

## **Editorial**

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### **Dear teacher educators, scholars and educationalists,**

A total of six articles have been published in the second issue of the tenth volume of the *Journal of Teacher Education and Educators* in August 2021.

Joy N. Stapleton and her colleagues' research article entitled "Impact of Coaching, Co-Teaching, and Student Characteristics on Teacher Readiness" explored the effects of three different student teaching conditions—instructional coaching, co-teaching, and co-teaching and instructional coaching—on an elementary teacher candidate's readiness to teach in comparison to a traditional model of student teaching. 244 teacher candidates were randomly assigned to one of four models during their year-long student teaching experience and candidates and their cooperating teachers received training. The results of this study indicate candidate characteristics (race, gender, and academic ability/SAT score) and the treatment conditions contribute to a regression model that predicts a statistically significant amount of the variance in candidate readiness (edTPA score) even though, individually, the treatment conditions were not statistically significant predictors. Their findings suggest teacher candidates who have been prepared under the three treatment conditions are similarly ready to teach to those who have been prepared under a traditional student teaching model.

The second article is "Professional Identity Assignments to Support Beginning Teachers' Growth into the Profession" by Janine Mommers, Gonny Schellings and Douwe Beijaard. In their study, teachers participated in an induction programme that focused on beginning teachers' professional identity. This study reports on the development and testing of three online professional identity assignments with 46 beginning teachers from 11 secondary schools. These assignments were based on research findings regarding the influence of 'significant others' and 'stories to live by' on teachers' professional identity development. Analysis of the results reveals that the assignments each provide valuable input for doing identity work with beginning teachers in view of their further professional development.

Chiu-Yin Wong and Antonio G. Estudillo has purposed to center better understanding the perceptions and perspectives of approaches to blended instruction among teacher education faculty to improve teacher preparation programs in their article titled as "It's Like Flying a Plane While Constructing It": Exploring Blended Formatted

Courses in Teacher Preparation Programs Through the Instructor Perspective”. Their findings indicated that the faculty consistently practiced differentiation of instruction in their blended formatted courses and viewed this mode of delivery as having a positive impact on preparing teacher candidates on teaching specific content and the skills needed as professional educators. Findings also revealed that the instructors faced obstacles, but they viewed this as a co-learning opportunity with their teacher candidates. With respect to COVID-19, their findings illustrated that successful adaptation of blended instruction among teacher educators is of an increased priority. The participants of the research described the teaching techniques learned during the pandemic and stated they would incorporate these techniques to further improve their blended courses within teacher preparation in the future.

The fourth article is “STEM Teacher Educators’ Professional Practices and Challenges: A Cross-National Comparison” by William Medina-Jerez and colleagues. The participants of the research included STEM teacher educators representing six countries: Argentina, Brazil, Chile, Colombia, Mexico, and USA and they completed a survey, which addressed teacher educators’ professional trajectories, practices, and challenges they face to meet tenure requirements. This study utilized convergent mixed methods design applying survey research format and as such integrated both quantitative and qualitative data collection and analysis. Descriptive statistics and meaning coding of the survey and interviews allowed identification of emerging themes in professional practices. The main findings suggest that there are common trends as well as country specific professional practices across professional trajectories reported by participants. The study results reveal that the lack of support during the teacher-to-teacher educator transition period was a common feature across the countries. It was also evident among participants that their professional journey begins with an assumption that as teacher educators they should primarily excel in performing teaching tasks. to understand why research is not yet consolidated in Mexican Teacher Training Schools.

Aylin Sop and Serap Özdemir Bişkin in their article entitled “Character Strengths in Early Years: Teachers’ Awareness and Practices” aims to discover early childhood teachers’ awareness of children’s character strengths and classroom practices to reveal and develop these strengths based on the 24 character strengths included in the VIA Classification of Character Strengths and Virtues. Interviews were held with twenty-five early childhood teachers selected via criterion sampling method and the interviews were coded using content analysis. The main findings of the study show that the strengths teachers consider important in children are similar to those they frequently observe in children (i.e., curiosity, love, love of learning and creativity). Most teachers highlight the development of creativity in children believing that adopting different perspectives, problem-solving and achievement would be improved through creativ-

ity. In addition, teachers suggested that self-regulation should be supported during the preschool period. Teachers' practices to develop character strengths in children were not found purposeful and were seen to be limited to the national curriculum. Thus, the study discusses possible ways to raise teachers' awareness of character strengths and enhance their concerning practices in the early childhood as well as providing the theoretical and practical contributions of the study.

In the sixth article named "Moving from Levels of Inquiry to the Flexible Phases of Inquiry Theory: A Literature Review of Inquiry-Based Teacher Education" Julie Bacak and Eric Byker examined the phases of inquiry-based learning and how to best prepare future teachers for inquiry-based teaching. They used a literature review methodology in order to examine and compare how teacher candidates are prepared with inquiry-based methods. They found that the types and degrees of inquiry-based teacher preparation vary greatly from context to context. This variation inspired our design of the Flexible Phases of Inquiry model. The Flexible Phases of Inquiry Theory is a framework to support educators' understanding of how the levels of inquiry are not fixed, but rather overlapping and dynamic.

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