

## **Editor's Introduction: Literacy, Language, and the Dynamics within Colleges and Schools of Education**

The articles appearing in this Summer 2007 issue of *Teacher Education Quarterly* are a collection of open submissions that have been through the numerous stages of review and revision associated with the high publication standards set forth by our Editorial Board. The collection is loosely organized around three themes: literacy and reading instruction, characteristics and factors that influence teacher development, and the dynamics associated with faculty and students in colleges and schools of education.

This Summer issue opens with a focus on literacy across content areas and the ways in which the California State University (CSU) system is responding to calls for increased teacher preparation in this area. In "A California State University Initiative to Improve Adolescent Reading in All Content Areas," Denise M. Fleming, Norman J. Unrau, Jamal Cooks, John Davis, Nancy Farnan, and Dana L. Grisham, members of the CSU's Single Subject Reading Task Force, report on the team's efforts to re-write the curricular frameworks for literacy instruction across subject disciplines and across teacher preparation programs throughout the CSU system.

Steven L. Lee follows with "Teachers' Perceptions of the Efficacy of the Open Court Program for English Proficient and English Language Learners," a study of teachers' attitudes and understandings about this most controversial reading program. Findings from this study suggest that English proficient students and ELL students respond quite differently to Open Court, as do the teachers themselves, mostly based on their years of service and their professional development experiences in teaching reading.

Continuing the literacy theme, in "The 400 Blows as Cinematic Literacy Narrative" James Trier presents a research study focused on secondary English

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preservice teachers' preconceived notions of literacy before and after participating in a Master of Teaching program. Participants in the study were introduced to narrative literacy concepts through the viewing of selected films. The author then describes the ways in which participants changed their views about literacy and pedagogy.

Rocio Dresser follows with "The Effects of Teacher Inquiry in the Bilingual Language Arts Classroom," a study focusing on the use of classroom inquiry as a way to examine teaching practices associated with student acquisition of academic literacy.

Probing the ways in prospective teachers come into teacher education programs based upon their histories as learners, their preconceptions of teaching based on either strong pedagogical notions or substantive content disciplinary knowledge, Sandra Jarvis-Selinger, John B. Collins, and Daniel D. Pratt contribute "Do Academic Origins Influence Perspectives on Teaching?" They examine five distinct perspectives on teaching: transmission, apprenticeship, developmental, nurturing, and social reform, and argue that these preconceptions of preservice teachers posit specific challenges for teacher educators.

In "Breaking the Language Barrier: Promoting Collaboration between General and Special Educators," LeAnne Robinson and Marsha Riddle Buly offer practice-based guidelines for reducing the barriers that often exist between areas of specialty within schools and colleges of education.

Andrea M. LaChance, Cynthia J. Benton, and Beth Shiner Klein follow with "The School-Based Activities Model: A Promising Alternative to Professional Development Schools." In this article the authors describe how one school of education constructed alternative, contextually-based strategies for working in partnership with local schools, and in the process discovered new ways of organizing professional development frameworks.

In "Rethinking Professional Development for Elementary Mathematics Teachers," Erika N. Walker provides the results of a research study into the redesign of a professional development model aimed at enhancing teachers' mathematics content knowledge.

Randi Nevins Stanulis, Gail Burrill, and Karen Thies Ames follow with "Fitting in and Learning To Teach: Tensions in Developing a Vision for a University-Based Induction Program for Beginning Teachers," a description of the challenges one teacher education faculty had with the implementation of a formal induction program.

Concluding this Summer issue, Krista C. Redden, Rebecca A. Simon, and Mark W. Aulls present the results of their study on preservice teachers' perceptions of meaningful learning in "Alignment in Constructivist-Oriented Teacher Education: Identifying Preservice Teacher Characteristics and Associated Learning Outcomes."

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—Thomas Nelson, Editor