



Journal of Educational Supervision: Call for Manuscripts—due August 15, 2020
**Guest-Edited Issue: Critical Issues in Educational Supervision
and Instructional Leadership**

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Educational supervision (i.e., instructional leadership) continues to be an essential component in the development of PreK-12 teachers and school leaders. Over the past several decades, the landscape for teaching and learning has significantly shifted. Accordingly, so has educational supervision. Evolving accountability mandates, school letter grades, value-added teacher evaluations, teachers' reliance upon and strict adherence to commercial curriculum, teacher shortages, and alternative delivery methods for teacher education, all have re-shaped goals, processes, and outcomes of supervision. Since 2014, many urban school districts have experienced a shifting majority-minority demographic. This fact, together with the teacher workforce not reflecting the currently transformed student population (Easton-Brooks, 2019; Snyder, de Brey, & Dillow, 2016; U.S. Department of Education, 2016), has exposed challenges in the field of educational supervision. This changing landscape reveals a host of challenges for those in supervisory roles (e.g., teacher educators, instructional leaders, and teacher leaders) to deliver equitable learning opportunities for all students, especially those of who are minoritized, marginalized, and otherized within PreK-12 schools and classrooms (Milner, 2020).

This special issue arises from the need to explore and increase educational supervision's capacity to confront historical inequities and develop humanizing practices that are aimed at achieving justice. Additionally, this special issue seeks critical perspectives (e.g., various constructions of critical theory) and educational approaches (e.g., asset-based pedagogies) that consider the relationship among the sociocultural and sociopolitical milieu of teacher education, PreK-12 schools, together with supervision policy and practices (Howard, 2010; Ladson-Billings, 2017; Milner, 2017). These perspectives and approaches will allow the field of educational supervision to examine the relationships of power and practice and/or whiteness and school. If not, educational supervision risks maintaining the status quo of schooling that has, historically, underserved students who are minoritized, marginalized, and otherized within PreK-12 classrooms. Further, these perspectives and approaches can help the field understand how systemic factors such as colonialism, whiteness, racism, and intersectional forms of power and oppression are deeply rooted in the PreK-12 educational system and how these factors impact supervision, teaching, learning outcomes, and student achievement.

For this special issue, **Critical Issues in Educational Supervision and Instructional Leadership**, we invite both theoretical and empirical contributions that amplify and contextualize interdisciplinary efforts demonstrating or seeking racial and social justice and school transformation. We are particularly interested in manuscripts that advance theoretical perspectives and research methodologies that highlight innovative and promising approaches to supervision that are intertwined with praxis aimed to increase learning opportunities for students who are minoritized, marginalized, and otherized within PreK-12 classrooms (e.g., Banks, 2013; Duncan-Andrade & Morrell, 2008; Freire, 1970, 2018; Gay, 2010; Giroux, 2020). Manuscripts 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) are particularly relevant for this call. The manuscript should clearly address the local context and its characteristics, include a theoretical and conceptual base, and illuminate how supervision is being improved, studied, or developed. Manuscripts might address aspects of the following questions or other related inquiries:

- How can supervision as a field, challenge traditional notions of schooling by using various critical educational theories (e.g., Critical Race Theory, LatCrit, DisCrit, Mattering, Sense of Belonging, Opportunity Gap, Racial and Social Justice, Asset-Based Pedagogies) to facilitate racial and social justice, and school transformation?
- How can individuals in supervisory roles implement critical perspectives and asset pedagogies within their local context (e.g., teacher education program or PreK-12 school) with outcomes aimed at racial and social justice, and school transformation?
- How can individuals in supervisory roles use critical perspectives and asset pedagogies to increase learning opportunities together with improving teaching and learning outcomes for students who are minoritized, marginalized, and otherized within PreK-12 classrooms?
- In what ways is supervision derived from community contexts and practices? How do supervision practices acknowledge and incorporate community contexts and knowledge?
- What role should supervision play in efforts aimed at racial and social justice and school transformation post-COVID-19 school closure?

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. JES is indexed in ERIC and is the premier peer-reviewed educational supervision journal. 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.

Submission Deadline: August 15, 2020

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-Please refer to manuscript guidelines at:

<https://digitalcommons.library.umaine.edu/jes/about.html>

-Full research manuscripts should not exceed 6000 words, excluding references.

-Articles should be consonant with the scope and aims of the *Journal of Educational Supervision*.

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