

## Introduction

**Joel Colbert & Suzanne SooHoo**

*Co-Editors*

*Chapman University*

Dear Readers,

As we start our third year as co-editors of *Issues in Teacher Education*, we reflect back on past accomplishments and look forward to new ventures. Our accomplishments include moving our submission process into an electronic journal system, working with a supportive editorial board and conscientious reviewers, designing a new look for our cover and our webpage, and attracting authors and readers from all over the world. None of this would be possible without the dedication and commitment of our managing editor, Dr. Stephanie Brown. Stephanie served as managing editor for two years. Her work has been outstanding and now it is time for her to join the academy and become a public intellectual herself. In her place, a new doctoral student, Ray Chacon, will be the new managing editor. We look forward to several years of collaborating with Ray on the journal and welcome him to the ITE family.

We are please to introduce Barbara Garii and Candace Schlein as the theme editors of this issue on culturally responsive instructional practices from both a national and global perspective. Barbara and Candace have been involved in international issues in education for

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several years. Barbara is a former International Studies SIG chair in the American Educational Research Association and a current officer. You may have recognized her from the book reviews she has contributed to *Issues in Teacher Education* in the past as well as her exemplary work as a reviewer. Candace has explored and written widely about the effects of cross-cultural teaching experiences on teacher candidates when they return to their home countries, as well as strategies to support ESL students at all levels.

In *Issues in Teacher Education*'s new section, Innovative Practices, Marina Aminy and Katya Karathanos, in their article "Benefiting the Educator and Student Alike: Effective Strategies for Supporting the Academic Language Development of English Learner Teacher Candidates," describe valuable strategies to support English Language Learners in teacher education classrooms. These strategies are effective not only with our adult learners but they are model strategies for linguistically diverse K-12 learners as well. This article fits well with the global theme of this issue because of Marina and Katya's work with international students.

Mildred-Murray Ward, our associate book review editor, brings us book reviews from two distinguished and long-term members of the California Council on Teacher Education, Carol Bartell and Susan Westbrook. In a review of *Teaching 2030: What We Must Do for Our Students and Our Public Schools—Now and in the Future*, Carol describes a book of vision and hope in the transformation of teaching profession involving "teacherpreneurs," interdisciplinary partnerships, and other transformative systems of preparation. Carol notes the authors' intentions are to promote discussion about the future of our school and teachers. In her review of *Organizing the Curriculum: Perspectives on Teaching the Labor Movement*, Sue recommends that teacher educators teach teachers about unions and the labor movement. Sue's rationale: "This year marked the largest attack on public employee unions, including teacher unions, in almost a century."

We hope you enjoy this issue and invite your feedback by contacting us:

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