



PRESS RELEASE

How teacher study groups promote equity and inclusion in preservice teacher education is the central focus of Allison R. Firestone, Rebecca A. Cruz, and Darcie Massey's JTE Article of the Year, *Developing Equity-Centered Practice: Teacher Study Groups in the Preservice Context*. The author team used both qualitative and quantitative methods to study 60 preservice teachers' attitudes prior to and following study group participation. The researchers' robust mixed methods approach identified experiences that influenced—and hindered—the preservice teachers' professional growth. Strategically placed visuals added to the flow of the award-winning article and the overall rigor of the joint data analysis. The authors' innovative approach elucidated teacher learning in a way never previously accomplished. Our sincere congratulations are extended to the team!