



Critical Questions In Education: Volume 2, Issue 2

The Academy for Educational Studies
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Dearest Colleagues:

Volume 2, Issue 2 of *CQIE* is now available! Since the publication of the last issue some very natural questions for any fledgling journal have bubbled to the surface; so before getting to this issue, I will take just a moment to address those questions.

As we (very slowly) grow in scope, readership, and (we hope) some level of prominence—or at least a growing level of “being known”—our authors have moved through and toward tenure and promotion processes. One question I have been asked: what is the acceptance rate of the journal? As of this moment, we are accepting/publishing approximately 32% of the manuscripts we receive. As I’ve indicated in the past, I’m not a huge fan of rejection/acceptance rates as a criterion of “rigor,” “quality,” or any other of those vague qualifying terms: let’s face it, a high rejection rate does not necessarily indicate quality nor does the opposite indicate a lack of quality. As it turns out, this rate for *CQIE* has changed recently not because of “quality,” but because the number of submissions has dropped. As of two months ago, we were publishing about 29% of the manuscripts we received. I say this to encourage any and all colleagues to consider *CQIE* as a viable publication venue.

A second issue is, I think, a more important one: who do we want to become? You will notice in this issue something of a shift from broadly conceptual manuscripts to ones more research-like in nature. One thing I frequently ask authors of well-reviewed, research-oriented manuscripts is to include a strong conceptual, theoretical foundation. We are, after all, a foundations journal; and, though we don’t want to limit our scope, we also don’t want to lose our foundational “soul.” These growing pains are certainly natural with any new endeavor of this sort and we will deal with them as they come. If anyone has any insights at this point, please drop me an email. And with that said, onto Volume 2, Issue 2...

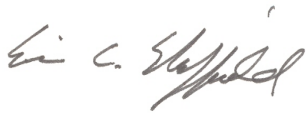
In Volume 2, Issue 2 of *CQIE*, and as I mentioned above, you will notice a decidedly “research” flavor—one mostly oriented to the evaluation of teachers (self-evaluation) and teacher candidates (external-evaluation). Tom Deering ponders the elusive question, “How should we evaluate student teachers?” Tom presents the findings of a study and from those findings makes some interesting suggestions about evaluating the art that is teaching. Paul and Shelley Watkins also ponder the evaluation of student teachers; they approach their pondering from the perspective (a growing one) that Teacher Work Samples can become the core for evaluating both academic and professional success—getting a job and succeeding in that job.

Cindy Hail, Beth Hurst, and Deanne Camp write about assessment from the inside out: they discuss peer debriefing as a means to self-assess; again, this piece is informed via a study on the impact such a peer debriefing process can have on professional development. In the final essay of this issue, Greg Harman presents and then defends a pedagogy of conversation—one grounded in pragmatism and one he suggests should become a part of any teacher preparation program.

We, once again, have book reviews in this issue. Nicholas Hartlep reviews *The Myth of the Model Minority: Asian Americans Facing Racism* by Rosalind S. Chou and Joe R. Feagin; and Dennis Attick reviews Richard Quantz's most recent monograph, *Rituals and Student Identity in Education: Ritual Critique for a New Pedagogy*. Of course, you will also find our regular video essay section, this time spotlighting Dan Kauffman discussing the *Miseducation of the Non-Existent Citizen*.

Before I leave you to some reading, just a reminder: the 2011 Critical Questions in Education Conference is October 17th and 18th in Kansas City. This year's topics: the Digital Child and Teacher Tenure. The proposal deadline is July 15—get those proposals in and we will see you in Kansas City!

PAX,

A handwritten signature in dark ink, appearing to read "Eric C. Sheffield". The signature is fluid and cursive, with a large, stylized "S" at the end.

Eric C. Sheffield, Editor
Critical Questions in Education