

Introduction

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Around the time we began assembling this volume of *Issues in Teacher Education*, one of our co-editors was contemplating her recent journey to New Zealand. On this trip, she became intrigued with the significance of the river as a life force and as a metaphor of living, representing, in particular, the world view of the Maori. Consequently, with this imagery so deeply embedded in her psyche, she convinced her editorial team to use the river metaphor for teacher education to unfold the contents of the issue.

Articles

The distinguished Frank B. Murray, founding president of the Teacher Education Accreditation Council (TEAC) in Washington, D.C., opens our issue. You may recall he was featured in our Spring 2010 issue, his work detailing the TEAC system particularly for a California audience unfamiliar with this accreditation system. His expertise is in defining and assessing teacher education river pathways starting from the mountains as the rivers carve their paths to the sea. He knows where the rivers widen, narrow, run deep or still. In his article, "Counter-Intuitive Findings from Teacher Education Accreditation Council's Surveys of Candidates and Faculty about Candidate Knowledge and Skill," he posits teacher education is not broken.

Carrie Rogers' study "Pre-service Teachers' Perceptions of Teacher Leadership: Is It about Compliance or Understanding?" is a tributary

running alongside of evidence based knowledge. Such essays, a new teacher preparation program requirement, tell us about how our pre-service teachers perceive teacher leadership. While teacher leadership is a valuable goal for teacher candidates, Rogers asks how might leadership be reframed in a developmentally appropriate and meaningful way for pre-service teachers.

A relatively unexplored water source for teacher preparation is examined by Keith Howard in his article, "Using Facebook and Other SNSs in K-12 Classrooms: Ethical Considerations for Safe Social Networking." He takes a thoughtful look at the possible rough waters and undercurrents of the utilization of social networking sites in K-12 classrooms. This article examines the literature on social networking and its potential impact on educational settings and argues that including Facebook in K-12 requires new navigation tools for managing the potential risks involved.

It is at the margins that the river is reshaped as it takes in the richness of the land into its waters. At the river's edge is Timothy G. Cashman and Benjamin R. McDermott with their conceptualization of border pedagogy, "International Issues, High-Stakes Testing, and Border Pedagogy: Social Studies at Border High School." The focus of this investigation is the work of educators situated at a United States/Mexico border high school and their teachings of United States international policies.

The river is as diverse as the students we serve. It is quiet and loud, wet and dry, calming and threatening, and frozen and fluid. In Courtney L. Crim, Kimberley D. Kennedy, Jenifer S. Thornton's piece on "Differentiating for Multiple Intelligences: A Study of Students' Understandings," the authors address diversity through the exploration of a new water source in the intersection of multiple intelligences, differentiated instruction, and aesthetic representations. During three semesters, 122 pre-service teachers created aesthetic representations as the culminating project for a teacher preparation course. Participants deepened their understandings of course content and experienced how differentiation can increase student success, honor modes of self-expression, and authenticate individual learning styles.

Promising Practices

Within a similar, yet multifarious, stream of differentiation, Peter Clyde Martin in his promising practices article, "Role-Playing in an Inclusive Classroom: Using Realistic Simulation to Explore Differentiated Instruction," describes an activity designed to help pre-service teachers negotiate the realities of planning and implementing differentiated instruction in diverse classrooms. The activity involves planning and teaching a lesson

for a fictitious group of learners for whom individual characteristics are given and addresses the practical facets of differentiation.

Essays

In the article, “Career Changers in Special Education: A Collaborative Direction in Teacher Preparation for School Systems and Institutions of Higher Education,” Natasha Veale, Nicole Dobbins, and Stephanie Kurtts present a convincing essay about new people in canoes on the river, the career changers in special education. The reader will be interested who they are and what are the recommended conducive conditions to sustain the travel of career changers in special education on the river.

Book Reviews

We experience the international expertise of our associate book editor, Barbara Garrii, as she presents this slate of book reviews from global waters. Jina Ro brings both her Korean and academic perspectives forward as she reviewed Andrea Mattos’ edited volume *Narratives on Teaching and Teacher Education: An International Perspective*. Her compelling review piques our interest in pursuing the waterways of fourteen narratives from various social and cultural contexts, including Canada, Brazil, Australia, New Zealand, Northern Ireland, and the United States.

River buddies, Ann Nevin, Jacqueline Thousand, and Mary McNeil continue to keep the river waters stirred in their review of Tomáš Jablonský, Daniela Kolibová, and Silvia Matúšová’s book, *European Values and Cultural Heritage—A New Challenge for Primary and Secondary School Education*. We are moved by their “encouragement for teacher educators in the United States to integrate the principles of global education, special education, and disability studies in order to generate a new kind of teacher—an inclusive global educator who can help students negotiate the borderlands towards a more respectful and tolerant acceptance of those who are different from themselves, thus creating larger more inclusive circles with permeable boundaries.”

A Special Thank You

Before leaving the river, a special thank you to our reviewers who polish the stones in our river through their thoughtful examination and critique and our readers who use this river to journey to new knowledge and deeper insights.