

The Journal of Curriculum and Instruction

The ***Journal of Curriculum and Instruction (JoCI)*** is a peer-reviewed, open-access electronic journal focused on research, practice, and related issues relevant to teaching and learning in the PreK-16 environment.

- **Audience:** Higher education faculty, PreK-12 teachers, graduate students in education, pre-service teacher education candidates, school administrators, and educational policymakers with an interest in curriculum and instruction. Contributors include classroom teachers, researchers, and other practitioners from PreK-12 schools, colleges, and universities.
- **Blind Peer Review:** Manuscripts are evaluated based on their innovation, quality of scholarship, and contribution to the field of curriculum and instruction.
- **Submissions are accepted for the following journal sections.**
 - **Research Forum** – Quantitative, qualitative, and mixed methods research
 - **Practitioner's Platform** – Descriptions of action research and professional practice supported by evidence-based literature and implemented in academic settings
 - **Perspective** – Commentaries, position papers, and policy analyses with an empirically-based point of view on topics and issues in curriculum and instruction
 - **International Investigations** – Quantitative, qualitative, and mixed methods research with an international focus
 - **Book Review** – Submit a proposal that includes the book title, author, relevance to *JoCI* readership, and a brief (100-word) overview of the book

CALL FOR MANUSCRIPTS

Themed Issue – Publication May 2014 Performance Assessment of Pre-Service and In-Service Educators Submission Deadline: October 15, 2013 at midnight ET

This issue will focus on high-stakes performance assessment of practitioners at both pre-service and in-service levels. Suggested topics for research studies and practitioner articles include how, when, and why teacher performance assessments are initiated and implemented; the relationship of performance assessment and practice; the impact of teacher performance assessment on teaching communities; issues of validity and reliability; the role of non-teaching stakeholders in performance assessments; and ways to address confounding factors, such as regional and cultural differences.

Open Topic – Publication November 2014 Submission Deadline: March 15, 2014 at midnight ET

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