From the Managing Editor

Welcome to a new issue of *JNAAC*. There are two articles for this issue. The first article is from Christa S. Bialka from Villanova University and Shannon Andrus, an educational researcher. The authors explore how participation in three interrelated institutions—the urban school, the university, and Teach For America (TFA)—directly affects the identity development of TFA teachers in one urban, northeastern US location. Through longitudinal, semi-structured interviews, the authors develop an emerging theory that explains how participation in these three institutions engenders the development of a *novice veteran* teaching identity. This study fills a void in current research as it offers a novel way to consider the identity development of alternatively certified teachers and offers insight into how to best support them as they navigate this process.

The second article is from the editor for this issue’s Editor Perspective article and includes *JNAAC* reviewer Gerald Ardito from Pace University and TESOL specialist Soohnyang Kim from the University of North Florida. New teachers who enter the profession through alternative pathways often teach in high-need urban environments, which means they may be teaching a significant number of English Language Learner (ELL) students in their classrooms. In order to best support these students, techniques can be employed to best facilitate learning for students who do not have English as their first language. Given the importance of reading problem solving scenarios in mathematics class, it is increasingly important that teachers support their ELL students’ learning. This article will address problem solving and literacy in the ELL context, as well as provide strategies for new teachers to employ in the classroom.

Brian R. Evans

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