Introduction
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Around the time we began assembling this volume of *Issues in Teacher Education*, one of our co-editors was contemplating her recent journey to New Zealand. On this trip, she became intrigued with the significance of the river as a life force and as a metaphor of living, representing, in particular, the world view of the Maori. Consequently, with this imagery so deeply embedded in her psyche, she convinced her editorial team to use the river metaphor for teacher education and to unfold the contents of the issue.

The distinguished Frank B. Murray, founding president of the Teacher Education Accreditation Council (TEAC) in Washington, DC opens our issue. You may recall he was featured in our Spring 2010 issue, his work detailing the TEAC system particularly for a California audience unfamiliar with this accreditation system. His expertise is in defining and assessing teacher education river pathways starting from the mountains as the rivers carve their paths to the sea. He knows where the rivers widen, narrow, run deep or still. In his article, “Counter-Intuitive Findings from Teacher Education Accreditation Council’s Surveys of Candidates and Faculty about Candidate Knowledge and Skill,” he posits teacher education is not broken.

Carrie Rogers’ study “Pre-service Teachers’ Perceptions of Teacher Leadership: Is it about Compliance or Understanding?” is a tributary running alongside of evidence based knowledge. These essays, a new teacher preparation program requirement, tell, us about how our pre-service teachers perceive teacher leadership. While teacher leadership is a valuable goal for teacher candidates, Rogers asks how might leadership be reframed in a developmentally appropriate and meaningful way for pre-service teachers.

A relatively unexplored water source for teacher preparation is examined by Keith Howard in his article, “Using Facebook and Other SNSs in K-12 Classrooms: Ethical Considerations for Safe Social Networking.” He takes a thoughtful look at the possible rough waters and undercurrents of the utilization of social networking sites in K-12 classrooms. This article examines the literature on social networking and its potential impact on educational settings and argues that including Facebook in K-12 requires new navigation tools for managing the potential risks involved.

It is at the margins of the river that the river is reshaped as it takes in the richness of the land into its waters. At the river’s edge is Timothy G. Cashman and Benjamin R. McDermott with their conceptualization of border pedagogy, “International Issues, High-Stakes Testing, and Border Pedagogy: Social Studies at Border High School.” The focus of this investigation is the work of educators situated at a United States/Mexico border high school and their teachings of United States international policies.
The river is as diverse as the students we serve. It is quiet and loud, wet and dry, calming and threatening, and frozen and fluid. In Courtney L. Crim, Kimberley D. Kennedy, Jenifer S. Thornton’s piece on “Differentiating for Multiple Intelligences: A Study of Students’ Understandings,” the authors address diversity through the exploration of a new water source in the intersection of multiple intelligences, differentiated instruction, and aesthetic representations. During three semesters, 122 pre-service teachers created aesthetic representations as the culminating project for a teacher preparation course. Participants deepened their understandings of course content and experienced how differentiation can increase student success, honor modes of self-expression, and authenticate individual learning styles.