

Editor's Introduction: Studying Teaching as a Complex Professional Activity

We are especially pleased to present this Spring 2006 issue of *Teacher Education Quarterly*, as it marks another momentous occasion in the history of the journal. With this issue we are proud to announce a newly established Advisory Board comprised of some of the most respected scholars in the field of teacher education research and policy. We are grateful for the valuable contributions each of the Advisory Board members has made to *Teacher Education Quarterly* over the years. These distinguished faculty members has served the profession through the strength of their scholarship, leadership, and vision for the future of education of teachers and children everywhere. Collectively these scholars have significantly influenced academic discourse across the professional terrain and continue to play a major role in shaping the policies and practices associated with preparing teachers and researchers to work in educational settings. The Advisory Board members clearly represent *Teacher Education Quarterly's* commitment to excellence in providing our readership with rigorous and meaningful research and poignant perspectives throughout the fields of teacher education, professional development, and educational policy.

Please join us in welcoming the new Advisory Board:

Robert V. Bullough, Jr., Center for the Improvement of Teacher Education
and Schooling, Brigham Young University

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Education, University of Wisconsin-Madison

The Spring issue opens with an engaging article, "A Pedagogy of Difficulty: Preparing Teachers to Understand and Integrate Complexity in Teaching and Learning," by Carolyn Nelson and Victoria Harper. In this piece, the authors argue that student teachers require deeper and more complex understanding of educational processes in a time when emphasis is being placed on technical skill acquisition and reductionist learning models.

Funmi A. Amobi follows with her article, "Beyond the Call: Preserving Reflection in the Preparation of 'Highly Qualified' Teachers." In this piece, Amobi examines, much like Nelson and Harper, the nature of complexities associated with learning to teach in a climate wherein "highly qualified" teachers are being defined in simplified terms, often reducing teacher quality to a set of requirements that value a technical view of teaching and learning.

In "Expert Teachers' Beliefs about Use of Critical-Thinking Activities with High and Low-Advantage Learners," Bruce Torff features his latest comparison study of how teachers view the practice of using critical-thinking pedagogies across student achievement levels. This study is a significant contribution to a growing body of research associated with teachers' beliefs about the use of critical thinking strategies.

Holly Thornton follows with "Dispositions in Action: Do Dispositions Make a Difference in Practice?," a report of a three-year study focused on the

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conceptualization of teacher dispositions in relation to described standards from NBPTS, NCATE, and INTASC.

In “Authenticating Children’s Literature: Raising Cultural Awareness with an Inquiry-Based Project in a Teacher Education Course,” authors Jane Smith and Patricia Wiese provide a fascinating analysis of storytelling, folktales, and authentic literature as integral pedagogical components to multicultural understanding.

Clare E. Hite and Linda S. Evans follow with “Mainstream First-Grade Teachers’ Understanding of Strategies for Accommodating the Needs of English Language Learners.” In this article, the authors present the results of their study on the ways in which teachers perceive the value of mandated training in specific instructional strategies aimed at English language learners.

We close this issue with a study by Susan Marston, Victoria Courtney, and Gerald Brunetti entitled “The Voices of Experienced Elementary Teachers: Their Insights About the Profession.” In this study the authors draw from Michael Huberman’s life history studies to “examine the lives of teachers in the context of their own experiences and values.” Findings suggest that veteran teachers experience professional satisfaction through multiple factors.

We invite you to visit our website—www.teqjournal.org—and look forward to your feedback.

—**Thomas Nelson**
Editor