

Non-Themed Articles Introduction

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The articles that follow were accepted for publication through the general submission process under the editorship of Margaret Olebe. Occasionally *Issues in Teacher Education* will combine themed and non-themed articles in a single issue to ensure the timely publication of accepted manuscripts. While these pieces stand in marked contrast to those in the previous section, we believe they provide strong insights into topics that affect all of us in the field.

“Factors Influencing Teacher Candidates’ Participation in a Paid Field Experience with Urban Students” by Barbara A. Burns, Marya Grande, and Michele Marable explores an issue of importance to educators everywhere: How do we attract more prospective teachers to pursuing a career in urban schools? Using quantitative methods, they investigate the differences between candidates who have had a tutoring experience in urban settings with those who did not. Their results suggest that early urban experiences can influence this outcome, with implications for the design of teacher education programs.

Kimberly K. Cuero and Courtney L. Krim, on the other hand, offer a qualitative analysis of an equally perplexing conundrum for teacher educators—how to incorporate the arts into teaching and teacher education. In “You wish it could speak for itself”: Examining the Use of Aesthetic Representations in an Elementary Teacher Preparation Program” they examine how students grapple with literacy assignments that use visual arts as a vehicle for deepening understandings about the process of reading and how it is taught. Asking candidates to demonstrate their learning in a new way opened unanticipated doors as well as posing challenges.