

Editorial

Feyyat Gökçe

Dear teacher educators, scholars and educationalists,

A total of six articles have been published in the first issue of the ninth volume of the *Journal of Teacher Education and Educators* in April 2020.

Anastasia Papapostolou, Polyxeni Manoli and Anna Mouti pointed at an important issue with their research article entitled “*Challenges and Needs in the Context of Formal Language Education to Refugee Children and Adolescents in Greece*”. They explored teachers’ challenges and needs who offer language support to young refugees within the framework of formal education in Greece. Conducting a qualitative research, they interviewed and observed teachers. Their findings demonstrated that within the framework of refugee teaching environments in Greece teachers faced several challenges regarding practical, sociocultural, religious, ethical and emotional issues. They highlighted the need for teacher education to help teachers cope with diversity issues in their classrooms.

The second article is “*Narrative Inquiry: Examining the Self-Efficacy of Content Area Teacher Candidates*” by Tiffany Karalis Noel. The author examined the factors attributed to teacher candidates’ perceptions of self-efficacy throughout their student teaching experiences. Unlike the majority of quantitative studies that assessed teacher self-efficacy, this study used narrative inquiry to meet three aims. First, it investigated the variables attributed to teacher self-efficacy among a group of secondary content area teacher candidates. Second, it examined candidates’ student teaching experiences. Third, it informed teacher educators regarding recurrent elements of teacher preparation which may influence the self-efficacy of teacher candidates. The findings provide insight for teacher educators to consider strategies for enhancing teacher preparation, including increased opportunities for pre-service teachers to practically apply pedagogy; the implementation of classroom management strategy coursework into teacher education curricula; and incorporated opportunities to explore the extensive demands of the teaching profession ranging from time management to dealing with difficult parents.

Hannah Meinenke and Danielle Devasto present the learning opportunities offered by three distinct pre-service program coursework models in the United States in their study titled “*The Subject of Subjectivity: Preparing Teachers with the Knowl-*

edge, Skills, and Dispositions Needed for Empowering Emergent Bilingual Students". According to their findings differences coursework models shaped pre-service teachers' ability to acquire "integrating knowledge, skills, and dispositions required for working with emergent bilingual students, which in turn, informed what they enacted in classrooms. Their findings provide evidence and rationale for pre-service programs to develop and integrate knowledge, skills, and dispositions beneficial to emergent bilingual students.

The fourth article, "*Evaluation of the Professional Development Program for Secondary Math Teachers on Item Writing Related to Higher Order Thinking Skills*" by Bünyamin Yurdakul, T. Oğuz Başokçu and Ümran Yazıcılar designed, implemented and evaluated a professional development program to improve secondary math teachers' skills of writing higher-order items in compliance with Cognitive Diagnostic Models. The study was conducted with Guskey's Model for Evaluating Professional Development in the holistic single-case design. During the study, both quantitative and qualitative data concerning the periods before, during and after the program implementations were obtained through pre and post evaluation questionnaires and worksheets. The results indicated that the professional development program was satisfactory, yet it needed improvement in terms of the total time of the program, time allocated for activities and monitoring and supporting teachers' work at their institutions of service. In addition, results showed that the context should not be structured in writing higher-order items of mathematics, which involves multiple qualities and mathematical competence.

In their article entitled "*The Complementary School-University Partnership through the Lens of a Learning Community*", Judit Orgoványi-Gajdos and Ída Zagyváné-Szűcs present the results of a descriptive case-study which compared a university-based Hungarian practice school to the model of Professional Development School. Data sources include school teachers university educators of subject methodology and pre-service teachers doing their group practice at the university's practice school. The research method was descriptive case-study, and the data collection tool was a set of questionnaires. The results proved that teachers and university educators in complementary university-school partnership are very far from the core concept of Professional Development School. Cooperation of teachers and university teachers does not take privilege in any parties' beliefs. The main goal of the school practice is to improve candidates' individual skills. However, the skill of enhancing collaboration was not developed adequately. Furthermore, the lack of cooperation is a relevant issue among school teachers concerning their beliefs related to the teaching-learning process.

The last article, entitled “*Communication Skills and Classroom Management: The Mediating Role of Problem Solving Skills*”, is by Ceyhun Kavrayıcı. The author examines the mediator role of problem-solving skills on the relationship between communication skills and classroom management in this study. The participants of the quantitative cross-sectional study were pre-service teachers who were studying at a university in the central Anatolia region of Turkey. The results of the study revealed that the relationship between communication skills and classroom management competency was fully mediated by the problem-solving skills of pre-service teachers.

In the hope of reuniting with you in the following issues of the Journal of Teacher Education and Educators...