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*The New Educator* is a quarterly peer-reviewed journal, dedicated to exploring topics that are explicitly related to the recruitment, preparation, and induction of educators. *The New Educator* serves as a forum on issues that teacher educators, teacher education programs, and school systems encounter in the preparation, recruitment, induction, retention, and ongoing support of educators new to the field. Defining “educator” broadly to include classroom teachers, administrators, counselors, support staff, teacher educators, and those who educate outside of school settings, the journal is particularly interested in work that links theory with practice, is generated through practice, is useful and accessible to the field, and reflects the needs and perspectives of the diverse communities served by educational institutions in this new century.

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