

Editor's Introduction: Looking at Preservice and New Teachers

This Spring 1997 issue of *Teacher Education Quarterly* presents eight articles that have recently been accepted for publication by our Panel of Readers. Since each article speaks in one way or another to issues surrounding the preparation of preservice teachers and the manner in which those teacher candidates will achieve success as new teachers, we have selected "Looking at Preservice and New Teachers" as the theme for this collection.

I believe that each article offers significant and useful insights for the teacher education community. In "The Internship in Teacher Education," Jose Smith and Randall Souviney of the University of California, San Diego discuss the use of the internship in teacher education and report on the success of that approach to teacher education on their campus.

Debra Peters Behrens of California State University, Fullerton in "Pathways to Service: A Phenomenological Exploration of Career Related Values among Selected Preservice Teachers" presents findings from her research on values that influence preservice students to choose teaching as a career goal.

In "Portrait of the Student Teacher," Louis Goldman of Wichita State University reports on the results of his replications of educational questions from recent Gallup Polls among student teachers and education faculty on his campus.

Katherine Perez and Carole Swain of St. Mary's College of California and Carolyn S. Hartsough of the University of California, Berkeley present "An Analysis of Practices Used to Support New Teachers," drawing in particular on their involvement in the Beginning Teacher Support and Assessment program through which their campuses work cooperatively with eleven school districts.

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In "Restructuring Mathematics Teacher Education: The Evolution of an Innovative Preservice Program in Russia," Frances R. Curcio of New York University, Richard C. Evans of Plymouth State College, and Alexander Plotkin of the Russia State Pedagogical University describe new practices in the preservice education of mathematics teachers in Russia and suggest implications for similar educational programs in the United States.

Audrey M. Kleinsasser and Edward E. Paradis of the University of Wyoming discuss "Changing Teacher Education in the Context of a School-University Partnership: Disrupting Temporal Organizational Arrangements," focusing on the pressures that educational restructuring efforts place on the traditional structures and expectations of both university and school participants.

"Perceptions of Teacher Caring: Questions and Implications for Teacher Education" by Constance M. Perry and Russell J. Quaglia of the University of Maine reports on their research concerning the perceptions of adolescents about whether their teachers reflect qualities of caring and shares the implications of their findings for teacher education.

Ronald N. Marso and Fred L. Pigge of Ball State University report on their research in "Teacher Recruitment Effectiveness: A Comparative Study of the Affective Attributes of Teacher Candidates of the 1908s and the 1990s," with particular attention to the success of higher education institutions in recruiting teacher candidates with desired affective orientations during an era that has also seen increases in academic qualifications of those candidates.

I hope that our readers find each of these articles interesting and useful in ongoing consideration of and reflection on efforts to provide the best possible preparation of preservice teacher candidates and support for new teachers in our schools. Everyone in the teacher education community is invited to submit reports, discussions, and commentary on similar research and practice for our consideration for publication in future issues of *Teacher Education Quarterly*.

—Alan H. Jones, Editor and Publisher