

Introduction to the Fall 2010 Issue

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Dear Readers,

As we prepare to go to press with this issue, we learn Proposition 8 in California has been overturned, declaring the ban of same sex marriage as unconstitutional. The decision draws attention to the complexities of human rights and ignites a firestorm of conversations. This issue is well timed, giving voice to the lives and perspectives of members within our education community who are often not heard. This theme issue, "LGBTQ (Lesbian, Gay, Bisexual, Transgender, and Queer) Issues in Teacher Education" edited by Dr. Anna Wilson, associate professor of education at Chapman University, introduces five articles and one book review following an introduction.

In addition, we are proud to present three articles and another book review that are not part of the themed section. First, Dr. Mary Christianakis presents "Collaborative Research and Teacher Education" in which she "explores how collaborative teacher research can reposition teachers to be powerful stakeholders and policymakers rather than skilled technicians and implementers." Second, Dr. Margaret Saucedo Curwen, Dr. Roxanne Miller, Dr. Kimberly White-Smith, and Dr. Robert Calfee describe "the effectiveness of curriculum and instructional strat-

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egies that integrate literacy with disciplinary knowledge” in order to transform “upper elementary students’ learning practices from cognitive to metacognitive” in their article, “Increasing Students’ Metacognition During Content Area Literacy instruction: Findings from the Read-Write Cycle Project.” Finally, in “Students with Disabilities Access to the General Curriculum: How Far Have We Come?,” Whitney Moores-Abdool presents a “review of literature on curriculum modifications and instructional accommodations used by classroom teachers to ensure access to the general curriculum for students with disabilities, with a focus on autism.” Finally, a book review written by Dr. Colette O’Bannion, “The Seduction of Common Sense: How the Right Has Framed the Debate on America’s Schools,” completes the non-themed segment of the issue.

We hope you enjoy this issue of *Issues in Teacher Education*. We want to thank the members of our Editorial Board for their enthusiastic endorsement of the theme and the dedicated work of our reviewers. Please remember to visit our web page at www.ite.chapman.edu to contribute to the *ITE* blog where issues raised in the articles can be discussed by our readership. We look forward to hearing your voices as well.

—Suzanne SooHoo, Co-Editor

—Joel A. Colbert, Co-Editor