THE NEW EDUCATOR

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The New Educator publishes original refereed contributions that focus on the challenges of building and sustaining professional community in the education of new educators. It serves as a forum on issues that teacher education programs and school systems encounter in the preparation, recruitment, induction, support and retention of educators new to the field. The journal focuses particularly on the challenges of developing and retaining qualified educators committed to service in public schools, and it defines “educator” broadly to include classroom teachers, administrators, counselors, support staff, teacher educators, and those who educate outside of school settings.

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