Citing a surge in academic journals focused on the concept of change at the turn of the 21st century, Smith (2016) asserted, “For millennia, change was seen for the most part as to be endured, certainly not engineered” (p. 16). That attitude shifted amid advances in industrialization and emerging ideas about organizational management, yet as the 20th century came to a close, those same ideas evolved toward new models. Through a professional development school (PDS) lens, learning-focused leadership supersedes top-down management (Hunzicker, 2019). With a blended approach of adoption and adaptation, leaders who seek to be change agents must develop “both capacity and attitude” (Macdonald et al., 2019, p. 333). In that spirit, we prepared this issue of PDS Partners (PDSP).

Longtime readers of the journal may notice a few major changes. First, NAPDS has partnered with Emerald Publishing Group, which not only provides an international stage for PDSP, but also, through the use of the ScholarOne platform, will streamline the submitting, reviewing, revising and editing processes. Articles will now be indexed, searchable and open access.

PDSP’s editorial leadership has also transitioned. We—Jennifer D. Morrison, Elizabeth Currin and Shalonya Knotts—took over editorship in January 2023. Balancing adoption and adaptation, we recognize our responsibility to maintain the high bar established by our predecessors and continue to ensure PDSP represents high-quality research, provides robust case studies of PDS models, and considers theoretical and pragmatic ways of actualizing our sincere commitment to bridging research and practice. PDSP can be instrumental to that aim without sacrificing the journal’s practitioner-friendly reputation. In fact, our vision affirms the need to provide space for diverse voices, including K–12 students and preservice teachers. Embracing what differentiates PDSP, we are seeking a range of creative submissions, such as narratives and poetry, that continue to uphold high levels of quality research, reflection and practice within partnerships. These diversified author voices and submission styles support our vision to examine the new Nine Essentials through Essential 1’s emphasis on equity, antiracism and social justice. Additionally, we seek to recognize individuals who have given significant time, effort, energy and advocacy to PDS sites through our Thank You for Your Service column, a new addition to PDSP.

Much of this issue has been a collaborative process between the outgoing and incoming editorial teams. Articles include a footnote designating the team under which it was accepted. Former editor, Dr. Eva Garin, will continue to grace PDSP’s pages as the incoming President of NAPDS.

Our first article by Polly encapsulates the outgoing team’s legacy. In it, the author conducts a systematic review of the peer-reviewed articles published in PDSP between Summer 2017 and Fall 2022, inclusive of special issues, using keyword frequency, author characteristics, article type and 9 Essentials frequency to determine what research areas have been more saturated and which research areas are in greater need of exploration. The results from this paper will inform the incoming editorial team’s calls for manuscripts and recommendations for publication.

The next two articles address issues of antiracist and cultural competence instruction in clinical placements for preservice teachers (PSTs). Bertrand shares experiences of
supervising PSTs in a predominantly Black elementary school for their clinical course in which she integrated explicit antiracism instruction to counter potential and existing deficit views. Following, Mulvaney and colleagues discuss how their partnership with a school in Cotswold, England, provides PSTs with cultural competency learning through an immersive clinical experience that also helps to build their global citizenship.

Next, Barnett and Francis document the reflective practice of a PST while teaching arts-integration in an elementary school. They consider how the Four Studios Structures of Learning support deep learning of math and science, including using dance and music to notate exponents. This contribution is followed by a look from Reid-Griffin and colleagues at how authentic learning opportunities in communities foster a “STEM mindset” for rural high school students, ultimately motivating them to seek STEM careers. Eirich and Wildesen round out the focus on PSTs through their case study sharing how the Maryland Accelerates induction experience between Frostburg State University and Garrett County Public Schools provides learning not only for the induction teachers but also for mentors and coaches that helps to advance retention, effectiveness and leadership for all participants.

Finally, we close with Tye’s examination of the shifting role of families as learning partners during and after COVID protocols. She argues, “There are few quality examples [that] exist to model relationship-building required to engage and include families,” and subsequently provides a potential avenue to build partnerships among families, teaching candidates and universities. Throughout this issue, authors’ explorations of partnerships highlight enduring benefits as well as illuminating new paths.

Deriding the concept of change management, Smith (2016) reiterated the Darwinian principle that “the exuberant and constantly changing natural world is a delight,” such that change “is capable of enriching and bringing a response from the imagination” (pp. 17–18). We invite readers, therefore, to welcome this era of organizational change for PDSP as an opportunity to recognize that while “multiple impactful articles have been published in the journal, there is still a lot of work left to be done in sharing our story and disseminating the impactful work of school-university partnerships” (Polly, this issue). As Hunzicker (2019) argued, “innovation and sustainable practices” (p. 1), which are at the core of PDS, require learning-focused leaders. We have assumed our roles as co-editors of PDS Partners with that mindset and look forward to collaborating with like-minded authors, reviewers and readers throughout our term.

Jennifer D. Morrison, Elizabeth Currin and Shalonya Knotts

References


Further reading