

Editor's Preface: Ideas about Teaching

This Spring 1998 issue of *Teacher Education Quarterly* contains six articles accepted for publication following peer evaluation and recommendation by members of our Panel of Readers. We present them here under the theme "Ideas about Teaching," since each of these manuscripts offers special insight and perspective about aspects of teaching which should be of interest to our teacher education audience.

We lead off with Marilyn Maxson and Robin Sindelar, who discuss "Images Revisited: Examining Preservice Teachers' Ideas about Teaching." Allan Feldman follows with "Implementing and Assessing the Power of Conversation in the Teaching of Action Research." Tom Ganer and Mary Ann Wham report on "Voices of Cooperating Teachers: Professional Contributions and Personal Satisfaction." Bárbara C. Cruz and Nina Zaragosa consider "Team Teaching in Teacher Education: Intra-College Partnerships." The topic of "Professional Development Schools and Teacher Educators' Beliefs: Challenges and Change" is explored by Paul DeWitt, James R. Birrell, M. Winston Egan, Paul F. Cook, Margaret F. Ostlund, and James R. Young. This issue concludes with Genevieve Marie Johnson writing about "Middle Schools: Reducing Transescent Risk."

Teaching, at many levels, in many settings, from several perspectives, in pursuit of varying philosophies, is the constant in these texts; as is the overarching desire to better understand, to constantly improve, to ultimately perfect our mutual work as educators—as teachers.

It is our pleasure to offer the work of these teacher education scholars, and as always we will welcome your comments and suggestions about *Teacher Education Quarterly*.

—Alan H. Jones, Editor and Publisher