

Editor's Introduction

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During my tenure as editor of *Issues in Teacher Education* I have not written introductions to each number, so this is both an introduction and a farewell, a first and a last. I will be turning over the editorship to Margaret Olebe beginning January 1, 2005.

My association with the journal began in spring, 1998, when John Sikula recruited me to serve as Tom Nagel's associate editor. *Issues* had been edited from its inception in 1992 by Stanley Schwartz at California State University, San Bernardino. Tom Nagel, who was then at San Diego State University, agreed to follow Schwartz as editor provided someone would assist him. John Sikula, who had been active in founding the journal, asked if I would like to join the editorial staff. I said that I would, as long as all concerned understood that I had no background in journal editing and, while willing to be a good follower, was not qualified for leadership. Shortly after publication of the spring 1998 number, Tom retired from the university and wanted to leave the journal as well. Suddenly, I was editor of *ITE* after having served for one issue as associate editor.

So beginning with the fall, 1998 number, I have had a wonderful professional experience editing a journal that I hope has been of value and interest to its audience. When I began, *Issues* was supported by the State of California Association of Teacher Educators (SCATE) and distributed to that organization's membership. Since I knew less about the production end of editing a journal than I did about the editorial side, I turned to Connie George for assistance. Connie's long experience as production

manager for *The History Teacher* meant that *Issues* would have someone overseeing production who actually knew how to prepare copy and negotiate with printers, and I could concentrate on honing my editorial skills. However, financing was problematic in those days. SCATE was not able to contribute sufficient support to hire a production assistant. Jean Houck, Dean of the College of Education at California State University, Long Beach, stepped forward and committed enough fiscal resources to employ Connie and print a full run for two issues each year. She also pledged college resources for stationery, duplication, and mailing. I am deeply grateful to Jean for the support I needed to remain as editor of the journal for those first few years.

With the merger in 2001 of SCATE, the California Association of Colleges of Teacher Education (CACTE), and the California Council on Teacher Education (CCET) into a new California Council on Teacher Education (CCTE), *Issues* found itself on firmer fiscal footing. The merged organization meant a larger production budget, a larger audience, and the services of Alan Jones at Caddo Gap Press as publisher. As long time readers of the journal will note, with Alan as publisher *Issues* has taken on a much more professional approach as well as an improved appearance. CCTE's fiscal and professional support ensure that *Issues* will continue to serve as a source of scholarship for teacher education far into the future.

There are several people I wish to thank for enhancing my experience as editor. I've mentioned Jean Houck for her early financial support and Alan Jones for his continuing professionalism as publisher. I've been fortunate over the years to have some outstanding colleagues serve as guest editors: including Cathy DuCharme who edited an issue on early childhood education; Margaret Olebe whose issue explored beginning teacher support and assessment; Linda Darling-Hammond whose colleagues focused on the Stanford Teacher Education Program; Candace Kaye, Linda Whitney, Lisa Isbell, and Linda Symcox who brought together a series of articles on master's programs utilizing the National Board for Professional Teaching Standards; and most recently Marquita Grenot-Scheyer and Jennifer Coots who edited a strong group of articles on special education.

I especially wish to thank the many colleagues who have served as reviewers over the years, most of whom continue to serve and whose names grace each issue. Their timely and insightful reading of manuscripts as well as their helpful comments to authors ultimately account for the quality of the journal. My thanks also to the Editorial Board for guidance and support. Most importantly, I thank the many scholars who have submitted their work for consideration in the journal. Without their

excellent manuscripts, *Issues* would not exist. Because of their research and scholarly writing, a significant audience learns more with each issue about this difficult work of preparing teachers for today's classrooms.

The journal is fiscally sound, it retains solid organizational support from CCTE, its audience remains firm, and manuscripts arrive regularly from within the state and, increasingly, from elsewhere in the country. It's a good time for new leadership. Margaret Olebe brings a wide experience and deep knowledge of issues surrounding teacher education at both the state and national levels. She is a long-time active member in the parent organization, CCTE, and is know to many among *Issues'* readership. I hope you will continue to support the journal as you have in the past—and send your manuscripts to Margaret.