

Editor's Introduction

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Welcome to the fall issue of *Issues in Teacher Education* (ITE). Before diving into the contents, there are a few things I'd like to highlight about how ITE is developing.

First, we have a *new* look! Designed by Angela Padilla, an undergraduate arts student at California State University, Fullerton, the new cover was selected from over 30 submissions. We love how the design pops on the page, the color choices, and the subtle integration of a long-standing teaching tool: the pencil. The design was the result of a successful collaboration with Theron Moore, a Visual Arts faculty member at CSU Fullerton, who oversaw the cover challenge, provided direction, and did his best to keep everything kerning nicely. We appreciate all of his support, as well as the efforts of all of the students in his class.

Second, we have a *new* Associate Editor! Jana Noel, Ph.D., Professor in the College of Education at California State University, Sacramento, was selected as the Associate Editor of ITE in a competitive search in the spring of 2019. A prolific author, researcher, grant recipient, and active faculty member, Jana has enthusiastically brought all of her strengths to the work of shepherding and supporting manuscript development at ITE. Although she has not been with us that long, I CANNOT IMAGINE DOING THIS WITHOUT HER. Oh—sorry... was I shouting? Well, I just want everyone to know how much I appreciate her collegiality, attention, and intelligence. And no, you can't have her!

Third, we have a *new* urgency for reviewers. This new urgency is the flip side of an old aim: to increase the visibility, reputation, and impact of

ITE. Sign up please. If you're a California Council on Teacher Education (CCTE) member or delegate, geez Louise, you should be a reviewer, and if you're not a CCTE member, well you can probably imagine where this is going: why wouldn't you be?! Register to review here: <https://www.itejournal.org/ojs/index.php/ite/user/register>

Fourth, this issue is a little late in arriving and if you are curious as to why, please read on. If not, skip to the next section. For those of you interested in what happens behind the ITE curtain I will be frank and direct: we are not receiving enough manuscripts that are of publishable quality. Interesting, topical, and important—yes. But as great as the concepts and foci are, many of the manuscripts submitted need a lot of work to be publishable, and even when we provide direction (and believe you me, we are like air traffic controllers in the specificity and support we provide), we are not receiving manuscripts that are ready enough. Yet, we know the capacity of teacher educators and those who conduct research in teacher education is high, so it seems we need to bridge a perception gap related to ITE as we increase our manuscript solicitation efforts. To this end, Jana and I presented a workshop on preparing manuscripts for publication at the fall CCTE conference in San Diego this past October and the tips provided bear repeating here:

- Strategize before you submit to a journal to assure a good fit (i.e., review the journal aims and articles published recently).
- Respect the reviewer. Provide details for your methods, support your claims, and be specific about why your work matters to teacher education.
- Relate to the reader. Weave a tight and cohesive narrative of your story, claims, and contribution.
- Impress the journal by making your connections to the journal and the field immediately and concretely; use relevant citations to good effect.
- Rejoice! If you get a “revise and resubmit” or a “reject and resubmit” consider the decision a golden ticket to advancing. Treat it with respect and make every effort to revise in response to editor and reviewer concerns. Even if your efforts don't result in a publication in this journal, they will more than likely help you develop the paper for submission elsewhere, if need be.

Fifth, as this year comes to a close, we want to thank the reviewers who have so thoughtfully provided reviews thus far in 2019: Jori Beck, Rebecca Bergey, Benjamin Brumley, Hannah Carter, John Cassell, Richard Costner, Patricia Doran, Eric Engdahl, Bre Evans-Santiago, Beverly Falk, Hyeyoung Ghim, James Gravell, Megan Guise, Deborah

Hamm, Malia Hoffmann, Nicole Howard, Benikia Kressler, Sung Hee Lee, Heather Michel, Mimi Miller, Rebeca Mireles-Rios, Jordan Morton, Dave Neumann, Dena Sexton, Randy Schultz, Steve Singer, Tyler Smith, Katherine Vroman, Shawn Vecellio, Keith Walters, Karen Webster, Emily Wender, and Jane Ziebarth-Bovill.

Finally, ITE is taking a real human turn with this issue: all of the articles highlight teaching as an emotional practice, one in which pre-service teachers (PSTs) and their supervisors grapple with tensions inherent in teaching.

