Editor's Introduction:
Evidence-Based Research and Diverse Methods of Teacher Development

All of us at *Teacher Education Quarterly* are pleased to present the Spring 2009 issue, a solid collection of research-based articles, all having been accepted through the open submission and review process.

The opening article in this collection is "Preparing Multicultural Teacher Educators: Toward a Pedagogy of Transformation" by Vicki Vescio, Elizabeth Bondy, and Philip E. Poekert. The authors present the results of their study focused on the ways in which a group of doctoral students transformed their thinking about multicultural issues in a seminar entitled, *Critical Pedagogy, Curriculum, and Teacher Education*.

Joanne M. Marshall, follows with "Describing the Elephant: Preservice Teachers Talk About Spiritual Reasons for Becoming a Teacher." In this piece the author presents the findings of a study aimed at uncovering the spiritual reasons for teaching as well as the ways in which spirituality is manifested in teacher knowledge and practice.

In "Relational Teacher Development: Growing Collaboratively in a Hoping Relationship," author Julian Kitchen draws from the work of Carl Rogers in examining the concept of *renewal* through the lens of narrative teacher development inquiry.

Next, "Increasing the Self-Efficacy of Inservice Teachers through Content Knowledge" is a study by Lyn Ely Swackhamer, Karen Koellner, Carole Casile, and Doris Kimbrough focused on the relationship between professional development and the ways in which teachers come to view their own teaching practices.

Elizabeth A. Wilkins, Eui-Kyung Shin, and Janet Ainsworth follow with "The Effects of Peer Feedback Practices with Elementary Education Teacher Candidates." In this article the authors present the findings of their mixed-method study highlighting the benefits of peer feedback on teacher confidence, reflection, and practice.

Sara Winstead Fry, in "Characteristics and Experiences that Contribute to Novice Elementary Teachers' Success and Efficacy," presents the findings of her study in which she asked: what makes novice teachers feel successful and want to remain in the profession?

Seyyed Ali Ostovar Namaghi follows with "A Data-Driven Conceptualization of Language Teacher Identify in the Context of Public High Schools in Iran," a grounded theory study of teacher identity.

In "Using Case Studies to Assess Candidates' Knowledge and Skills in a Graduate Reading Program," authors Sharon H. Ulanoff, Joan C. Fingon, and Delores Beltrán present the findings from their study focused on case-based methodology as a means for understanding reading teachers' knowledge of culturally and linguistically diverse urban contexts.

Melanie Shoffner offers "Personal Attitudes and Technology: Implications for Preservice Teacher Reflective Practice," a study of the relationship between developing reflective practice and the use of emerging technologies.

Julie Gainsburg follows with "Creating Effective Video To Promote Student-Centered Teaching." In this study the author describes the challenges of using video cases as pedagogical tools in preparing preservice teachers.

In "Alternative Teacher Certification: A Program Theory Analysis," Jay Paredes Scribner and Ethan Heinen present the findings of their comparative study aimed at understanding how variations in alternative teacher certification account for differences in program quality.

Concluding the Spring 2009 issue, Mary D. Burbank, Alisa J. Bates, and Lynn Schrum present "Expanding Teacher Preparation Pathways for Paraprofessionals: A Recruiting Seminar Series." This is a study based on the call for increasing the number of minority teachers in urban settings through paraprofessional training programs.

As always we hope that you will find the work presented in this issue of theoretical, methodological, and practical value as you strive to improve your own teacher education program. Please visit us at our website—www.teqjournal.org—and feel free to contact us with your feedback and ideas.

—**Thomas Nelson**
Editor