

## From the Managing Editor

Welcome to a new issue of *JNAAC*. This larger-sized issue is a combination of Fall 2019 and Spring 2020 with four articles. This issue comes after 30 years of NAAC conferences, and we are disappointed that we were unable to have our 30<sup>th</sup> anniversary conference in Seattle. However, we hope everyone is safe, and we wish you stay well!

The first article is from Kristie J. Newton and Elisabeth Fornaro from Temple University and John Pecore from the University of West Florida. The authors investigated alternative certification programs as a potential solution for teacher shortages in high-needs settings and content areas. These programs often attract career changers, who bring a passion for their content area and a desire to make it relevant to students. Research suggests that support during the first year is critical, but little is known about why some career changers do not complete their program or complete but do not teach. In this study, the authors explored program and teacher attrition using a variety of factors collected from 58 participants across six cohorts of an alternative certification program focused on mathematics and science teaching in urban middle schools. In addition, they analyzed qualitative data from eight case studies. While race was related to program completion, personal factors drove participants' choices to enter and stay in teaching, such as marital status, number of children, advanced degree, and age. Implications for supporting career changers are discussed in their study.

The second article is from Lorrei DiCamillo from Canisius College. The author conducted a qualitative interview study that explored how TFA Corps Members (CMs) perceived their learning in a small college's graduate teacher education program and how college administrators, instructors, and mentors viewed the partnership between the college and TFA. The author found that coursework, mentoring, and collaboration between the college and TFA needed to be revised, restructured, and strengthened. The author described how college faculty and administrators worked to make modifications despite challenges that still exist. The changes made to strengthen the college's TFA program also assisted faculty in revising coursework for traditionally prepared preservice teachers. The findings of this study inform the national conversation about university partnerships with alternative certification programs and other university/TFA partnerships.

The third and fourth articles are from the editor for this issue's Editor's Perspective articles. The first of the two focuses on using the history of mathematics to motivate students in the classroom. The editor has been integrating the history of mathematics into his mathematics methods course over the last six years with New York City Teaching Fellows (NYCTF). The editor reflects upon some of the ideas from this process. The second of the two focuses on creating a new vision for mathematics education for the mid-21<sup>st</sup> Century. For a long time, we have been approaching teaching mathematics from an antiquated perspective. Today's young students will spend most of their careers in the mid-21<sup>st</sup> Century in which many of the skills our parents and we learned in school will no longer be necessary in the same way that we no longer have gas lamp lighters, elevator operators, or people who deliver milk or ice to homes. Just as it is not a tragedy that most readers cannot use an abacus, it will not be a tragedy that our children and grandchildren will not know many of the mechanical procedures that made up the core of

mathematical learning for centuries. In this article, a new vision for mathematical teaching and learning will be presented as we look toward the mid-21<sup>st</sup> Century.

Finally, in response to the new modality of remote learning that many are experiencing at the time of this publication during the COVID-19 pandemic, the editor makes some suggestions on supporting students who are now learning remotely. It was written to help teachers and professors to assist their students in creating a successful learning experience.

Brian R. Evans  
*JNAAC* Managing Editor

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