



Responsive Approaches to Middle Grades Teaching & Teacher Preparation

Guest Editors:

Dr. Cheryl R. Ellerbrock

Department of Curriculum,
Instruction and Learning,
University of South Florida, 4202
East Fowler Ave EDU 105, Tampa,
FL 33620, USA

Ashlee Highfilll

Department of Curriculum,
Instruction and Learning,
University of South Florida, 4202
East Fowler Ave EDU 105, Tampa,
FL 33620, USA

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Message from the Guest Editors

Dear Colleagues,

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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Editor-in-Chief

Prof. Dr. Daniel Muijs

School of Social Sciences,
Education and Social Work,
Queen's University Belfast,
Belfast BT7 1NN, UK

Message from the Editor-in-Chief

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Contact Us

Education Sciences Editorial Office
MDPI, St. Alban-Anlage 66
4052 Basel, Switzerland

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