

Introduction

Joel Colbert & Suzanne SooHoo

Co-Editors

Chapman University

Welcome to the Spring 2011 issue of *Issues in Teacher Education* (ITE). We've added some new features we hope you will enjoy. First, we invited Thomas Nelson, outgoing editor of *Teacher Education Quarterly*, to write about the workshop he co-conducted in San Diego at the Fall 2010 California Council on Teacher Education (CCTE) conference. The title of the workshop was "Dancing with the Beast: Critiquing Scholarship as a Reviewer for Scholarly Journals." The session focused on the role and responsibilities of being a journal reviewer/reader and was very well attended. Tom's article includes valuable insights about the inherent mentoring role of a reviewer/reader and tips on how to technically approach a manuscript with grace and skill.

Second, we added new sections to the journal, thanks to some wonderful submissions. "Voices from the Field" is intended to include reports and experiences from scholarly practitioners in various field settings which ground our work. The article in this issue in that new section, by Carol M. Gross, focuses on how the dual roles as early childhood educator and mother mutually inform her work in supporting the development of her son with a learning disability.

We are also pleased to launch the section "Innovative Practices" with

Joel Colbert and Suzanne SooHoo are professors in the College of Educational Studies at Chapman University, Orange, California, and Co-Editors of Issues in Teacher Education. Their e-mail addresses are colbert@chapman.edu and soohoo@chapman.edu

an article by Marva Cappello about how an instructor in a master's level course uses photography to enhance classroom pedagogy in a project called "The Neighborhood Alphabet Book." We hope readers will be encouraged to send submissions in the future about their successful classroom practices to expand this section of the journal.

The heart of this issue includes four studies that focus on the people who influence and who are influenced by teacher education: future teachers, university supervisors, and faculty. Mary Mueller and Alisa Hindin developed a series of micro-case scenarios to assess candidates' reflections on a given situation and followed up with inquiries about where candidates attributed their sources of knowledge, yielding important program assessment data. Through data mining analysis, Hiromi Masunaga and Trini Lewis suggest that particular teacher predispositions predict successful student teacher experiences. Following this quantitative study is a phenomenological study by Sharilyn C. Steadman and Sarah Drake Brown about how university supervisors, a group which is often overlooked, define their work. And lastly, Don Haviland, Steve Turley, and Seon-Hi Shin provide principles and an effective model for assisting faculty to engage in faculty-owned and faculty-driven collaborative assessment work.

There are three book reviews in this issue, courtesy of our associate book review editor, Mildred Murray-Ward. The first review is a practical and timely book about ethical challenges in today's schools as reviewed by Kathleen Faith Mikitka-Gomez. The second book review is a call to move away from a medical interpretation of disabilities toward a social cultural perspective; this review was written by a Ph.D. student in disability studies, Trisha Nishimura. The last review is written collaboratively by a cohort of doctoral students in cultural and curriculum studies, Elizabeth Zarkos, Heather Mills, Monica Killen, and Marisol Rexach. The book they review was chosen as the winner of the Bellwether Prize for best fiction manuscript addressing issues of social justice.

Finally, we want to make a brief announcement of the upcoming Fall 2011 theme issue on "Voices of Border Crossings: Globalized Experiences of Teacher Education." That issue will be co-edited by Barbara Garii, associate dean of the School of Education at State University of New York, Oswego, and Candace Schlein, assistant professor of curriculum theory and development at the University of Missouri, Kansas City. The issue will coincide with the Fall 2011 CCTE conference theme, "Reconnecting Student Voice with Teacher Education in a Globalized Society" in San Diego.

We hope you enjoy this issue of the journal and its new features. Please contribute to our blog, on the ITE web page, and let us know what you think. We are always interested in your ideas and contributions.