

5-10-2021

An Inspired Approach to Promising Practices

Amy Price Azano

Virginia Polytechnic Institute and State University, azano@vt.edu

Follow this and additional works at: <https://scholarsjunction.msstate.edu/ruraleducator>



Part of the [Education Commons](#)

Recommended Citation

Azano, A. (2021). An Inspired Approach to Promising Practices. *The Rural Educator*, 42(1), i-ii. DOI: <https://doi.org/10.35608/ruraled.v42i1.1217>

This From the Editors is brought to you for free and open access by Scholars Junction. It has been accepted for inclusion in The Rural Educator by an authorized editor of Scholars Junction. For more information, please contact scholcomm@msstate.libanswers.com.

An Inspired Approach to Promising Practices

Amy Price Azano

What makes a practice *promising*? This is the question the editors considered as we revised the call for submissions for the journal’s “Promising Practices” section, starting with this issue. *The Rural Educator* is unique in that its readership is equal parts researchers and practitioners. The journal publishes peer-reviewed empirical research and reviews of the scholarly literature, but unlike many academic journals, *The Rural Educator* is downloaded and mailed directly to educational leaders (e.g., superintendents, principals, state boards of education), practitioners, and policy makers across the United States. This hallmark feature of the journal is consistent with the work of the National Rural Education Association as it seeks to close the gap between research and practice – all the while keeping rurality and rural education at the heart of that nexus. *But this work shouldn’t be a one-way street.*

The intent behind our revised call for Promising Practices is to ensure that readers also learn from rural education practitioners. What are you seeing in your community, in your school districts, and in your classroom? How might a community event or faith organization or volunteer opportunity in one rural place support communities elsewhere? Rather than a lament about what rural schools *don’t have*, how has your district or school excelled with the resources it does have? Promising Practices serve as an opportunity for rural educators and advocates to “spread the word” on engaging practices that could also make a difference elsewhere.

In this issue, Marichal and colleagues discuss the personal and professional journey of a high school Spanish teacher as she seeks to implement the Seal of Biliteracy for English Learners in a rural Florida school district. The article serves as an exemplar for the new Promising Practices because it highlights a “boots-on-the-ground” effort to create an enduring, positive change, in this case to use an asset lens to promote bilingual pride in a rural school community, while also telling the story of one teacher’s journey through the process. We hope other rural school leaders might ask how they can implement the Seal of Biliteracy (or similar effort) in their rural context. In an effort to decenter Whiteness and explore

intersectional identities in rural spaces, rural education researchers might consider how to explore the implementation or efficacy of such a practice or consider other asset-based approaches to meet the needs of ELs in rural schools.

We know those engaged in the daily work of education in rural schools and communities may not have the time to create a lengthy paper with numerous references or the resources for rigorous and extensive data collection and analysis. However, we appreciate that they know what is working for their students and your families. We hope a shorter (approximately 3,000 words), reader-friendly column might invite others who have not traditionally published in an academic journal to consider this as an opportunity to share their success with a particular instructional intervention, assessment, collaboration, partnership, or other educational practice. We are eager to hear from a variety of voices in educational settings, including teachers, administrators, community leaders, postsecondary institutions, non-profit organizations, and others with experience in rural education.

If you decide to write a Promising Practice piece, be sure to consider how and why it is important for rural education in particular. We are looking for a description of the practice and rural context, with a level of detail sufficient enough for readers to consider implementing the practice in their educational setting. Evidence (e.g., outcomes, data, reflections) is preferred over exhaustive references, with an explicit focus on the connection to rural. In other words, how does this promising practice support rural schools and communities? How will it matter to rural education practitioners, advocates, and researchers? Does it expand, strengthen, or complicate our understandings of rural education? And, importantly, does it avoid stereotypes and deficit ideologies? Please include your photographs, illustrations, or work samples, if applicable. You can read more about how to submit a Promising Practice article at the journal’s website, ruraleducator.info.

Meet Your Editor

We also want to introduce Amy Price Azano as the new editor for the Promising Practices section of the journal. Amy grew up in Luray, Virginia (and attended the elementary school pictured on the cover) and is now Associate Professor of Rural Education and Adolescent Literacy at Virginia Tech. In addition to scholarship in rural education, Amy taught high school English and creative writing. She is also a published poet and essayist and a teacher educator at Virginia Tech. Also, once upon a time, she worked at the Embassy of Kuwait and in international

admissions. All of that to say, her diverse background positions her in a unique way to help authors craft their stories of a successful practice. If you're unsure if your idea is a good fit, send Amy an email (azano@vt.edu).

We invite all readers of this journal, practitioners and scholars, working in schools or in other education settings, to consider submitting a promising practice article or to any of the other sections of *The Rural Educator*. We look forward to reading your submissions as we work together to promote rural education.

About *The Rural Educator*

Mission and Scope

As the official journal of the National Rural Education Association (NREA), the mission of *The Rural Educator* is to serve as a forum for the exchange of ideas among the rural education community. The journal aims to provide an understanding of the strengths and needs of rural education and to provide rural educators with resources that support their work.

Three types of peer-reviewed articles are published in *The Rural Educator*. **Research Articles** are reports of empirical research that address rural education. **Promising Practice Articles** provide descriptions of educational practices that have shown promise to support teaching and learning in rural education. **Reviews of Research** summarize literature and identify research gaps related to specific topics within one of the ten Research Priorities in the *National Rural Education Association Research Agenda*. See [https://www.nrea.net/Research and Publications](https://www.nrea.net/Research_and_Publications)

Authors considering submitting to *The Rural Educator* should review detailed publication information and submission guidelines, which can be found at the journal's online website at ruraleducator.info. Prospective authors are also welcome to contact the editors at theruraleducator@gmail.com.

Editorial Team

The Rural Educator is housed at Mississippi State University. The editors of *The Rural Educator* are Catharine Biddle at the University of Maine, Erin

McHenry-Sorber at West Virginia University, and Devon Brenner at Mississippi State University. Amy Price Azano at Virginia Tech is editor of Promising Practices. Katie Dulaney and Natalie Downs manage our social media.

Invitation to Review for the Journal

The Rural Educator is seeking new reviewers to aid in the editorial review process. The journal relies on timely, thorough, and thoughtful reviews to maintain the quality and relevance of each issue. Readers with an interest in providing feedback about submitted manuscripts should create a profile at the journal's online site.

Publication of the Journal

The Rural Educator is published three times per year. The journal is published as an open source e-journal hosted by Mississippi State University Libraries. In addition to the current issue of the journal, archived issues and complete guidelines for prospective authors can be found at the journal's online site. The journal is indexed by the Directory of Open Access Journals, ERIC, and Google Analytics.

A paper version of the journal is provided to members of the National Rural Education Association as a benefit of membership. Visit www.nrea.net to learn more about the benefits of NREA.

The Rural Educator (Online) ISSN 2643-9662

The Rural Educator (Print) ISSN 0273-446X