



Journal of Technology and Teacher Education (JTATE)

Call for Special Issue

“Preparing All Teacher Educators to Support Teacher Candidates’ Integration of Technology”

[SITE--Society for Information Technology and Teacher Education](#)



The National Education Technology Plan boldly calls upon teacher preparation programs to rethink how teacher educators are using technology to transform learning while preparing new teachers for future classrooms.

Teachers need to leave their teacher preparation programs with a solid understanding of how to use technology to support learning. Effective use of technology is not an optional add-on or a skill that we simply can expect teachers to pick up once they get into the classroom. Teachers need to know how to use technology to realize each state’s learning standards from day one. (U.S. Department of Education, Office of Educational Technology, 2017, p. 35)

With this in mind, a national/international collaborative research process was facilitated to develop the Teacher Educator Technology Competencies (TETCs) (Foulger, Graziano, Schmidt-Crawford, & Slykhuis, 2017; Foulger, Graziano, Slykhuis, Schmidt-Crawford, & Trust, 2016). The TETCs were developed through an initial literature review that was then modified by a group of educational technology experts who offered their opinions as to what they believe to be the skills, knowledge, and attitudes teacher educators who support teacher candidates need. The TETCs are an initial attempt to reform how teacher candidates are prepared to integrate technology. To date, we are not aware of other research serving to address this national call. This special issue is intended to initiate a collective conversation about preparing teacher educators for this challenge.

We are interested in capturing how the TETCs or other similar initiatives are being used or developed by those in the field, (e.g., teacher educators, professional developers, and educational leaders). This call for manuscripts is focused on the submission of articles that will build a strong foundational understanding of how ALL teacher educators are prepared to address the necessary skills and knowledge related to technology use and integration within our teacher preparation program. More specifically, this special issue is open to a range of manuscripts related to, but not limited to, those that:

- Provide a critical analysis of the TETCs and related criteria.
- Describe professional development practices associated with the development of teacher educators to meet the national need.
- Share instruments or diagnostic tools that assess the abilities of teacher educators to address technology integration into curriculum.
- Discuss the development of instruments or diagnostic tools to assess competencies of teacher educators (e.g. TETCs or other).
- Describe policy implications (e.g. promotion and tenure guidelines and standards of academe) aligned with the National Educational Technology Plan.

- Share innovative methods for addressing technology integration within colleges/schools of education.
- Discuss readiness of the field for the acceptance of the TETCs or other initiatives for teacher educators.
- Share practical cases of teacher educators' experiences with faculty development and technology integration into the curriculum.
- Share transformative experiences about the adoption of the TETCs or other initiatives.
- Make recommendations for organizational change to support all teacher educators' abilities to integrate technology into the curriculum.

SUBMISSION GUIDELINES

All submissions will go through the regular JTATE policy of blind review by experts in the field.

Special JTATE Issue V28,N1:

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> [SUBMIT HERE](#) <

TIMELINE (Call for Manuscripts PDF: <https://site.ace.org/pubs/jtate/tetccall.pdf>)

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Authors Notified: MAY 7, 2019

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QUESTIONS

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