

Editorial

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Dear Teacher Educators, Educational Scientists, and Educationalists,

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

The first article, entitled “*Preconceived notions about poverty held by preservice teachers*” by Jason T. Hilton and Madeline McCleary, examined the preconceived notions of preservice teachers toward those from poverty backgrounds at a medium-sized public university in Pennsylvania, USA. Results of the study indicate that cultural stereotypes about those who are poor persist in preservice teachers and that these views differ significantly based on when, how and in what ways preservice teachers interact with those from poverty backgrounds. The authors make valuable suggestions for improving teacher education programs by incorporating meaningful experiences with those living in poverty.

Another research article, “*The Needs Analysis of Supporting Beginning Teachers in Schools in Remote Rural Areas*”, by Prawit Erawan focuses the need to support beginning teachers in schools in remote rural areas in Thailand, using an exploratory mixed-method design to gather data through the affinity diagram technique and surveys. The results showed that beginner teachers need to develop themselves personally, socially, and professionally. Many of the challenges facing the beginner teachers are beyond the reach of the pre-service classroom and preparation program in universities. Thus, the induction program designed from this study can be customized and applied to help the teachers.

Gülнар Özyıldırım and Feride Özyıldırım Gümüş aimed to determine classroom management beliefs and ethical sensitivity levels of prospective elementary mathematics teachers, to examine them in terms of various variables and to find out the relationship between these two concepts in their article titled “*Relationship Between Classroom Management Beliefs and Ethical Sensitivity Levels of Prospective Elementary Mathematics Teachers*”. They employed a correlational survey method and used Attitudes and Beliefs on Classroom Control Scale and Ethical Sensitivity Scale as data collection instruments. Counting on the responses of 169 prospective elementary mathematics teachers, they found that both female and male prospective teachers were closer to the internationalist approach in terms of classroom management. However,

female prospective teachers tended to be more interactionist according to the people management dimension. Some significant differences were also found in terms of grade level. Besides, prospective elementary mathematics teachers had high ethical sensitivity according to the findings except for “preventing social bias” dimension. There were also some relations observed between the dimensions of two scales at the end of the study.

The fourth article titled “*Preservice Teachers’ Use of Elementary Literacy Teacher Performance Assessment to Plan, Implement, and Analyze on Metacognitive Strategies*” by Yuko Iwai examined 18 preservice teachers’ use of literacy performance assessment to plan, implement, and analyze metacognitive strategies used in literacy lesson plans delivered for elementary students in field experience classrooms. In a literacy methods course, they learned about metacognitive strategies. They also developed literacy lesson plans and taught them in their field experience classrooms while completing the educational teacher performance assessment (edTPA) in the elementary literacy area. Data were collected from pre- and post-surveys on knowledge of metacognitive strategies and literacy, lesson plans, and edTPA commentaries. Results revealed that: (1) preservice teachers carefully selected and used appropriate metacognitive strategies based on their students’ needs and lesson objectives; (2) they analyzed their use of metacognitive strategies critically and planned to use them more in their future teaching; and (3) they increased their awareness, knowledge, and skills of using metacognitive strategies.

The last article, “*The Social Status of Teaching Profession: A Phenomenological Study*” by Özgül Mete and Sedat Yüksel, aims to determine the perception of the social status of the teaching profession in Turkey and what the factors are shaping this perception in the past and present, based on the opinions of teachers. Employing a phenomenological design, they gathered the data by semi-structured interviews with 26 teachers, 16 of whom were retired. The findings revealed that teachers had negative opinions about the social status of the teaching profession. Teachers based their views on a variety of professional and non-professional factors, the most effective of which were financial gain, relations between the Ministry of National Education and teachers, teacher training system and the employment of teachers.

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