

## Introduction from the New Editorial Team

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We are delighted to usher to publication this Fall 2021 transition edition of *Issues in Teacher Education* with thanks to the previous editorial team of Drs. Terri Patchen and Jana Noel. In this issue you will read about a range of topics, including co-teaching in higher education, standardized teacher performance assessments, and the use of empathy in preparing teachers through alternative routes to licensure.

Our editorial team from the Sanford College of Education at National University is excited to be involved with *Issues in Teacher Education*, a journal that values the research and work done to advance teacher education. Our new editorial team is made up of a diverse, experienced, and accomplished group of faculty in the field of teacher education.

- Allison Smith, Ph.D.
- Nilsa J. Thorsos, Ph.D.
- L. Erika Saito, Ph.D.
- Jennifer Preimesberger, Ed.D.
- Gabriela Walker, Ph.D.

Across our team we are faculty members working within general education, special education, bilingual education, school-university partnerships, Asian American studies (history, education, identity, and communities), international education, clinical practice, and post-pandemic impacts. We believe our strengths and diversity will continue the legacy of the journal and serve the field of teacher education in

ways that address longstanding topics and emerging issues. We provide different perspectives, from an array of experiences with journals, cultural backgrounds, and research/teaching focus, that mirror the diversity of topics and issues within the field of teacher education. We feel that leading *Issues in Teacher Education* through the lens of diversity will benefit the field. This is an unprecedented time in education, and we are excited to move the conversations forward to think deeply about race, racism, inequities in education, and post-pandemic realities of teaching and learning.

Our team aims to drive forward research in the field of teacher education by providing high-quality peer-reviewed research that bridges research and theory about longstanding and emerging issues in teacher education. We want to provide a foundation for researchers and practitioners to engage in critical analysis and dialogue about a wide spectrum of scholarly topics to promote theoretical, empirical, comparative, and practitioner research. We aim to increase agency across the readership. Our vision for the journal approaches the work from the lens of diversity, equity, and inclusion. Within this lens, we are particularly focused on: Critical Race Theory (including sub-groupings), technology use and access, post-pandemic impact and solutions, diverse teaching lenses, diverse learners in PK-12 and beyond, ethnic studies, and anti-racism. Starting in spring 2022, our vision will be infused throughout each issue of the journal.

As the baton is passed to our team, we ask that you consider submitting a manuscript for review and volunteer to be a reviewer. The journal is most successful when our community of teacher educators works together to support the field. We look forward to working together and serving our community of educators.

In Unity,  
Allison Smith, Ph.D.  
Nilsa J. Thorsos, Ph.D.  
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