising.
- Cases that include informal, non-evaluative, and/ or community supervision (seeking out/pulling in “mentors” supervision, accountability partners, critical friend groups/ circles, professional learning communities).
- Cases grounded in the history of supervision that highlight the current transformative potential of supervision and cases grounded in history that help us reimagine what the relationship of supervision can be to movements for social justice through education.
- Cases that analyze different models of supervision in terms or process or practice or both. These cases may examine Culturally Sustaining Supervision practices, situations where "differing perspectives and experiences emerged (e.g. White Supervisors - Culturally Diverse teachers)

Manuscript cases may be situated within the following three contexts: (1) Administrators as Instructional Supervisors, (2) Coaches as Instructional Supervisors, or (3) Teachers as Instructional Supervisors. A high quality case manuscript should clearly address the local context and its characteristics, as well as the four essential elements of a good teaching case: context, complexity, ambiguity, and relevance (Fossey & Crow, 2011). Please note in your submission with which context your case best aligns. We encourage submissions from or in collaboration with K-12 partners.



The *Journal of Educational Supervision* (JES) publishes peer-reviewed articles related to the field of supervisory practices in education. Through a double-blind peer-reviewed process, JES offers a wide range of opportunities for academics and practitioners to add to the literature on supervision that addresses the nexus of theory and practice. The University of Maine College of Education and Human Development sponsors this journal in an effort to preserve and promote the formative feedback practices that inform preparation and practices of educators in supervision.

Manuscript Guidelines:

- 5,000-6,000 words, excluding references
- Proposed cases should include the following elements (but the order can be tailored to the specific style of the case).
 - **Descriptive title**
 - **Abstract**
 - **Teaching case narrative:** The case can be real, imagined, or inspired by events in the news. The key is it should be focused and should allow for the reader to consider the challenges presented in a multidimensional way.
 - **Teaching Notes:** A case should highlight the additional depth and complexity of educational situations by providing a “brief” literature review of the issues at play. Additionally, authors are encouraged to offer additional complexities from their lived experiences to deepen the discussion and collaborative learning opportunities.
 - **Classroom Application/Activities:** These activities should allow readers to connect their own experiences to those mentioned in the case narrative.
 - **Discussion Questions:** Finally, provide discussion questions that are intended to promote lively and multifaceted discussions.
- Articles should still be consonant with the scope and aims of the *Journal of Educational Supervision*

Submission Deadline: May 31, 2023

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