March 2008

Editor's Corner: Introduction to Professionalism Across the Continuum

Jason Margolis  
Washington State University Vancouver

Rick Sawyer  
Washington State University Vancouver, rsawyer@wsu.edu

Let us know how access to this document benefits you.

Follow this and additional works at: https://pdxscholar.library.pdx.edu/nwjte

Part of the Education Commons

Recommended Citation
DOI: 10.15760/nwjte.2008.6.1.1
Available at: https://pdxscholar.library.pdx.edu/nwjte/vol6/iss1/1

This Article is brought to you for free and open access. It has been accepted for inclusion in Northwest Journal of Teacher Education by an authorized administrator of PDXScholar. For more information, please contact pdxscholar@pdx.edu.
Editors' Corner

Welcome to our second issue of Northwest Passage. Our special section - the (Elusive) Connection Between Practace and Policy - grew out of discussions at last year’s NWATE conference in SeaTac, WA, where our first issue was released.

This special section explores different forms of practitioner knowledge and their relationship to policy. We view “practice” as the continuous exercise of a profession. A critical aspect of practice involves a second definition - to perform or to work at something repeatedly to become proficient. There is often a uni-directional relationship between policy and practice, as educational policies are often made in locations far from practitioners’ workplace. In this special journal section, we invite you to explore how this tension is experienced in multiple educational venues - as represented by our various authors. This includes articles on teacher collaboration, by K-12 Literacy Coach Monica Stonier; special education technology policy, by Matt Marino; the recruitment and support of minority teachers, by Alejandra Favela and Danielle Torres, and teacher perceptions of the funding crisis in Oregon public schools, by LeNora Cohen, Jennifer Dizon, Jan Mills, Gregory Sampson-Gruener, and Donna Shaw.

We also have included several articles on a variety of important educational issues in our “Open Topic” section. There include both empirical and philosophical pieces.

In looking ahead to our third issue, scheduled for release in March 2009, we invite you to continue to submit articles related to pressing educational issues, both within the Pacific Northwest in the United States and Western Canada, from both local and international contexts.

Jason Margolis
Richard Sawyer