

Editor's Introduction

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This marks the first issue of *Issues in Teacher Education* (ITE) for which I am editor, and I would like to extend my appreciation to the California Council on Teacher Education and everyone who participated in my selection and appointment. As a product of California public schools and universities who now teaches in a state university, I am acutely conscious of the role California's teachers play in shaping educational practices and I have extensive personal experience with the challenges educators face. Indeed, it was my background as a bilingual elementary school teacher that prompted me to apply for the *Issues in Teacher Education* editor position.

As a professor, writer, researcher, teacher, and student, I have been fortunate to collaborate across subject areas in the development and support of research and writing of faculty and students alike for close to 30 years (yikes!). In every case, my aim has been to develop and disseminate scholarship that is thoughtfully conceptualized, organized, and well written. With its focus on schooling praxis across all stages of teacher education, *Issues in Teacher Education* represents a unique platform for advancing this crucial agenda and I am thrilled to serve as its editor.

Stepping into an editor role in a journal that has been around as long as ITE is a bit like entering a classroom as a long-term substitute teacher. The general parameters have already been established, and thus at this stage it's all about keeping things together and moving forward. To this end, welcome to the Fall issue, 2018! All of the articles

in this issue were selected by previous editors and thus bear their imprint, and I am happy to usher them into publication with this issue. The remaining articles accepted under the previous editors' tenure will be published in the Spring 2019 issue. Thank you to all of the authors who have contributed manuscripts for publication. ITE couldn't do it without you.

Nor can we do anything without a dynamic and active pool of reviewers. Thus, I would also like to extend my appreciation to everyone who currently serves as a reviewer, and to ask you to sign up to serve as a reviewer if you haven't already done so. You can sign up in less than 60 seconds by entering this link: (<https://www.itejournal.org/ojs/index.php/ite/user/register>).

Finally, ITE is lucky to have the continuing participation of Derek Ford as Associate Editor. Derek has been with ITE for three years and I am grateful for his willingness to work with me as we continue to move ITE ever further into the 21st century. You can trust that our aims for the journal are both pedagogic and pragmatic: we treat every manuscript as an opportunity to increase the clarity and strength of our work as educators, researchers, and writers while advancing our understanding of all that teacher education has to offer.

We hope you enjoy this issue and we look forward to continuing to make a difference in teacher education with your participation and support.