

11-1-2010

Introduction

The Editors

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Opus Citation

Editors, The (2008) "Introduction," *scholarlypartnersedu*: Vol. 3: Iss. 1, Article 2.
Available at: <http://opus.ipfw.edu/spe/vol3/iss1/2>

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Introduction

We welcome you to another edition of *scholarlypartnershipedu*. As the dust settles over another annual American Educational Research Association (AERA) meeting, this time in New York, we are struck by the community of learners who gather together — some who have been doing so for 20 or 30 years now — to share their research. What struck us as interesting is that some issues in education do not change. We are still battling race, class, and gender inequities. Assessment has become a hot topic. Diversity remains a central concern. Profoundly missing in the halls of AERA is an in-depth discussion and centrality of university and school corporation partnerships that could in essence help alleviate the problems that we have been hearing about and working with for so many years. Perhaps this is exemplified by one of us who bumped into a Fort Wayne administrator at AERA. When asked if anyone else was present, her comment was simple, “I am the only one, I think.” Sad to say that out of approximately 350–400 Fort Wayne school leaders, very few attend a central education national and international gathering. We say “shame on us” university folk for not doing more to encourage community-wide participation. We then use this journal to celebrate multiple corporations gathering in a safe, academic, and practical environment to build partnerships, obviously lacking elsewhere.

With the above in mind, in their article, Laura Huffman and Glenda Moss unite to construct a learning community. Hearing the voices of Laura and Glenda as well as their post-formal reflections allows readers to observe how partnership possibilities across universities and school corporations can begin to impact the learning possibilities of teachers and their students. This article serves as at least one role model of how to build university-school partnerships.

The next article by Thomas Poetter and Jean Eagle brilliantly depicts how partnerships between corporations become curriculum-centered. Curricula, depicted as multiple forms of events, have a way, the authors argue, of bridging cultural differences and communities. This is simply a must-read for districts and universities partnering on curriculum issues.

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The next two articles articulate the relationship between a student teacher and his or her university supervisor experience. What will strike readers is the rich dialogue between colleagues, their reflections on building sustainable professional relationships, and the notion that democratic hopes start with challenging typical assumptions embedded in school practices. These articles are a must-read for university faculty supervising student teachers. Although both articles look at research from different methodological qualitative practices, their results give homage to student voices as central to changing school practices.

In the following article by Paul Egeland and Steve McIlrath, readers will examine many issues — some contentious — over school choice policy. The bottom line in this manuscript is the building of relationships that allow for deep discussion over highly sensitive political school issues.

The final article in this edition acts as a commentary section. The authors boldly suggest that to “break through” old teacher education mindsets will require systematic intervention. The authors argue that intervention on the K–12 level can only occur in concert with teacher education programs.

We invite readers to respond to any of these articles and/or commentary. We would ideally like to open up the dialogue so as past and current authors can respond to your critique. Only by emulating such ways, we believe, will partnerships grow and prosper.

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