

Special Issue

Responsive Approaches to Middles Grades Teaching & Teacher Preparation

Message from the Guest Editors

The purpose of this Special Issue is to highlight research and evidence about responsive approaches to middle grades teaching that aim to improve the schooling experience of all learners along with approaches for preparing responsive to do this important work. While it is widely accepted that being a responsive middle grades educator is important to reaching and teaching young adolescent learners, researchers continue to investigate exactly what responsiveness entails. Topics for this issue will include research that conceptualizes responsiveness as well as addresses the nuances of responsive approaches to middle grades teaching and teacher preparation from an inclusive and equity-based perspective. This Special Issue has the potential to contribute to the growing body of literature on middle grades teaching and the preparation of middle grades educators. Scholars interested in contributing to this issue should email a structured abstract (see Mosteller, Nave, & Miech, 2004) to me at ellerbro@usf.edu.

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From its first issue in 2011, *Education Sciences* (ISSN 2227-7102) has grown as a scholarly international open access journal. Its aim remains to publish extended full-length research papers that have the scope to substantively address current issues in education. As a member of the Committee on Publication Ethics (COPE), our goal has been to disseminate high quality research. Our publisher, MDPI, takes the responsibility to enforce a rigorous double-blind peer-review together with strict ethical policies and standards to ensure to add high quality scientific works to the field of scholarly publication.

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