



Teacher Identity from the Perspective of Students

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Message from the Guest Editor

The purpose of this special issue is to provide a venue for scholars in teacher education to build on the body of research in teacher identity by focusing on experiences of students as they become teachers or as they learn from teachers who are building their professional identities. We invite scholars to submit empirical, theoretical, ethnographic, or arts-based papers focused on the experience of students within the larger context of teacher professional identity development.





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Message from the Editor-in-Chief

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