

Editor's Introduction: Furthering Theory, Policy, and Practice through High Quality Research

We at *Teacher Education Quarterly* are crossing into the New Year by announcing exciting new advancements to the journal. First, we have recently moved to an all electronic submission and review system which has helped expedite correspondence with authors and readers and should prove to be a much more efficient process for all involved. Second, we are establishing a new Advisory Board that will be comprised of some of the most respected scholars in the field of teacher education research and policy. You are encouraged to visit our website regularly (www.teqjournal.org) for updates on these topics as well as other special themed issues and calls for papers that will be announced in the near future.

The articles in this Winter 2006 issue focus on a range of topics and concerns in teacher education. We lead off with "Research Funding in the U.S.: Implications for Teacher Education Research" by Diane E. Mayer, the Associate Dean of the Graduate School of Education at the University of California, Berkeley. She explores the "complex aspects associated with *reading the field* of teacher education research particularly in relation to the current NCLB legislative contexts in the U.S."

David H. Allsopp, Darlene DeMarie, Patricia Alvarez-McHatton, and Elizabeth Donne follow with their piece, "Bridging the Gap Between Theory and Practice: Connecting Courses with Field Experiences." The four authors present findings from their study on school-university partnerships in special education and focus on the linkages between coursework and practicum experiences.

In "Integrating Coursework and Field Placements: The Impact on Preservice Elementary Mathematics Teachers' Connections to Teaching," Patricia S. Moyer

Editor's Introduction

and Jenefer Husman examine the relationships between coursework activities and an elementary mathematics fieldwork teacher preparation program.

Jan Dinsmore and Kerri Wenger follows with their article, "Relationships in Preservice Teacher Preparation: From Cohorts to Communities," a study of preservice teachers' perceptions about their own learning within a collaborative cohort community.

Jesus Nieto provides a compelling study focusing on experiential learning for the purpose of promoting cultural awareness among student teachers in "The Cultural Plunge: Cultural Immersion as a Means of Promoting Self-Awareness and Cultural Sensitivity Among Student Teachers."

In "Model Versus Mentor: Defining the Necessary Qualities of the Effective Cooperating Teacher" Wendy Glenn presents a study of the mentorship relationships that emerge between student teachers and their school-based cooperating teachers.

Synthesizing scholarly work in the fields of critical pedagogy, place-based education, social reconstructionist art education, and multiculturalism, Mira Reisberg, Birgitte Brander, and David A. Gruenewald offer "Your Place or Mine? Reading Art, Place, and Culture in Multicultural Picture Books."

Closing this collection of articles is "Testing Gone Amok: Leave No Candidate Behind" by Shelley B. Wepner. She examines the dilemma of preparing teachers in an era of standardized testing and provides a set of useful guidelines for helping teacher candidates understand their roles in this time of narrowly-defined accountability in ways that might enhance their future students' chances of success.

As always we welcome your comments and encourage you to visit our website: www.tejjournal.org

—Thomas Nelson
Editor