

Editor's Introduction

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Although this number of *Issues in Teacher Education* was not conceptualized as a theme issue, a theme clearly emerged from the manuscripts accepted. Each of the articles looks at a course or methodology for use in preservice and/or inservice teacher education. Each article explores a quite different classroom practice and research methodology, but they all report promising practices for intrepid teacher educators.

Kevin Graziano and Edmundo Litton look at using photography as a tool for preservice teacher research in "First Year Teachers and Diversity: Teacher Research through Photography." Using a methodology called "photovoice," teaching interns enrolled in a social foundations course as part of their two-year post-baccalaureate credential program used photographic displays as a way to explore and extract meaning from their intern teaching environments. Although there are a number of issues related to using photography in school settings, teacher educators looking for innovative ways to help candidates come to know the schools they work in will find this methodology intriguing.

In "A Necessary Holocaust Pedagogy: Teaching the Teachers," David Lindquist considers "the *if*, the *what*, the *how*, and the moral implications of Holocaust education." Working on the premise that the Holocaust is "perhaps the most compelling topic studied in American schools today," Lindquist lays out a rationale and methodology for teacher educators who would develop Holocaust pedagogy models for their preservice and inservice courses. Since the Holocaust is a challenging subject academically, intellectually, ethically, and morally, Lindquist feels it is imperative

that teachers study the event for its historical importance and for ways to develop appropriate pedagogy. He lays out reasons why educators feel uncomfortable teaching the Holocaust, and ways they can overcome their hesitations. The bulk of his article is a practical exposition of how a graduate level Holocaust course for teachers can be structured, text and materials to use, and pedagogical approaches.

Ann Bingham and Tammy Abernathy contribute an article exploring preservice teachers' "attitudes and perspectives regarding working with families of students with and without special needs." Since it is "critical that families be included as partners" in their children's education, Bingham and Abernathy believe that it is important to work with preservice teachers around issues they will confront as they move into their careers. They describe a methodology utilizing "concept maps" that they have used successfully to look at preservice teachers' work samples in an effort to help themselves and their students understand their students' attitudes toward working with families. They report findings driven by the question, "What effect does a one-semester course have on the development and enhancement of preservice teachers' attitudes towards collaborating with students' families?"

In "Helping Experienced and Future Teachers Build Professional Interaction Skills through the Writing and Reading of Narratives," Carla Mathison examines teachers' stories around professional interactions utilizing a unique methodology that had a set of veteran teachers write stories about impactful professional interactions that a set of preservice teachers later read and responded to. The veteran teachers' stories provided the neophytes with firsthand accounts of the challenges they will face, which generated rich sets of both questions and insights. Mathison finds that the writing and sharing of the narratives was profound for the veteran teachers, and the question-generation activity by the preservice teachers helped them develop schema for dealing with issues they will face in the future.

Classroom management is a perennial issue in teacher preparation, as well as for beginning teachers. In the final article in this issue, "A Classroom Discipline Plan that Teaches Democracy," Susan Pass shares with readers a classroom management model she uses in her preservice course that draws on principles developed over a lengthy classroom teaching career. The underlying principle is that democratic classrooms lessen behavior problems and encourage student engagement.

As many of you know, Margaret Olebe has taken a leave of absence

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from her duties as editor of *Issues in Teacher Education* while she recuperates from surgery. I was honored when she asked me to serve as interim editor until she is able to return. Having been her predecessor as editor and now her faculty colleague with offices along the same hall, it was relatively easy for me to slip back into the traces. Although I have been working with authors to shape up the manuscripts that appear in this number of *Issues in Teacher Education*, all of the manuscripts were submitted before I came on board and were accepted under Margaret's editorship.

A journal of this type depends on the volunteer work of many people, who should be recognized from time to time lest we forget their behind the scenes contributions. I wish to thank our manuscript reviewers, who provide guidance for both the editor and the authors through their evaluations of manuscripts as well as in their commentaries. As the journal becomes increasingly known nationally and more submissions arrive from around the country, we are in need of new reviewers if we are not to overburden our current group; readers who are interested in becoming manuscript reviewers, please contact me (hsturley@csulb.edu). Suzanne Soohoo has done a superb job as book editor, a new role initiated under Margaret's editorship. Suzanne is always looking for book reviewers; please contact her about the possibility of reviewing a book you've recently read or if you would like her to send you a review copy of a book just out (soohoo@chapman.edu). Publisher Alan Jones, as in the past, has been a pleasure to work with.

Finally, Ed Behrman's term on the journal's Editorial Board concluded in December 2006. Ed was a founding board member and has given great attention to the journal during his five years of service. He has been an important part of the move to improve the quality and appearance of *Issues in Teacher Education* in recent years, and was always a voice for rigor, high standards, and enhancing the stature of the journal. Thanks to Ed for his outstanding service.