

Call for Chapter Proposals

Teaching and Learning for Collaborative Continuous Improvement in Education: Challenges and Possibilities Across the Educational System

Published by Myers Education Press

Interest in collaborative continuous improvement in education (CCIE) has been gaining momentum across the educational system. CCIE is an umbrella term that captures an array of approaches including Design Based Implementation Research, Improvement Science, Solidarity Driven Co-design, Community-based Design Research, Design-based School Improvement, and Positive Deviance among others. While these approaches vary, they share foundational principles, including: undertaking a collaborative process for collective learning, the use of systematic methods of inquiry to address high-leverage local problems, an emphasis on local contexts, and centering equity and social justice.

We invite chapters that critically engage with the challenges of developing capacities for CCIE in a broad range of settings. We are interested in chapters that highlight challenges, promising practices, lessons learned, and lingering questions related to teaching and learning for CCIE in alignment with three sections outlined below: the diversity of learners' needs, critical learning challenges, and varied modalities. The outline offers a possible list of foci in each section. These are provided for orientation only. Chapter submissions may expand upon or diverge from these particular topics.

EDITORS

Kristen C. Wilcox, University at Albany, SUNY

Elizabeth Zumpe, University of Oklahoma

David H. Eddy-Spicer, University of Virginia

Suggestions for Chapter Authors

Section 1. Designing teaching and learning for CCIE for diverse learners

Chapters focus on the needs of varying learners across roles in CCIE such as:

- state education officials
- P-20 district level or school level leaders, teachers or support staff
- higher education faculty, staff, or graduate students
- not-for-profit/private professional educators

Section 2. Addressing critical challenges in teaching and learning for CCIE

Chapters focus on critical learning challenges for enacting CCIE such as:

- fostering mindsets for CCIE
- engaging a range of those involved with improvement work
- using particular tools or routines
- identifying problems of practice or measuring progress toward goals
- learning while teaching improvement
- balancing accountability versus improvement demands and goals

Section 3. Using different modalities for teaching and learning for CCIE

Chapters explore different modalities for teaching and learning for CCIE such as:

- in-person learning
- online (synchronous or asynchronous) or hybrid learning
- formal courses or university programs
- workshops or job-embedded learning

You are invited to submit a proposal for a chapter of no more than 500 words (not including up to 10 references) **by January 15, 2025**. Please indicate the section(s) for which your chapter is best suited. Please submit your proposal as a Word (or Word-compatible) document with a file name formatted as: Last Name(s)_T&L CCIE_Section XX_Chapter Title

Please send proposals to Kristen C. Wilcox at kwilcox1@albany.edu and Elizabeth Zumpe at elizabeth.a.zumpe-1@ou.edu

Please use the Subject line: T&L CCIE Proposal

Participating authors may be asked to participate as blind peer-reviewers for up to two other full chapters during a six-week period after the chapter submission deadline. See anticipated timeline below.

Anticipated Timeline:

January 15, 2025: Authors submit chapter proposals to editors.

February 15, 2025: Authors notified of decision; if accepted, invited to contribute.

April 30, 2025: Invited authors submit full chapter manuscripts (6k words).

May 1 – June 15, 2025: Manuscripts undergo peer review.

July 15, 2025: Editors send authors final publishing decisions and feedback.

September 15, 2025: Authors of accepted chapters submit revised final drafts.

December 1, 2025: Deadline for final submission of volume to publishers.