

## ***Critical Questions in Education***

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Jessica A. Heybach, Associate Editor

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\*\* Cover design by Jessica A. Heybach

\*\* Our thanks to the cadre of scholars who serve as reviewers without whose services the journal could not exist.





## *Critical Questions In Education: Volume 4, Issue 3*

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Missouri State University  
Springfield, Missouri

June 15, 2013

Colleagues and Friends of the Academy:

Welcome to Volume 4, Issue 3 of *CQIE*; I think you will find this issue provides some meaty food for thought. Before I get to an overview, I want to update you on a couple of exciting journal matters.

First of all, regular readers of the journal will notice some substantial changes to the look, the format, and the overall layout of this issue and the previous special theme issue, *In Defense of Foundations*. I think you will find that the new look, and journal site, has much more of a print journal feel.

Secondly, relatedly, and most importantly, the credit for these changes goes to my new editing partner, Dr. Jessica A. Heybach of Aurora (Illinois) University. Jess worked diligently behind the scenes of our first special theme issue and as we finished that project several concerns—good concerns—came to mind. The first, how could we make the journal more visually attractive? Well, as you can see by these last two issues, Jess solved that—she completely redesigned the cover; we added a print journal like page about the journal and have made the entire issue downloadable in a pdf format. The second concern that came to mind was what might happen if the special theme issue put *CQIE* on the proverbial peer reviewed journal map? How could I continue to keep up with my editing duties? Well, that success has happened: we have more submissions at this time this year than we had for the entire 2012 publishing cycle! This success led me to invite Dr. Heybach to serve as Associate Editor. She (thankfully) accepted! Welcome aboard Jess...I hope you don't come to regret your decision.

Before getting to the meat of this issue, a reminder that the annual Academy Conference is just around the corner; Steve is once again putting together a great program. The Critical Questions 2013 Conference will take place in October in beautiful San Antonio, Texas. The deadline for proposals is only a few weeks away—get yours in and we look forward to an interesting few days at the old Menger Hotel down by the Alamo.

And with that news out of the way, onto *Volume 4, Issue 3*. The first essay, by Jean Ann Foley of Northern Arizona University, is an invitation to examine what she describes as “Places of Belonging” as she means to “Awaken a Zone of Complacency.” Foley explains how she utilizes artistic self reflection in her teacher education courses—artistic self reflection that helps awaken her students to the passion and joys of teaching. Eileen Kaiser follows that in reporting on a study she conducted on “Contextualized Support” that teachers need when utilizing a writer’s workshop pedagogy in urban settings.

Following Kaiser, Beth Hurst and Cathy J. Pearman provide a comprehensive overview of reading instruction strategies for teachers who do not teach reading. Our final essay, by Vicki Van Tuyle and John W. Hunt, ponders the question, will the new state mandated Illinois Principal Preparation programs make schools better? The print portion of this issue ends with a review of a new book: *Democratic Transformations: Eight Conflicts in the Negotiation of American Identity* by Kerry T. Burch. Dr. Burch's book is reviewed by Matthew W. Mercer of Missouri State University. We also have our mostly-regular video essay—an open forum on the question of contemporary educational reform featuring Walter Feinberg, David Hough, Steven Kleinsmith, and Norm Ritter that can be accessed by following the link provided.

In closing, I want to extend my gratitude to our peer reviewers: without their thankless work, this project would simply and quickly die on the vine. And, once again, my thanks to Jessica A. Heybach for your previous behind the scenes help, and in advance of all the work to come.

PAX,

A handwritten signature in cursive script that reads "Eric C. Sheffield".

Eric C. Sheffield, Founding Editor  
*Critical Questions in Education*