Teachers remain the single most important factor influencing school and student success (Chetty et al., 2014; Opper, 2019; Rockoff, 2004; Rowe, 2003; Timperley, et al., 2007). Teachers remain central to most schooling discussions because they are connected to nearly all elements of schooling. Both the preparation and support of teachers require supervisory support.

Within teacher preparation, “The quality of clinical experience depends heavily on the kind of coaching, supervision, and support prospective teachers receive as they develop their practice” (Grossman, 2010, p. 5). The development and growth of teacher candidates is sustained by the supervision from faculty, mentor teachers, and university supervisors. Burns & Yendol-Hoppey (2015) position all who engage in the preparation at the university or school placement as supervisors.

Supervision of practicing teachers (i.e., instructional leadership) continues to be an essential component in the development and retention of PreK-12 teachers and school leaders. Supporting new teachers has proven important to assist in acclimating and adjusting to the role of teacher (Hobson, et al., 2009; Howe, 2006; Ulvik, Smith, & Helleve, 2009; Wang, Odell, & Schwille, 2008). Supervision of teachers can be included in many individuals’ roles and responsibilities: (1) administrators (principals and vice principals), (2) instructional support personnel (coaches, curriculum coordinators, assigned mentors), (3) informal collaborations (planning groups, peer confidants), and (4) research or university partnerships (grant projects, research, professional development school models, and other collaborations).

For this special issue, Special Issue on Cases in Supervision in Teaching and Teacher Education, we invite narrative-based – either real or hypothetical – teaching cases that provide examples and contexts to teacher (preservice and inservice) supervision challenges while also amplifying and contextualizing supervision focused on social justice and school transformation. The use of case writing allows for application within teacher preparation, supervision, and professional development to contextualize broader philosophical perspectives and make meaning through discussion and reflection (Fossey & Crow, 2011). We are particularly interested in cases...
highlighting the existing complexities of justice and equity work from a supervisory perspective. Cases that highlight the experiences with innovative and promising approaches to supervision that increase learning opportunities for students who are minoritized, marginalized, and otherized within PreK-12 classrooms are favorable (e.g., Banks, 2013; Duncan-Andrade & Morrell, 2008; Freire, 1970, 2018; Gay, 2010; Giroux, 2020). Additionally, manuscripts of narrative cases that depict praxis toward racial and social justice and school transformation within various schooling context communities (e.g., teacher education programs and rural and urban schools) and from a variety of supervisory perspectives (teacher preparation, mentoring/coaching, school and district supervisors, etc.) are particularly relevant for this call. 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).

Manuscript cases might address aspects of the following themes or topics in teaching and teacher education supervision, as well as others not mentioned here:

**Cases Grounded in Historical Connections**
- Cases that tie current supervision practices to the enduring colorline (DuBois, 1903) or ongoing dispossession across Indigenous communities or and exclusion across Asian communities, and/or exploitation across Chicano/a communities and Latinx communities.
- Cases that connect supervision to oppression of people groups, tool of resistance to ongoing colonialism, apartheid, exclusion, and suffering.
- 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 Addressing Long Range Supervision**
- Cases that look at supervision across the continuum from preservice to veteran teacher (teacher preparation to teacher support in schools).
- Cases that look at preparation and supervision of principals, counselors, curriculum specialists, coaches or other roles.

**Cases Analyzing Models of Supervision**
- 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)
- 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).

**Cases Situated by the Impact of the Pandemic**
- Cases that share the role supervision played in efforts aimed at racial and social justice and school transformation amid COVID-19 school closures and re-openings.
- Cases that provided lessons learned about supervision from the COVID-19 pandemic and how we are reconceptualizing supervision as a result of the COVID-19 pandemic.
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.

- Full research manuscripts should not exceed 5000-6000 words, excluding references.
- Suggested format: descriptive title, abstract, teaching case narrative, teaching notes, classroom application/activities and discussion questions.
- Articles should still be consistent with the scope and aims of the Journal of Educational Supervision.

Submission Deadline: December 1, 2021

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