

**Call for Papers—
Thematic Issue:
Teacher Education and Social Justice**

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The ways we educate teachers and think about their development are changing in important ways, most particularly for a growing group of teacher educators committed to social justice through urban school reform. This special issue of *Teacher Education Quarterly* will explore new theories of teacher education and development based on socio-cultural learning theory and an explicit commitment to social justice. We seek papers that attend to the different ways these theories are enacted, illustrating clearly the relationship between theory and practice. Core issues include: identity development, diversity, race, culture, agency, student achievement, and urban teachers' professional communities.

Manuscripts should be between 6-to-20 pages, double-spaced, and referenced in APA format. Please send four copies of completed manuscripts, cover letter, and self-addressed stamped envelope for return acknowledgement. Manuscript pages should not include author(s) name(s). Authors of accepted manuscripts will submit a final version in both hard copy and on 3-1/2-inch High Density disk. The deadline for submissions for this issue is February 1, 2002. Send manuscripts to:

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