

Editor's Introduction: Considering Issues of Diversity through Professional Contexts

This Winter 2005 issue of *Teacher Education Quarterly* represents both a personal and a professional milestone in the history of the journal. I have just completed a six-year term as editor and have recently accepted a second-term appointment to continue on as editor for another six years. I have been honored to serve the California Council on Teacher Education and am proud of our publication accomplishments over that time. However, much of the credit for the outstanding contributions this journal has made has been due, in large part, to the diligence and commitment to excellence from a wide host of colleagues.

First, I'd like to recognize associate editors Jerry Brunetti and Barbara Levin. Both Jerry and Barbara have been instrumental in the rising success of *Teacher Education Quarterly* and both have agreed to continue to serve in their capacities through the next six-year term. They are simply the best!

Second, I'd like to thank Caddo Gap Press publisher Alan H. Jones for his never-ending support, professional guidance, and enduring friendship. His high standards and respect for true professionalism can be seen in each and every issue of *Teacher Education Quarterly*. For that I'm eternally grateful.

Third, I'd like to acknowledge the leadership of the California Council on Teacher Education, especially past presidents Carol Bartell, David Georgi, Andrea Maxie, and current president Vicki LaBoskey. Through their visionary leadership and tireless dedication to the teacher education profession, both the organization and the journal have grown into exemplary scholarly models, reflective of the best and brightest academics in the field.

Fourth, I'd like to recognize the editorial board members who have been associated with the journal over my first six-year term. They have been the bedrock

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for decision-making and have provided endless advice and leadership, not to mention their ability to keep me in line when I push too hard, too fast, and sometimes run askew.

Fifth, I'd like to acknowledge all the wonderful work by our Panel of Readers. It is the quality of their critical analyses and reviews that help inform our editorial decisions as well as their thoughtful recommendations to authors that help make *Teacher Education Quarterly* such an outstanding professional journal.

Finally, I'd like to extend my appreciation to all of the authors and guest-editors with whom I've had the pleasure to work with over the past six years. My life and my work have been forever enriched through the cultivation of such profound professional relationships. I thank you all.

In looking forward to *Teacher Education Quarterly's* efforts toward furthering research and best practice in teacher education I would suggest that prospective authors read the Fall 2004 AERA Division K Newsletter, wherein Christine Sleeter, also a *Teacher Education Quarterly* editorial board member, offers a contemporary analysis of research in teacher education as well as providing a useful framework for scholar-writers to consider in their future research projects.

We open the Winter 2005 issue with "Becoming a Teacher as a Hero's Journey: Using Metaphor in Preservice Teacher Education" by Lisa S. Goldstein, a provocative exploration of the power of metaphors in learning to teach.

Kimberley A. Norman and Brenda H. Spencer follow with "Our Lives as Writers: Examining Preservice Teachers' Experiences and Beliefs about the Nature of Writing and Writing Instruction," a compelling piece on the importance of teacher educators' ability to model high quality writing skills in their teacher credential courses.

Cornel Pewewardy invites us to consider diverse cultural and linguistic differences in "Shared Journaling: A Methodology for Engaging White Preservice Students into Multicultural Education Discourse." The author presents the results of a study using shared journaling as a tool for uncovering preservice teachers' worldviews and challenging them to "consider how interactions between privilege, oppression, and diversity shape their future students' experiences."

In "Preparing for Multicultural Schools: Teacher Candidates Dialogue Online with Teachers from Egypt, Japan, Ghana, and the U.S.," Jan Guidry Lacina and Patience Sowa examine the issue of preparing primarily white teachers to work in culturally diverse schools, by engaging preservice teachers in online dialogue with teachers from foreign countries.

Tracy C. Rock and Cathy Wilson offer their article, "Improving Teaching through Lesson Study," which introduces us to an inquiry model for teacher professional development that has been highly successful in Japan.

Virginia Lea and Tom Griggs follow with "Behind the Mask and Beneath the Story: Enabling Students-Teachers To Reflect Critically on the Socially-Constructed Nature of Their 'Normal' Practice." In this article the authors describe their

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research focusing the role of teacher education in teacher reflection on "understanding the history of the political, socioeconomic, and cultural webs in which we currently live."

In "Preservice Teachers' Reflectivity on the Sequence and Consequences of Teaching Actions in a Microteaching Experience," Funmi A. Amobi examines the relationship between microteaching and the development of reflective practitioners.

Closing the Winter issue, Janis L. Antonek, Catherine E. Matthews, and Barbara B. Levin give us "A Theme-Based, Cohort Approach to Professional Development Schools: An Analysis of the Benefits and Shortcomings for Teacher Education Faculty." The authors present the results of their research on theme-based professional development schools that have been guided by the Holmes Group.

In extending my appreciation to all of my colleagues associated with *Teacher Education Quarterly* I would like to acknowledge our most important participants, the readers. May we all become a bit smarter about the work we share as a result of our time together.

As always, we look forward to hearing from you. Please look for us online at: www.teqjournal.org.

—**Thomas Nelson**
Editor