

## **Editor's Note**

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I am pleased to introduce Volume 33 of *Career and Technical Education Research*. Howard D. Gordon at the University of Nevada-Las Vegas will serve as Associate Editor. Additionally, I will be working again with an excellent Editorial Board and dedicated reviewers. The Editorial staff, Editorial Board, and I welcome you to Volume 33, Issue 1.

Janet Zaleski Burns examined those teaching competencies that new trade and industrial (T&I) teachers learn formally and informally. Further, the study determined if a relationship existed between formal or informal learning and teachers' perceived transfer of learning of particular core teaching competencies. The study was based on a solid theoretical foundation that was well supported by the literature and research with respect to formal and informal learning and transfer of learning. The research questions that were posited include: (a) To what extent do new T&I teachers enrolled in an alternative certification program learn the program's core teaching competencies through formal or informal learning? (b) To what extent do new T&I teachers enrolled in an alternative certification program perceive their transfer of learning of the program's core teaching competencies? and (c) What is the relationship between perceived transfer of learning and the extent of informal learning or formal learning for new T&I teachers? The study's findings contribute to theory and practice related to formal, informal, and transfer learning in career and technical education.

Marisa Castellano, Linda Harrison, and Sherrie Schneider investigated the status of secondary career and technical education (CTE) standards systems in the states across the nation. The study's conceptual framework was predicated on the components of educational reform, policy, and legislative initiatives and analysis. The central research questions were: (a) Has the state developed a system of CTE standards? (b) What state funding is available for secondary CTE programs? (c) Have the state academic standards been crosswalked or integrated into CTE courses? (d) Are the CTE standards aligned with the state's postsecondary technical standards? and (e) How does the state ensure that the established standards are reflected in practice? The results impact current and future policy and practice in regard to CTE curriculum, instruction, and teacher preparation.

Marsha Rehm examined high school CTE teachers' dispositional stances toward the challenges, rewards, difficulties, and teaching strategies involved when working with linguistically and culturally diverse students. Specifically, the study identified CTE teachers' perceptions of selected rewards, difficulties, and useful

teaching strategies in culturally diverse classes. The theoretical framework was grounded strongly in the literature and based on a disposition of openness towards cultural differences, special needs, and diversity that informs teaching practice to assist all learners to self-actualize. The major research questions formulated in the study include: (a) To what extent do CTE teachers perceive cultural and language diversity as difficult and rewarding? (b) To what extent do CTE teachers report difficulty in maintaining high academic standards and creating a sense of community in culturally diverse classes? (c) What are CTE teachers' perceptions of outcomes for diversity in terms of success and creativity and frustration and stress? and (d) How do CTE teachers describe their challenges, rewards, and useful teaching strategies in culturally diverse classrooms? The study has strong implications and offers helpful recommendations for working with diverse student populations and the improvement of teaching and learning in CTE.

The articles presented in this issue were well grounded in the literature, provided strong rationales, and were guided by strong theoretical and conceptual foundations. They communicate and, therefore, should resonate well with the research community, policymakers, and practitioners. Accordingly, the studies' findings, implications, and recommendations should impact theory, policy, and practice in the field of CTE.

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