From the Managing Editor

Welcome to a new issue of JNAAC. In this issue we have two articles. The first article is from Michelle Haj-Broussard, Tom Hall, Sheila Allen, Cyndy Stephens, Vickie Person, and Tina Johnson from the National Association for Alternative Certification. The authors explored teacher turnover issue effects on education at the national, state, and local levels. They found that at the national level, 50% of teachers within five years will leave the profession creating the need for districts to fill vacancies. Their objective was to examine the percentage of alternative certification candidates who become fully certified and are hired into teaching positions beyond the induction period, the retention rates of alternatively certified teachers who complete a preparation program, the reasons alternatively certified teachers leave the profession, and the one and three year retention rates of alternative certification teachers once fully certified and hired into school systems.

The second article is from the editor for this issue’s Editor’s Perspective article. This article presents applications of developmental psychology theory to assist alternative certification teachers in their classrooms. In particular, this article focuses on the theories of Jean Piaget, Erik Erikson, and Lev Vygotsky. These three developmental psychologists are particularly important for informing new teachers’ classroom practice in that their theories provide teachers with an understanding of how children go through their cognitive development and how children can best learn with this consideration. The focus on this article will be using the cognitive development theories of Piaget, Erikson, and Vygotsky for new teachers in the classroom with focus on teachers enrolled in alternative certification programs.

I would also like to take a moment in the introduction of this issue of JNAAC to emphasize the commitment to serving all students in our schools and classrooms. I write this in November, 2016 as I read reports in the media about increased bigotry and discrimination, including in schools throughout our country. In our profession we have potential to profoundly affect the lives of our students, particularly around issues of diversity and equity through our positive examples of inclusive behavior. It is not only a privilege we have, but also a responsibility, to be clear through our words and actions that we care about and support every one of our students. It is critical during these times to demonstrate this care and support for our diverse student population with respect to students of color, female students, LGBT students, students with disabilities, immigrant students, students from diverse religious beliefs, and students from every level of socioeconomic status. We do that daily through our interactions with others, and our commitment to culturally responsive pedagogy and differentiated instruction in our classrooms. In this issue of JNAAC I would like to commend and express appreciation for our teachers, in particular teachers who have entered the classroom through alternative pathways, for their commitment to the education and development of all students.

Brian R. Evans
JNAAC Managing Editor
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