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Foreword/Advancing Teacher Education: Promises and Challenges

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Foreword/Advancing Teacher Education: Promises and Challenges

Abstract

Shain Wright, Associate Editor of the Northwest Journal of Teacher Education, frames Volume 17, Issue 2, a collection of eight articles that explore student experiences, educator responsibilities, teaching strategies, and modes of course delivery. Threaded through these articles are core themes of humanity, holistic approaches to teaching and learning, and solutions-focused research.

Keywords

Foreword, Teacher Education

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Abstract

Shain Wright, Associate Editor of *Northwest Journal of Teacher Education*, frames Volume 17, Issue 2, a collection of eight articles that explore student experiences, educator responsibilities, teaching strategies, and modes of course delivery. Threaded through these articles are core themes of humanity, holistic approaches to teaching and learning, and solutions-focused research.

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Foreword

Threaded throughout this issue you will find authors emphasizing growing humanity and holistic approaches to building community, teaching, and learning. Stuart McQueen expands restorative justice through an application to math education, emphasizing growing a humanizing school community and opportunities for teacher preparation. Concepts of teacher preparedness and professional development for educators and school professionals are extended by Morton, in addition to Torres and Favela who recommend trauma informed training for teachers, and professional development to deepen school counselor knowledge and resource support for undocumented students and their families, respectively.

Gournaris documents student experiences learning ASL throughout the transition from face-to-face learning to online modes during COVID-19 in the Spring of 2020. Aleccia & Haskins similarly explore online versus in person or hybrid courses for students exploring the field of education. While Gournaris highlights the importance and value of in-person teaching and learning for second language acquisition and community development, Aleccia & Haskins identify no difference in student satisfaction between in person and online or hybrid classes for students in an Introduction to Education course.

The remaining authors (Causarano; Nitta; Baker; and Thibaut & Mclaughlin) center teacher preparedness and growth opportunities for preservice teachers. Causarano presents a model to understand educator professional development, with a focus on reflexivity and positionality. Nitta discusses practice based approaches to develop ambitious teachers who are responsive to diverse student populations and experiences, within the context of math education. Baker explores the value of undergraduate research for preservice teachers, despite the significant increase in support required of teacher educators to develop and implement undergraduate research in existing courses. Finally, Thibaut & Mclaughlin establish the potential of linguistically inclusive courses for increasing preservice teacher's linguistic awareness, positioning teachers to more effectively provide feedback for students learning English.

Research often thoroughly documents problems, yet fails to explore solutions or pathways forward. In this issue, authors begin by acknowledging or documenting a problem while spending a bulk of their time exploring solutions and opportunities to better meet student needs and critically challenge problematic aspects of our western education system.