

Editor's Introduction

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In this issue of *Issues in Teacher Education* we explore the theme of relationships and teacher development, and introduce a new book review section. In keeping with our stated mission to explore teacher education from both teacher educator and practitioner perspectives, the articles and reviews presented include authors whose primary roles have been in public schools, as well as voices from the academy. One of the challenges we face in each issue is to present a balance between national and California perspectives. I hope that you will find that balance accurately reflected in this Fall 2006 issue, and, if not, will let us know how we might approach this from a fresh perspective.

Alcione Ostorga explores teacher development by taking a close look at the process of reflective thinking through a case study of two individuals preparing to become teachers who were para-professionals. In "Developing Teachers Who Are Reflective Practitioners; A Complex Process," Ostorga harkens back to Dewey, who posited that reflective thinking is linked with attitudinal dimensions of teaching, and the notion of epistemic stances, or ways of knowing. In her view, preservice experiences may be insufficient to provoke deep understanding and sound critical analysis in teachers. Teacher educators should maintain an open stance that welcomes diverse value sets, and encourage the development of values among their students, rather than imposing their own values through their instructional practices.

Susan Carlile also takes on the challenge of making meaning through preservice program components, although from a very different perspec-

tive. She writes of her experiences as an English faculty member charged with implementing a portion of the California Teaching Performance Assessment with her single subject students, and presents a multiple methods study to examine the impacts of including this assessment task in the program curriculum. "With our Feet on the Ground (and in the Classroom): Making State Mandated Assessment Meaningful" looks at how pre-service teachers gained ability over time to create developmentally appropriate lesson plans, based on the awareness gained through coursework, structured field experiences, and the assessment process. Carlile suggests that the power of the assessment tasks lies in increased focus on classroom intents and intensified early fieldwork.

What are the day-to-day experiences of beginning teachers and how might they inform teacher educators? Lisa Scherff took a leave of absence from her position as a university faculty and returned to the classroom for a semester. During that time she corresponded electronically with two of her former students, Jennifer Ollis and Lane Rosencrans, both of whom were first-year high school English teachers. These triangulated experiences were the subject of qualitative analysis, in which Scherff extracted universal themes and new teacher specific themes from the exchanges using grounded theory. "Starting the Journey Together: A Teacher Educator and her 'Students' Navigate their First Semester" recounts daily realities of each member of the triad and their individual reflections on those experiences.

The challenge of forging effective school-university partnerships with meaningful roles for all participants, especially experienced teachers, is the subject of Deborah L. Schussler's article "The Altered Role of Experienced Teachers in Professional Development Schools: The Present and Its Possibilities." Schussler notes that that research on professional development schools is most often focused on the student teacher, and the move to place professional training and practice at a school site. She instead turns her attention to how the role of experienced teachers shifts in these settings as they assume both cooperating teacher and mentor teacher stances. Schussler also examines how competing goals and priorities between schools and professional preparation programs can pose a threat to the longevity of such ventures as school contexts change, and suggests that researchers examine these issues in the future.

Suzanne SooHoo, the Book Review Editor for *Issues in Teacher Education*, has provided a separate introduction to that section. She has worked diligently to select books for review that appear to be of high interest for our readership, and reviewers who reflect a range of experiences and perspectives. We hope you will find it both interesting and useful.