To start, we are including two articles related to the hardest parts of teaching: (1) the contemporary threat of gun violence; and (2) the effects K-12 students' experiences with trauma have on teachers' "secondary trauma." Long-neglected in the field of teacher education, this focus on these struggles from teachers' perspectives, and specifically from the perspective of PSTs, highlights the importance of teacher education in preparing teachers to manage, navigate, and just plain deal with the very challenging dimensions of teaching today. Both articles shine a spotlight on just how little of teacher preparation is directed at the intensely emotional and harsh reality of contemporary classrooms.

ITE can point to two examples from these studies that illustrate this neglect. First, when editing Wender and DeMille, I was struck by how difficult it was to talk about the Parkland massacre without privileging the shooter. "Becoming a Teacher in an Era of School Shootings," by Emily Wender and Alicia DeMille, explores the tension between confidence and uncertainty in the development of teachers' identity formation. Written by a teacher education professor (Wender) and the PST (DeMille) she supervised, this study examines a reflective journal entry DeMille wrote in response to the 2017 school shooting in Parkland, Florida. When we were working to prepare the manuscript for publication—word choice, verb selection, punctuation—everything was in play because we were committed to making sure the focus was on the people enrolled in and working at that school, not on the person who committed the massacre. I realized that like Ms. DeMille, I too have had little training in dealing with school violence, and even less in talking about it. Wender and DeMille's study thus provides a valuable corrective to a long-overlooked, but crucial aspect of teacher education programs.

The second example has to do with the Miller and Flint-Stipp article. Even though I must have read that manuscript at least 10 times, I end up crying every time. "Preservice Teacher Burnout: Secondary Trauma and Self-Care in Teacher Education," by Kyle Miller and Karen Flint-Stipp, highlights the growing numbers of K-12 students who have experienced trauma, in the form of chronic poverty, fear, abuse, or loss. Their study

further details how teacher education can help PSTs develop an understanding of and resilience to secondary trauma by incorporating content and reflective writings on K-12 student trauma, secondary trauma, and self-care within teacher education programs. Reading their study, it's clear that not only is the general practice of teaching harder today than when I was a teacher, but everything about education and instruction is more complex, more assessed, and more demanding than in the past. In addition to 21st century instructional challenges, more students are dealing or living with trauma, and as Miller and Flint-Stipp show, PSTs are not immune from the stressful effects of encountering and processing the secondary trauma that results from teacher-student interactions and getting to know more about our students' lives (a central precept of good teaching). It has never been easy to be a teacher, but these two articles make it clear that we must do all we can in teacher education to prepare teachers who are able to take care of themselves as they take care with others.

To this end, the third article in this issue provides yet another angle for countering previous lapses. In "Improving Supervisor Written Feedback: Exploring the What and Why of Feedback Provided to Pre-Service Teachers," Tanya Flushman, Megan Guise, and Sarah Hegg emphasize the critical role supervisors play as conduits—of information, regulation, evaluation, and support—between the K-12 classroom and the university. Unlike most everyone else involved in the education of teachers, supervisors move between instructional spheres, ever conscious of their responsibilities to the K-12 students in their PSTs' classrooms, the PSTs themselves, the university, and the state—not to mention to their own ethical and instructional orientations and emotions related to these complex roles. The authors provide a multi-pronged definition of the importance of "quality written feedback," and approach supervisor feedback as "a dynamic and developmental discourse," that has the power to deeply influence PST growth.

Thus, we see in each of these articles that teaching is an emotional practice, one in which both PSTs and their supervisors grapple with the tensions between uncertainty and confidence inherent in the process of learning to teach and helping others learn to teach. Findings across these studies point to the importance of our supporting PSTs and supervisors alike, as they contend with navigating emotions in the process of both teaching and learning to teach. There is, moreover, a recognition of the role that honesty, critique, and what Dave Chapelle referred to as "keeping it real" play in conceptualizing what we include in teacher education programs, as well as an acknowledgement of the fact that good teaching at all levels is a developmental process, contingent on a

multiplicity of actors, relational constructs, theories, strategies, assessments, and feelings—none of which should be neglected in the teacher education process.

Finally, as Jana so thoughtfully stated after reading the articles in this issue: “words matter!” And it’s clear: all of the authors in this issue highlight the importance of reflection and narrative inquiry in learning to teach, and they all pay close attention to words in their analysis of narratives and discourses. Additionally, all of these studies were conducted during teacher preparation programs, specifically during the clinical field experience. Thus: practice matters! Indeed, the authors highlight the critical role of relationships formed in practice, between pre-service teachers and their students, and between supervisors and their pre-service teachers. How we cultivate PST capacity to navigate through these relationships—with all their attendant benefits and challenges—will become increasingly important as we continue to pursue equitable educational opportunities and academic advance for all students.