

Editor's Introduction: Looking at Ourselves

Reflection is something we all ask of our students and of ourselves. It has come to be acknowledged as a critical and interpretive part of the process of preparing to become an educator and continuing to grow in that role throughout one's career.

This Summer 1998 issue of *Teacher Education Quarterly* contains five articles accepted for publication following peer evaluation and recommendation by members of our Panel of Readers. Each draws directly upon reflection, whether reporting on research of student reflection, describing collegial reflective practices, or utilizing self-reflection to examine educational issues. We present them here under the theme "Looking at Ourselves." Three of these manuscripts directly examine educational procedures through which preservice teachers and teacher educators engage in reflection about professional preparation, which the other two turn the lens of reflection toward issues of curriculum.

The first article, from which we borrow the theme for the issue, is entitled "Looking at Ourselves Look at Ourselves: An Action Research Self-Study of Doctoral Students' Roles in Teacher Education Programs." Allan Feldman, Marsha Alibrandi, Elizabeth Capifali, Deborah Floyd, John Gabriel, Frances Hitchens, Margaret Mera, Barbara Henriques, and James Lucey, writing about action research undertaken at the University of Massachusetts, Amherst, reflectively examine their roles as mentors, supervisors, and researchers in the teacher education program on that campus.

The next two articles report on research studies of preservice teachers' reflective practices. Jane Danielewicz of the University of North Carolina, Chapel Hill, presents "Inventing Themselves as Teachers: Prospective Teachers Talk about Theory in Practice" in which she shares and analyzes the personal reports

Editor's Introduction

of some of her students. "Preservice Teachers' Reflections and the Role of Context in Learning to Teach" by Colleen M. Fairbanks and Julia Meritt of the University of Texas, Austin, also offers a rich description of the perceptions of teachers-to-be as they reflect on their experiences.

In the fourth article, Marie Doyle and Daniel T. Holm of Indiana University, South Bend, describe "Instructional Planning through Stories: Rethinking the Traditional Lesson Plan." They discuss the success of preservice teachers in focusing on learners through the reflective use of story lesson plans.

In the final article in this issue, Eric K. Bull of the Monterey Peninsula Unified School District conjures up the "'View Master': Windows to Interpreting Curriculum" and links his reflections upon past events to contemporary curriculum building.

I am sure that our readers will find these five articles—the product of reflection of fifteen authors as they report on, examine, analyze, and interpret the reflective practices of numerous students and colleagues, as well as their own—informative and stimulating as we all seek to expand and refine our own reflective approaches to the field of teacher education.

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