

Introduction

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This issue of *Issues in Teacher Education (ITE)* is the first one put together from start to finish by the new editorial team. We spent months reading and reviewing (and re-reading and re-viewing) manuscripts. It was truly both a rewarding and arduous task and, as a result, we are now more convinced than ever of the importance of our work. After spending many years writing for scholarly publication, we are now on the other side of the table, mentoring and guiding the professional work of our colleagues. Upon reflection over the past few months, we can see how, in some small way, we are shaping the literature and becoming stewards of the discipline.

ITE continues to evolve with the new editorial team. In future open issues, in alignment with our mission, we hope to include specific sections designed to attract a broader audience and provide greater diversity in genres. Those sections will include essays, opinion pieces, voices from the field, and invited pieces. Whether you are a university faculty member, K12 teacher, administrator, professional development specialist, or in any other position that addresses teacher education issues, we encourage you to submit manuscripts for publication in *ITE*. Empirical studies, current practices, editorials, program descriptions and evaluations, and

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book reviews are all welcome. Book reviews may be sent directly to Dr. Mildred Murray Ward at MMurray-Ward@csustan.edu. For additional information on submissions, please visit the *ITE* web site at www.ite.chapman.edu and click on the “How to Submit” link.

The editorial team would like to express our heartfelt appreciation to *ITE* manuscript reviewers, who gave valuable, critical feedback that makes good authors great. They contributed selflessly towards the high quality blind peer review process that makes *ITE* a premier journal in the field. If you are interested in becoming a reviewer, please contact us to discuss the accompanying requirements and responsibilities.

Before we introduce the contents of this issue, we encourage you, our readers, to join in the conversation by contributing to the *ITE* blog. Readers can access it through the interactive link on the *ITE* web page. Questions and issues are raised in the blog seeking your participation and opinions.

We begin this issue with Dr. Frank B. Murray’s essay, “Lessons from Ten Years of TEAC Accrediting Activity.” Dr. Murray is a founder of Teacher Education Accreditation Council (TEAC), which, along with the National Council on Accreditation of Teacher Education (NCATE) are the two recognized national accrediting bodies for teacher education programs. Our institution, Chapman University, is currently working with TEAC to become the first teacher education program in California with TEAC accreditation. As such, we wanted to introduce TEAC to our readership and to share Dr. Murray’s perspective on accreditation.

Next, “Recruiting, Preparing, and Retaining High Quality Secondary Mathematics and Science Teachers for Urban Schools: The Cal Teach Experimental Program” by Xiaoxia A. Newton, Heeju Jang, Nicci Nunes, and Elisa Stone, describes an experimental program and its implications for higher education institutions. The authors address some of the problems inherent in the recruitment, preparation, and retention of high quality secondary mathematics and science teachers for urban schools.

Theresa A. Quigney writes in “Alternative Teaching Certification in Special Education: Rationale, Concerns, and Recommendations” about alternative certification options in special education. The article discusses elements and practices which may make alternative certification a more viable and valuable route for gaining expertise to successfully instruct students with disabilities.

Holly C. Gould, Kay Brimijoin, James L. Alouf, and Mary Ann Mayhew suggest in their work, “Creating Adult Learning Communities through School-College Partnerships,” a carefully crafted school-university partnership that utilizes study groups, mentor teacher/clinical faculty training, and coaching to promote successful teaching and learning, can

be a valuable learning community. The call for action comes in the form of differentiated curriculum within professional development.

In the article, “How the Bridges are Falling Down: A New Literacies Teacher Negotiating ‘New’ Pedagogies in ‘Old’ Spaces,” Jeanine M. Staples explores what happened when 15 White special education teacher candidates took a seminar on diversity and disability in preparation for teaching in an urban context. By examining course artifacts and the institutional space in which the candidates were being trained, four types of resistance to frameworks and practices that encourage new knowledge about issues of diversity and literacies emerged.

Authors Anaida Colón-Muniz, John Brady, and Suzanne SooHoo conducted a study of the alumni’s perception of their preparation as multicultural educators. In the article, “What Do Graduates Say about Multicultural Teacher Education?,” post-graduates report on the opportunities and the constraints they have within their schools to utilize multicultural principles and methods.

Karen M. Gibson offers a critical analysis of the use of Reader’s Portrait to assist preservice teachers on the journey to becoming effective teachers in her article, “Through the Eyes of the Preservice Teacher: Using a Reflective Reading Journey to Inform Teaching and Learning.” Gibson suggests by reflecting on their own experiences as developing readers future teachers might cultivate a greater understanding of why adolescents lose the desire to read.

In “Mathematics Stories: Preservice Teachers’ Images and Experiences as Learners of Mathematics,” authors Andrea M. Guillaume and Lisa Kirtman describe prospective teachers’ experiences with mathematics and suggest that there is a connection here with their notions of what it means to teach math well. The mathematics autobiographies produced six thematic findings.

Pamela Esprivalo Harrell, in “Teaching an Integrated Science Curriculum: Linking Teacher Knowledge and Teaching Assignments,” examines several factors that affect successful implementation of an integrated science curriculum in Texas. Professional development experiences, adequate planning periods, and adequate content preparation are among the factors studied.

Concluding this issue are two book reviews for your reading pleasure. Cecilia Travick-Jackson intrigues us with questions about the viability of standards for successful teacher educators in her review of *Visions for Teacher Educators: Perspectives on the Association of Teacher Educators’ Standards* edited by Cari L. Klecka, Sandra J. Odell, W. Robert Houston, and Robin Haskell McBee. Anne W. Weisenberg provokes our interest in *Surpassing Standards in the Elementary Classroom: Emotional Intel-*

ligence and Academic Achievement through Educational Drama written by Lee R. Chasen, who suggests that developing emotional intelligence is important to achieving content standards.

As we sign off for this issue, we want to communicate with you how much we have enjoyed working on the journal within the new co-editing team structure. Working as co-editors is like walking two dogs. Both energetically bolt out the door, racing to the manuscripts, alternately taking the lead depending whether one is on the qualitative or quantitative side of the street. Sometimes one pauses to sniff out something interesting. The other follows, sometimes affirming the interest, although not always. One prefers the higher perspective as she tightropes the curb. The other skinny-dips in the street's water channels. The dogs return from their outing renewed, refreshed, and ready to curl into their favorite couch, accompanied, of course, with our favorite journal, *Issues in Teacher Education*.