

Introduction to Fall 2022 Issue

Nilsa J. Thorsos

*Associate Editor, Issues in Teacher Education
National University*

L. Erika Saito

*Articles Editor, Issues in Teacher Education
National University*

In this issue of *Issues in Teacher Education*, we examine different perspectives on learning to be teachers. These practice-based teacher education and within-social-justice approaches are relevant now more than ever, given the climate today in schools worldwide. In the current context of the field of education, learners in the mid-century are very different from those in previous generations. This generation of students has the distinction of experiencing a pandemic, which shifted the delivery of education from in-person learning to digital and remote learning. The authors in this issue examine the lessons learned and the implications for future teacher practitioners, teacher preparation programs, and education policy. The articles provide insights on issues impacting both learners and educators, such as school safety, trauma, and fatigue. In addition, the teaching profession is facing several challenges, among them teacher shortages, attrition, and low enrollments in educator preparation programs. These articles give us current and relevant evidence-based resources for improving our programs on teacher preparation practices: practice-based teacher

Nilsa J. Thorsos is associate editor of Issues in Teacher Education and L. Erika Saito is articles editor of Issues in Teacher Education. Both are faculty members at National University, San Diego, California. Email addresses: nthorsos@nu.edu & lsaito@nu.edu

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education, conceptual framing in harmonizing practice-based and social-justice approaches to teaching, and how the California FAIR Act needs to be updated to improve the way we prepare teachers in areas of LGBTQ+ curriculum.

“Learning to Be Teachers: Preservice Teacher Descriptions of Practice-Based Teacher Education” by Stephanie M. Moody, Li-Jen Kuo, and Zohreh R. Eslami addresses how practice-based teacher education (PBTE) programs fill the gap between theoretical constructs as they are learned in coursework and the application of those constructs in authentic classroom settings. Also explored, is the intentional focus on high-quality instructional practices that cycle through a process of scaffolds, repeated teaching, mentorship, and reflection. However, the consensus differs regarding the application of equitable teaching practices to emerging bilinguals, particularly about L2 writing. Preservice teacher (PST) perspectives show the implications for improving PBTE through mentor modeling and feedback in real time, along with co-teaching opportunities to strengthen emerging bilingual writing strategies. The work suggests a need for PBTE-centered research to create PST agency and to build our capacity as agentic future teachers.

The conceptual framing of “Harmonizing Practice-based and Social Justice Approaches to Teacher Education: Toward a Framework of SJ-PBTE” by Kristin Doherty advocates for the shift away from a historically dichotomous relationship between social justice frameworks and practice-based teacher education (PBTE) and toward a reconciliation of the two. Through the creation of a bidirectional framework, high-level social justice practices can be enacted and sustained through PBTE. Doherty applies the term *harmony* to PBTE to address the simultaneous interaction between the two concepts, like musical notes. At the foundation are the critical theories and social justice orientation that translate into core classroom practices through the co-construction of knowledge, critical self-reflection, discourse, developing student voice, and approximation. Applying these concepts with preservice teachers positions them to uplift marginalized students through an asset-based, humanizing lens.

In “California FAIR Act, Ten Years Later: Elementary Teachers Still Uncomfortable with LGBTQ+ Curriculum Through a Democratic Queer Theory Lens,” Bre Evans-Santiago, Anni Reinking, and Brittney Beck share the results of their pilot study. The authors provide a clear report on how FAIR Education Act (signed into law in 2011) explicitly requires inclusion of and instruction on the roles and contributions of both men and women—Native Americans, African Americans, Mexican

Americans, Asian Americans, Pacific Islanders, European Americans, lesbian, gay, bisexual, and transgender Americans, persons with disabilities, and members of other ethnic and cultural groups—in the economic, political, and social development of California and the United States of America, with particular emphasis on the role of these groups in contemporary society (§51204.5 of the act). Despite the intentions of the California act, elementary pre- and in-service teachers are underprepared to teach an LGBTQ+-inclusive curriculum, attesting to the multilayered challenges. This study exemplifies the dire need for representation and affirmation of LGBTQ+ identities in schools.