

Editor's Introduction: Developing Pedagogical Conceptions

This Fall 1996 issue of *Teacher Education Quarterly* features six articles selected for publication by our Panel of Readers and presented under the theme of "Developing Pedagogical Conceptions."

In the lead article, entitled "A Longitudinal Study of the Development of Teachers' Pedagogical Conceptions: The Case of Ron," Barbara Barry Levin of the University of North Carolina at Greensboro and Paul Ammon of the University of California Berkeley report on research from Berkeley's Developmental Teacher Education program. Kathleen M. Herndon and Janice R. Fauske of Weber State University focus on "Analyzing Mentoring Practice through Teachers' Journals." M. Jean Bouas of Northwest Missouri State University considers the question "Are We Giving Cooperative Learning Enough Attention in Preservice Teacher Education?" Rahima C. Wade of The University of Iowa and Jeffrey B. Anderson of Seattle University explore "Community Service-Learning: A Strategy for Preparing Human Service-Oriented Teachers." Hee-Won Kang of Sonoma State University writes about "Helping Teachers Thrive on Diversity and Change." The issue concludes with "Teacher Recruitment Programs for K-12 Students: Implications for Teacher Education," by Reyes L. Quezada of the University of Redlands, the late Joseph L. Galbo, and Pamela M. Russ and Anthony T. Vang of California State University, Stanislaus.

All of us involved with *Teacher Education Quarterly* anticipate that you will find these six articles both interesting and provocative. As always, we welcome comments, responses, and additional manuscripts to consider for publication.

—Alan H. Jones, Editor and Publisher