

Editorial

Feyyat Gökçe

Dear teacher educators, scholars and educationalists,

Five articles have been published in the third issue of the eighth volume of the *Journal of Teacher Education and Educators* in December 2019.

The first article, entitled “*Exploring Identity of Prospective Math and Science Teachers Through Reflections in Early Field Contexts*” by Lorelei R. Coddington and Lauren H. Swanson, examined the written reflections of nine prospective math and science teachers to explore the influence of contexts in early field experience on identity development and future career decisions. They collected and analysed prospective teachers’ entrance essays, as well as weekly open-ended reflections and end-of-semester reflections on classroom experiences. Their findings showed that even when prospective teachers had similar classroom placements, they negotiated the contexts differently. Their suggestion that prospective teachers’ normative and personal teacher identities can be shaped by context is noteworthy for teacher education programs.

The second article is “*Professional Development Practices and Practitioner Use of Recommended Early Childhood Intervention Practices*” by Carl Dunst et al. With a group of early childhood teachers, they studied the relationship between different types of professional development practices and the teachers’ use of 10 different recommended early intervention/early childhood special education practices. They worked with a large sample consisting of 955 practitioners employed in early intervention, preschool, preschool special education, Early Head Start, Head Start, and other early childhood programs in one state in the USA. They asked the practitioners if their school districts, agencies, or programs: (1) provided information about recommended practices; (2) had professional development specialists to demonstrate the use of the practices for the practitioners; (3) provided practitioners opportunities to learn to use the practices; and (4) if practitioners were provided with coaching and performance feedback by professional development specialists. Their findings showed that practitioners who reported receiving a combination of all four types of professional development practices reported more frequent use of recommended practices compared to practitioners in the other two groups. Implications for in-service professional development are suggested.

Alicia C. Stapp, Laura F. Prior and Catherine Harmon examined the perceived

self-efficacy of pre-service teachers regarding wellness and physical activity integration in their study entitled “*The Relationship Between Wellness and Physical Activity Integration Coursework and Pre-Service Teachers’ Self-Efficacy*”. They measured the outcomes through a self-reported survey. Their findings indicated higher levels of self-efficacy in all categories and statistically significant findings in wellness and physical activity pedagogical content knowledge for students completing at least one wellness and physical activity endorsement course, compared to students who had not completed a course in wellness and physical activity integration. They revealed that even just one course in wellness and physical activity integration significantly increased the self-efficacy of pre-service teachers. These findings can help to develop strong self-efficacy in teaching by implementing curriculum beyond the core subjects.

The fourth article, “*The Mediating Effect of the Trust of Managers in Teachers in the Relation between Manager Support and Organizational Justice*” by Servet Atik, Hasan Demirtaş and Mahmut Aksoy, examines the relationship between perceived principal support of teachers who are working in primary schools under the Turkish Ministry of National Education and school principals’ trust in teachers and organizational justice with structural equation modelling. They found that teachers’ perceived principal support directly affected the school principal’s trust in teachers from the perspective of the teachers. Moreover, teachers’ perceived principal support directly affects the organizational justice perceptions of teachers and indirectly influences it through the school principal’s trust in teachers. They also noted that teachers’ perceived principal trust directly affects teachers’ perceptions of organizational justice.

The last article entitled “*Strengths and Shortcomings of a Teacher Preparation Program: Learning from Racially Diverse Preservice Teachers*” by Laurie A. Sharp, Zuleyma Carruba-Rogel and Elsa Diego-Medrano aimed to expand on prior research by examining the viewpoints of racially diverse preservice teachers concerning the strengths and shortcomings of their teacher preparation program using a transformative qualitative research design. They recruited participation among six racially diverse preservice teachers enrolled in a teacher preparation program affiliated with a university identified as a Hispanic-Serving Institution. Their findings were consistent with the previous research. They provided a discussion, used critical race theory to identify examples of institutional racism, and issued three recommendations to university administrators for ways in which they may remove systemic barriers for racially diverse preservice teachers.

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