

Editor's Introduction

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This Spring 2019 *Issues in Teacher Education (ITE)* arrives now for the second time in your inbox with my name as the editor. As with the Fall 2018 issue, however, the articles in the present issue were selected and edited by *ITE*'s previous team: Richard Kahn, Bradley Porfilio, and Derek Ford. Thus, they deserve all of the credit. Indeed, most of these selections can best be attributed to Derek, who kept *ITE*'s processing of manuscripts moving along after the previous editors departed.

It is only now with the publication of this issue that my work really begins. And at this point, it's just me, a cadre of loyal and dedicated reviewers, and you dear reader. Do I sound lonely? Embittered? I am neither. I jump up and down every day squealing with delight because my name is at the top of the masthead and I get to read, review, and advance studies about teacher education for publication in *ITE*. Yippie!!

Looking forward, the Fall 2019 issue will be my real *first*. I am thrilled to be at the helm, thrilled to be reading submissions that could end up in my first real issue, and thrilled to be able to work with scholars who want to develop and publish their work with *Issues in Teacher Education*. And why not? What could be more important than influencing the work of those who will shape the professional dispositions and practices of teachers?

After my first full semester as editor, I must confess that I was wrong in my initial impression that being the new editor of *ITE* was like being a substitute teacher in someone else's classroom. Being the editor of *ITE* is more like adopting a kitten. A cute adorable fluffy kitten. And like a

kitten, everything about *ITE* is appealing—its focus, writers, reviewers, and certainly the unflagging support of its publisher, Alan Jones. Like a kitten too, however, many things about *ITE* are unpredictable—from the number of submissions, to their quality; from the response of reviewers to the focus of reviews; from our operating system (OJS) to literally *everything*. There is no way of anticipating what will happen from one minute to the next.

The only thing that is assured is that one semester in, I am working to keep *ITE* advancing on many fronts:

First, by redesigning the journal's cover. Together with Theron Moore's graphic design students at California State University Fullerton, *ITE* is working on the design of a new front cover. Theron's students are busily tackling this challenge, and I am super excited about their commitment and drive. We look forward to unveiling a new student-designed cover (fingers crossed) with the Fall 2019 issue.

Second, by recruiting top-notch reviewers. No academic journal can thrive without a dedicated group of reviewers, and our current corps are some of the best. Join them! Go to the *ITE* website (www.itejournal.org) to register to review. There are multiple benefits to reviewing: (1) advancing the discipline; (2) assuring high quality work is published in the journal; (3) honing your own research and writing skills; (4) maintaining currency in the field; and (5) providing a crucial service to the discipline (while still in your pajamas!).

Third, by seeking a new Associate Editor. If you missed this call and you're interested, email me at tpatchen@itejournal.org. The Associate Editor position is a wonderful opportunity for anyone interested in academic publishing, fostering high quality research and writing, and aiding in the development of scholars.

Fourth, by generating new lines of publishing opportunities in the form of special thematic issues and additional categories in the journal. If you have an idea for a special issue, please email me. *ITE* welcomes ideas on topics relevant to teacher education (in its many forms) and looks forward to hearing from you. *ITE* is also interested in carving out space in the journal for shorter non-fictional pieces from teachers (practitioners in the field) about their experiences in the classroom related to teacher education and preparing teachers. This is in beta stage (as in, you're the first to read about it), but it's definitely something

ITE is considering. As of yet, the parameters are few: (1) approximately 1500-2500 words; (2) topically focused; and (3) well written, engaging, and real. If you're interested in submitting something in this vein, email me directly: tpatchen@itejournal.org. *ITE* is looking to begin reviewing non-fiction pieces as early as the summer of 2019.

Fifth, and most importantly, (both because I like to have something for every finger on one hand—a habit refined over almost ten years as a kindergarten teacher—and because *ITE* is all about what's most important), by inviting you to submit a manuscript to *ITE*. We welcome high quality submissions from across the spectrum of teacher education, relish the opportunity to foster new scholars' work, and are always working on diminishing our time to complete reviews. If you've written something good that fits with our submission guidelines, please consider submitting it. *ITE* looks forward to hearing from you.

Thank you for sticking with us (whether you're a cat or dog person) as we grow and develop. We hope you recognize how much your attention, support, and engagement with the journal means to us, and we look forward to keeping you engaged with the discipline for years to come.