

Introduction Something for Everyone

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Sometimes planets in the universe align and one can see a comprehensive whole that wasn't evident when studying individual entities. In other words, things sometimes come together and present a logical or aesthetic organization that wasn't obvious during initial contact. This issue of *Issues in Teacher Education* illustrates this "coming together" phenomenon: Authors submitted manuscripts. We sent them out to reviewers. And then manuscripts take on a life of their own, changing and morphing through the editing process until ultimately some make the grade and get published. The final step in putting together an issue of the journal is the compilation of accepted manuscripts. One cannot predict what themes will emerge or if one will be able to find a sense-making pattern at all. To name that pattern, usually one must be both inclusive and creative.

Something for Everyone is the theme for this issue of the journal. Creative, right? Hopefully, accurate as well. As a reader, you will find at least one article that relates to your professional life. For example, for those of us interested in Arts and Education, we will enjoy James A. Muchmore's analysis of 44 books on how teachers are represented

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in literature. Affiliated with teacher representation is teacher identity. Jewell E. Cooper and Ye He studied seven teachers and analyzed the issues they face as they become secondary teachers. Articles by Amy Michele Markos and Huong Tran Nguyen continue to feed our hunger to know more about our diverse learners as they write about English Language Learners and especially English Language Learners with Disabilities. What happens in our classroom is captured by Rocío Dresser as she details the impact of scripted literacy programs. Clearly, we need to know not only about our students and what happens within classroom settings, but also about their home lives. Ranae Stetson, Elton Stetson, Becky Sinclair, and Karen Nix help us understand how communication between parents and teachers enhances the achievement of challenging students with their study of 60 teachers who conducted home visits. Collaboration appears to be a major construct within our discipline of teacher preparation not only for teacher candidates as described by Rossella Santagata and Jody Guarino, but also as we, teacher educators, apply the concept within our own teaching practice as Kevin J. Graziano and Lori A. Navarrete suggest in their article.

Please note that we have honored both empirical research and innovative practices in this issue. We hope that this expansion of genre enhances your reading selection as well as your reading pleasure and that you find here that there is a little *Something for Everyone*.