

Editor's Introduction: Seeking New Visions and Possibilities

Fall is here and another academic year has begun. Schools of Education are facing difficult challenges including reduced budgets, an increasing reliance on adjunct and part time faculty, narrowing of curricula, limited professional autonomy, and teacher candidates under-representative of the culturally and linguistically diverse students with whom they are preparing to work in community schools. As I have noted in the past, it is incumbent upon ourselves to respond to these external pressures in creative and proactive ways if we intend to maintain any hold of ownership and authority over our professional lives. The articles in this collection all speak to new visions and possibilities. It is imperative that we learn to work together more meaningfully than ever, and grow our collegial and collaborative efforts toward enhancing the skills, knowledge, and dispositions required for teaching powerfully and liberating a new generation of students for participatory roles in a democratic society.

Peter P. Grimmett opens this issue with "International Teacher Education: Liberal Cosmopolitanism Revisited or Postmodern Trans-nationalism." In this piece, Grimmett provides a useful historical framework for viewing schooling and in particular teacher education within a globalized neo-liberalist policy context. He argues that the university's role has been transformed to reflect the values associated with economic development and global competitiveness while minimizing traditional goals of inculcating democratic ideals aimed at understanding complexities of an international human experience.

Carrie Birmingham follows with "The Disposition of Hope in Teaching," an engaging analysis of hope as a critically important moral dimension of teaching. The author delves into this relatively unexplored disposition and offers a scholarly

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investigation of the many ways hope is conceived of and actualized within educational settings.

In "Haven't We Seen This Before? Sustaining a Vision in Teacher Education for Progressive Teaching Practice," Shelley C. Sherman posits that even during current times, with standardization of curricula and learning outcomes, progressive educational principles such as responsive teaching and attending to students' individual needs can and indeed do serve a most essential role. Sherman asks the question, "How can new teachers come to value the importance of non-standardized learning environments that respect the uniqueness of individuals within the current educational climate of standardization, which also permeates teacher preparation?"

Emily J. Klein and Megan Riordan offer a fascinating look into the world of a transformative approach to teacher learning in "Putting Professional Development into Practice: A Framework for How Teachers in Expeditionary Learning Schools Implement Professional Development." There has been a longstanding research agenda focused on understanding the ways in which teachers transform professional development experiences into students' learning in the classroom. The authors of this study draw from the goals and practices of the Expeditionary Learning Schools, which are rooted in the inquiry-based approach and philosophy of Kurt Hahn, the founder of Outward Bound, who promoted moral development as an essential and equally important aspect of academic development.

In "Collaborating About What? An Instructor's Look at Preservice Lesson Study," Amy Noelle Parks draws from Wenger's dimensions of collaboration as communities of practice to frame an examination of the ways a group of preservice teachers' engage in the development of lesson study. This approach to planning and assessing teaching events has been a traditional practice in Japan. Parks presents the findings from her study and offers a cogent description of the challenges study participants experienced in this collaborative environment.

Nathan D. Brubaker follows with "Negotiating Authority in an Undergraduate Teacher Education Course: A Qualitative Investigation." In this study Brubaker investigates the ways in which authority is negotiated between teachers and students in an investigation of his own students in a teacher preparation course, "Teaching for Critical Thinking."

In "Meeting the Need for K-8 Teachers for Classrooms with Culturally and Linguistically Diverse Students: The Promise and Challenge of Early Field Experiences" authors Susan Gomez, Amy Strage, Kari Knutson-Miller, and Ana Garcia-Nevarez address the ongoing problem of an overwhelming homogenous population of teachers working with an ever-increasing culturally and linguistically diverse student population. The authors present the findings of their study focused on teacher learning through early fieldwork experiences.

"Tell Me Your Story: A Reflection Strategy for Preservice Teachers" by Emily Binks, Dennie L. Smith, Lana J. Smith, and R. Malatesha Joshi is a description of a study focused on the power of storytelling as a pedagogical strategy. In this case,

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the authors accessed preservice teachers in a Master of Arts in Teaching program to investigate the ways in which stories provide both practical and theoretical knowledge as aspects of learning to teach.

Peggy Daisey follows with “The Writing Experiences and Beliefs of Secondary Teacher Candidates,” a study of teacher candidates’ attitudes and beliefs about writing and the possible strategies available for integrating writing into future instruction. This is a must read for teacher educators interested not only in addressing their teacher candidates’ needs for writing skills, but their own needs for writing skills as well.

Concluding this issue, Dawn Renee Wilcox and Anastasia P. Samaras offer “Examining Our Career Switching Teachers’ First Year of Teaching: Implications for Alternative Teacher Education Program Design,” a study that aimed to understand the experiences of second career teacher candidates in a unique teacher preparation program in the state of Virginia.

All of us at *Teacher Education Quarterly* thank the contributing authors and readers and hope that the results from studies included in this issue find their way into teacher education programs and practice. As always, we appreciate and look forward to your comments and feedback.

—**Thomas Nelson**
Editor