

**Editor's Introduction:
Listening to Preservice
and Inservice Teachers**

It has been our good fortune over recent months to assemble an interesting and significant collection of articles focusing teacher education inward upon the perspectives and reflections—the voice, if you will—of preservice and inservice teachers. While most of these articles have been selected for publication by the *Teacher Education Quarterly* Panel of Readers, the first two pieces in this issue have been recommended by the Panel of Judges for the 1995 Caddo Gap Press Award for California Education Research. That Panel was chaired by Dennis S. Tierney of the California Commission on Teacher Credentialing.

The lead article in this Spring 1995 issue, “Structuring Classroom Lessons: Attempts to Incorporate Student Questions and Initiatives During Math Lessons” by Christine G. Renne of the University of Washington, Bothell, received the 1995 Caddo Gap Press Award for California Education Research. The research reported here by Renne culminated her graduate studies at the University of California, Riverside, last year, and offers fascinating insights for teachers and teacher educators seeking to structure lessons attuned to both their students and contemporary reforms in mathematics education.

“Imagining Self as Teacher: Preservice Teachers’ Creations of Personal Profiles of Themselves as First-Year Teachers” by Penny A. Freppon of the University of Cincinnati and Laurie MacGillivray of the University of Southern California was also recommended for publication by the Panel of Judges for the Caddo Gap Press Award this past year. This research, offering immediate voice to preservice teachers, should be of significant interest and importance to all teacher educators.

Alison A. Carr of Pennsylvania State University and Paola Sztajn of the Universidade Catolica Do Rio De Janeiro also feature the perspective of preservice teachers in “Hearing Unheard Voices: Teacher Education as Conceptualized by

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Preservice Teachers.” They conclude with the recommendation that all teacher educators “foster an openness to value student opinions” given “the potency of student voice” identified in their research.

George Wenner of Buffalo State College also examines the views of preservice teachers in “Confidence and Accountability: Preservice Teachers’ Attitudes and Beliefs Regarding Elementary Science Instruction.” Based on such input, he offers recommendations concerning the integration of science content and methodology in teacher education.

In “Evaluating with K.A.R.E.: The Assessment of Student Teacher Performance,” Norman J. Unrau of California State University, Los Angeles, and Richard D. McCallum of St. Mary’s College of California describe and reflect upon the development and implementation of a sophisticated program for assessing student teaching performance.

“Teaching in the 1990s” is a thoughtful contemporary essay by Michael Gose of Pepperdine University in which he considers the realities that our teacher education students must face and some of the characteristics they will need to succeed in the profession.

Trudy A. Campbell of Kansas State University, Carol Strawderman of Las Lunas Elementary School in Las Lunas, New Mexico, and Charles A. Reavis of Texas Tech University explore appropriate structures for teacher education in “Professional Development Schools: Collaboration and Change.” Here again, the exploration of alternate views of preservice and inservice practitioners, as well as those of campus-based teacher educators, receive attention.

This issue of *Teacher Education Quarterly* concludes with “A Comparison of Program Paths: Waiver vs. NTE” by Ruth E. Knudson of the University of California, Riverside. Her research raises many questions about alternate ways of demonstrating subject matter competence, and concludes that credible and successful teachers result from both of the California paths she examines and compares.

As always, we welcome comments and suggestions from our readers, and we encourage additional contributions that we can consider for publication in future issues of *Teacher Education Quarterly*.

—Alan H. Jones, Editor and Publisher