

# Call for Submissions

## The Field Experience Journal

The editorial board of **The Field Experience Journal** invites the submission of original manuscripts that advance the scholarship of clinical educator preparation.

As a peer-reviewed international journal, *The Field Experience Journal* serves as a forum for rigorous scholarship that examines the design, implementation, evaluation, and continuous improvement of field-based learning experiences across the educator preparation continuum. The journal seeks to bridge research and practice by publishing work that informs the preparation and professional growth of educators while strengthening partnerships among universities, schools, and communities.

The journal embraces a broad definition of field experiences, recognizing that meaningful clinical learning extends beyond traditional student teaching. We welcome scholarship focused on early field experiences, practica, internships, teacher residencies, clinical supervision, mentoring, induction, simulation, university-school-community partnerships, and other authentic learning experiences that contribute to the preparation of educators.

Submissions are encouraged from scholars, teacher educators, practitioners, educational leaders, and researchers representing educator preparation programs across disciplines, including teacher education, educational leadership, school counseling, school psychology, literacy, curriculum and instruction, educational technology, special education, and related fields. Contributions from both national and international authors are welcomed.

### Manuscript Types

The Field Experience Journal welcomes submissions in the following categories:

- Original Research
- Practitioner Articles
- Program Innovations
- Field Reports
- Conceptual or Theoretical Articles
- Literature Reviews
- Case Studies
- Policy Analyses

### Topics of Interest

Representative topics include, but are not limited to:

- Clinical practice and field experiences
- Clinical supervision and mentoring
- Teacher residency and internship models
- University-school-community partnerships
- Clinical assessment and performance evaluation
- Educator recruitment, preparation, induction, and retention
- Simulation and technology-enhanced clinical learning
- Artificial intelligence and emerging technologies in educator preparation
- Literacy, STEM, leadership, counseling, special education, and discipline-specific clinical preparation
- Professional dispositions and educator competencies
- Accreditation, accountability, and continuous improvement
- State, national, and international policy affecting clinical educator preparation

## Editorial Perspective

The Field Experience Journal values scholarship that is both rigorous and relevant. We welcome diverse methodological approaches and encourage manuscripts that contribute new knowledge, offer practical implications, and advance the quality of clinical educator preparation.

Whether reporting empirical findings, describing innovative practices, examining policy, or synthesizing existing scholarship, successful manuscripts will demonstrate clear significance for the preparation and professional development of educators.

## Submission Process

Authors are encouraged to review the journal's [Aims and Scope](#), [Submission Information](#), [Editorial Policies](#), and [Author Guidelines](#) before submitting a manuscript. All submissions should represent original work and will undergo a double-anonymous peer review process.

The editorial team is committed to providing a fair, constructive, and timely review process that supports excellence in scholarship while advancing the field of clinical educator preparation.

We invite you to join a growing community of scholars and practitioners dedicated to strengthening educator preparation through high-quality clinical experiences and meaningful scholarship. We look forward to receiving your submission.