

Editors' Introduction

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The ITE Editorial Team

Greetings to our readership. We have been hard at work compiling manuscripts for this issue of *Issues in Teacher Education*. We want to thank all of our authors who continue to submit manuscripts. It is always a difficult endeavor to select manuscripts for our issues, but it is a labor of love. We hope you enjoy the current compilation.

This issue brings together an eclectic group of manuscripts. However, there are some common threads (i.e., Common core standards and professional development). Let us begin with Peter D. Wiens and Sean Ruday's article, "Personality and Preservice Teachers: Does it Change, Does it Matter?" Wien and Ruday studied the role of personality in teaching effectiveness, with some very interesting results. The second article, "You Would Think I Could Pull It Off Differently: A Teacher Educator Returns to Classroom Teaching" by Jason K. Ritter, describes the author's return to teach high school fulltime and the unanticipated challenges he encountered. The next article, by Louis S. Nadelson, Heidi Pluska, Scott Moorcroft, Annie Jeffery, and Susan Woodard, assessed over 300 K-12 teachers' knowledge and perceptions of the Common Core Standards. Their results are discussed and implications presented.

Professional development is the common theme in the next three

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articles. Janet Walton, in “Teachers as Expert Learners and Fellow Travelers: A Review of Professional Practices for Problem-Based Learning,” presents a review of the literature on professional development for K-12 teachers, with an emphasis on factors that influence problem-based learning implementation. Laura Baecher and Shiao-Chuan Kung, in “Collaborative Video Inquiry as Teacher Educator Professional Development,” describe the impact on faculty of interdisciplinary conversations on teaching practice, anchored in video artifacts of teaching produced by teacher candidates. Next, LaNysha T. Adams, in “Teacher and Policy Alignment: A Phenomenological Study Highlighting Title I High School Teachers’ Professional Development Experiences,” studied how teachers at one Title I high school in a large urban district viewed their professional development experiences.

The final two articles in this section are Ann Marie Ryan, David Ensminger, Amy J. Heineke, Adam S. Kennedy, David P. Prasse, and Lara K. Smetana’s article “Teaching, Learning, and Leading with Schools and Communities: One Urban University Re-envision Teacher Preparation for the Next Generation” followed by Nancy Farnan, Penni Hudis, and Arlene LaPlante’s article “Changing Teacher Preparation for California’s Changing Secondary Schools.” Ryan et al. describes how one university re-conceptualized the preparation of teachers to meet the changing needs and realities of urban schools and communities. Farnan et al. discusses the implementation of the Linked Learning initiative in eight teacher preparation institutions in California.

Two manuscripts are featured in the Promising Practices section. Jennifer G. Beasley, Conra D. Gist, and Marcia B. Imbeau, in “Deconstructing Student Engagement for Pre-Service Teacher Learning,” describe how one teacher education program emphasizes student engagement throughout coursework and then the pre-service students share their perspectives on what student engagement means through class assignments and classroom observations. Karen Elizabeth Lafferty and Valerie Ooka Pang’s manuscript, “Challenging Teacher bias: Implementing a Community Learning Fair,” presents a culturally responsive approach to addressing teacher prejudice through activities in a Caring-Centered Multicultural Education framework.

The first book review for this issue is Kathryn Ado’s review of Frances Schoonmaker’s *Living Faithfully: The Transformation of Washington*. The text chronicles the transformation of Washington School, a small-town upper elementary school in Clinton, Oklahoma, from a dangerous place that provided unequal learning opportunities for students outside of its gifted and talented program to a welcoming school environment where children and adults work productively together toward meaningful learning.

Our second book review is AnnMarie Alberton Gunn's review of Jonathan Kozol's *Fire In the Ashes: Twenty-five Years Among the Poorest Children in America*. Kozol revisits the children who were the inspiration for several of his other works, including the iconic book *Savage Inequalities*. What he discovered will prove useful to preservice and in-service teachers.

In closing, we hope you enjoy the issue. As you can see, although this is a non-themed issue, most of the articles have focused on the humanization of schools and experiences among teacher educators, teachers and students. Personality, student engagement, professional development, and inclusion reflect what human dimensions need to be addressed within today's political and economic contexts. We thank the authors for their intentional deliberations and examinations of these issues. We appreciate the privilege to deliver this scholarship to our readers.