

Editor's Introduction

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Issues in Teacher Education presents to readers in this Fall 2005 issue an eclectic set of ideas for teacher educators to consider, as well as some changes to the journal itself. By now you will have seen the new cover, and I hope you like it as well as I do. The cover was designed by Patrick SooHoo, of SooHoo Design in Torrance, California. The editorial board and I wish to thank him for his work, as well as board member Suzi SooHoo, who made this change possible.

I am also pleased to welcome two new members to the editorial board. Judith Greig is Dean of the School of Education and Leadership at Notre Dame de Namur University in Belmont, California, and Millie Murray-Ward is Dean of the College of Education at California State University, Stanislaus in Turlock, California. Our board is now composed of teacher education faculty and administrators, and K-12 educators. These board members are not only outstanding in their respective fields, but together also represent a mix of perspectives and constituencies sure to keep *Issues in Teacher Education* vital and focused as we seek to share scholarly understandings of what the educational system is and is becoming.

Over the past year the editors and board have developed a mission statement that expresses our mutual understanding of the journal. It reads:

Issues in Teacher Education is a scholarly publication focused on the education of teachers from initial preparation through induction and ongoing professional growth. *Issues* examines teaching from a practical stance, inviting commentary, discussion, and analysis on the nature and quality of the profession from a variety of perspectives.

As editor I will to keep this statement in mind, and I ask our readers to do this as well. It represents our intent and goal to provide a forum for the discussion of 'issues in teacher education' as they impact our professional, personal and civic lives. I also invite you to consider contributing to the journal, so that we might be enriched by your perspective. In these brittle times, rebuilding civil conversations on teaching and schooling requires informed contributions from all of us.

Among the contributors to this issue are James L. Doti and Donald N. Cardinal of Chapman University, who take on the challenge of understanding and predicting the demand for credentialed teachers in California by posing the question, "Will the demand for new credentialed teachers continue over the next decade or not?" In their article, "Forecasting Demand for California Credentialed Teachers," the authors examine a number of variables that affect demand, such as projected retirement and attrition rates, numbers of newly credentialed teachers, and pupil teacher ratio, and then build a dynamic model that illustrates how the answer to their question can vary. For those who create the supply—teacher educators—and those who have a demand—school district employers—this model offers a tool for understanding what may be asked of them in the near future. Policy in this arena is fraught with 'best guesses.' Doti and Cardinal offer one way of making sense of a volatile yet essential policy question.

Much like California, Indiana revised its credentialing system in the late 1990s to include performance-based teacher education programs and a required two-year period of probationary teaching, including the preparation of an induction portfolio, for full licensure. "Implementing Portfolios in a Teacher Education Program" by Cheryl Stolle, Betty Goerss, and Marilyn Watkins narrates the experiences of the Division of Education faculty at Indiana University East as they developed and implemented an assessment system that met NCATE 2000 standards, state standards, and was aligned with the ten INTASC principles. The complexity and magnitude of this task proved more daunting and complex than anticipated, despite strong preparation, requiring multiple iterative processes to come to consensus on the nature of the portfolio process, and the scoring system. How performance assessment functions as one indicator in a performance-based program is of current interest to all teacher educators, and the insights these authors share are informative on many levels to those of us engaged in the design and redesign of credential programs.

The nature and quality of teacher reflection is examined by Michelle Genor in "A Social Reconstructionist Framework for Reflection: The 'Problematizing' of Teaching." Genor observes that pre-service teachers

are receptive to notions of reflective practice but often need specific guidance to develop a window into their own practice and assume a critical stance. She then proposes a framework pre-service teachers and teacher educators could use to support the collaborative reflective inquiry process. Examining both the personal and social contexts of teaching is essential to bringing about the sort of radical teaching most likely to impact children. She suggests that by problematizing teaching issues, normative assumptions become overt and teachers can begin to capture and act on the power they possess to change schools.

The similarities and differences between coaching and teaching are taken up in Sharan A. Gibson's examination of school-based literacy coaching. In "Developing Knowledge of Coaching" she reports on her study of the experiences of two literacy coaches, conducted through a series of interviews. How these experienced teachers, selected for their expertise in literacy instruction, perceived their coach training, their assignments and their effectiveness as they worked with often resistant colleagues is illustrative of the challenges many schools face as they implement the coaching model. Not surprisingly, becoming a coach and then enacting the role was more complex and challenging than the teachers anticipated. Coaching efficacy can be elusive, as it relies on a mutual understanding of what one is being coached toward, in this case enhanced subject-matter pedagogy, and of how the process may unfold. As school-based coaches become normative and even mandatory, we are well reminded that coaching skills are distinct from teaching skills, and must be both nourished and practiced before change can be expected.

In "Exploring a New Pedagogy: Teaching for Intellectual and Emotional Learning (TIEL)," Christy Folsom draws on the work of seminal thinkers in education and learning to posit a new pedagogical model. Synthesizing central tenets from Dewey and Guilford, this model incorporates the intellectual and social emotional processes that are embedded in complex teaching and learning, yet are most frequently presented and understood as theoretical knowledge. Folsom studied practicing teachers as they implemented TIEL and designed project-based learning experiences in their classrooms. Use of the TIEL Design Wheel made concrete for these teachers the decision-making and thinking processes they engaged in as they created learning experiences for their students, and of the thinking processes students used in response. As students became aware of and were able to describe their thinking, using the wheel as practical guide, they also became more aware of and more responsible for their own learning. Folsom suggests that this model offers promise in bridging from pre-service education through to the P-12 classroom.

We close with two book reviews: Sylvia Maxson of California State

University, Long Beach, examines Monica Vasquez's *Negotiating Critical Literacies with Young Children* and Christine M. Kerfoot, of the University of the Pacific, looks at Sonia Nieto's *What Keeps Teachers Going?* Nieto is well known for her work in the field of multicultural education; here she examines the lives of teachers through story. Kerfoot shares with readers a comprehensive summary of the book's contents and the author's views of what is necessary for teaching to flourish. In contrast, Vasquez's work concentrates on the lives of children, and Maxson shares through her narrative how work with young children can be enhanced by gaining deep knowledge of their lives and taking a pedagogical critical stance. Both texts suggest that deep observation of and respect for the human individual is necessary to foster growth and learning at any age, especially if we seek the possible and not the ordinary.

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In this issue, one article, "Forecasting Demand for California Credentialed Teachers" by James L. Doti and Donald N. Cardinal, was accepted for publication under the editorship of Margaret Olebe. All other articles in the issue were accepted for publication during the editorship of Steve Turley.