

Practitioner Inquiry Series  
Marilyn Cochran-Smith and Susan L. Lytle, Series Editors

### **Submission Guidelines**

For over a decade, the Teachers College Press *Practitioner Inquiry Series* (PIS) has published books that fall under the umbrella category of practitioner inquiry. Practitioner inquiry encompasses many related genres (e.g., teacher research, action research, participatory action research, self study, the scholarship of teaching and learning, and extended critical essays related to inquiry and practice) and includes writing by many differently-positioned practitioners (e.g., preK-12 teachers, school principals and other administrators, supervisors and mentors, community college and university-based educators, and a wide variety of partnerships and collaborative groups). The PI series includes both books *by* practitioner researchers and books *about* practitioner inquiry and its role in teaching and learning, teacher education, curriculum development, professional development, school reform, alternative forms of assessment, social change initiatives, and community-based education). Many PI books blur the boundaries between theory and practice by providing rich insider accounts of the complex, day-to-day work of educational practice as well as how practitioners theorize and understand their work from the inside.

The Practitioner Inquiry Series is the only book series of its kind in the world. Most books that are appropriate for the series offer rich local knowledge of practice in particular contexts, but also speak to practice, policy and research at a more general and public level. Books written in the tradition of practitioner inquiry take up many of the most important educational issues of the day, including equity and access to learning opportunities, assessment that is both accurate and educative, the role of language in learning and schooling, the challenges of urban education, working with immigrant and multicultural populations, and the possibilities of teacher learning over the professional life course. What makes PI books different from others on these same topics is that they provide compelling insider accounts of the complexities of teaching, learning and schooling in today's increasingly globalized and test-based culture at the same time that they provide rich and generative conceptual frameworks for understanding that complexity.

For example, Cynthia Ballenger's award-winning book, *Teaching Other People's Children*, published in the PI series in 1999, chronicles Ballenger's experiences as the only European American in a pre-school setting where all the children and the other teachers were Haitian and where all teachers, including Ballenger, spoke both English and Haitian Creole, using these interchangeably with the children. Ballenger's book provides rich and engaging accounts of her daily interactions with the children, her struggles to control the classroom, and her efforts to extend the children's language and literacy skills. But the book offers much more than a sometimes funny, sometimes poignant, always compelling account of life inside a classroom. It also provides an incisive conceptual framework, which is based on careful examination of classroom talk and critical reflection on

practitioners' underlying assumptions. This gives readers a way to understand one of the major tensions in 21st Century schooling—how to honor students' home language and knowledge, on one hand, while at the same time, connecting that discourse with school-based modes of talking and knowing that increase students' learning and life opportunities, on the other.

PIS books are intended to reach a large range of audience members: PreK-12 teachers and teacher candidates, school administrators, undergraduate and graduate students, educators at the post-secondary level, teacher educators, research methodologists, community and school reformers, and policy makers. The most promising manuscripts are those that are readable and usable by these varied audiences. PIS books are frequently used in undergraduate and graduate courses, teacher education programs, teacher learning communities, qualitative research courses, writing projects, professional development programs, and institutes centered on topics such as assessment and instructional improvement as well as by individuals who wish to initiate or sustain any of the above. In these varied contexts, participants often resonate most with books that work from the inside out—that is, they make visible the everyday life, the narrative voices, and interpretive frameworks generated by educators working on the inside.

We invite new submissions that extend the work of practitioner inquiry in preK-12 school settings, community colleges, higher education, and community action groups. Please follow the submission guidelines below for more information on how to prepare a prospectus for the series. Marilyn Cochran-Smith and Susan L. Lytle, Practitioner Inquiry Series editors, take an active role in soliciting and shaping the books that go into this series.

### **Procedure for Potential Authors:**

(Please send the following *IN DUPLICATE*)

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- 1) The prospectus should include a full discussion of the book as a whole that makes clear what the book is intended to do and how it is organized. Potential authors should *not* assume that the sample chapters will speak for themselves or make their own case. Authors should spell out how each chapter will function and what the larger intention is (see 2-4 below).
- 2) Send a prospectus that includes the following information: (a) the scope and purpose of the book: (What is the book about and why? What is the major point or argument of the book? How is the book framed conceptually and organizationally?); (b) the book's content: (What will be covered in each chapter, and how will chapters relate to one another? How do the chapters together add up to the major points of the book?); (c) length: estimate the total number of words anticipated for the manuscript (e.g., 70,000 words); (d) appropriate audience: (Who will read the book? Identify groups, such as "early childhood teacher candidates" or "teacher educators at colleges and universities" as well as professional organizations whose members will be interested in the book); and (e) competition for the book (What other books are available on this same or very similar topic, and how does your book compare to these?).
- 3) Include a short table of contents (chapter titles and major headings only).
- 4) Include a detailed chapter by chapter outline that shows all headings and subheadings, and that identifies any back matter such as appendices, bibliographies, and the like.
- 5) Indicate if there is to be art or tabular material and describe its nature and length.
- 6) Indicate if your manuscript will have permissions and releases and, if so, how many.
- 7) Include the introduction and one or two sample chapters. In most cases, the editors would prefer several selected chapters rather than a whole manuscript.
- 8) Include a list of eight to ten qualified potential reviewers for us to consider, in case your project enters our peer review process. Peer reviews are an important and necessary step before we contract any book at Teachers College Press.
- 9) Include a resume.
- 10) Direct the materials to Brian Ellerbeck, Executive Acquisitions Editor, Teachers College Press, 1234 Amsterdam Avenue, New York, NY 10027. At this time, please also email both editors of PIS, indicating that the materials have been sent ([cochrans@bc.edu](mailto:cochrans@bc.edu); [lytle@gse.upenn.edu](mailto:lytle@gse.upenn.edu))

## **General Guidelines**

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All manuscripts must be typed double space, on one side only, on quality white paper with one-inch margins on all sides. For correct punctuation, capitalization, organization of material, usage and the like, we recommend the Publication Manual of the American Psychological Association (4th edition). Particular care must be taken with footnotes and bibliographies. In general follow the APA author-date style described in their manual.

The Press does not publish dissertations per se; the requirements for an academic dissertation are quite different from that of a university press. Consult *The Thesis and the Book*, edited by Harman and Montagnes (University of Toronto Press, 1976) or *Handbook for Academic Authors, Third Edition*, by Beth Luey (Cambridge University Press, 1995) if you wish to revise your work.