

Editor's Introduction: Transforming Conventional Pedagogies through Professional Collaboration

I am honored to have been appointed the new editor of *Teacher Education Quarterly*. Following in the paths of those who have gone before me, I recognize the professional challenge and opportunity to expand the discourse on issues we all face in teacher education as we move toward the Twenty-First Century. All of us owe thanks to Robert Terrell, Joseph Beard, Douglas Minnis, Jan Cross, James Cusick, James Stone, Malcolm Douglas, and Richard Ponzio for their editorial service contributing to the development and achievements to date of *Teacher Education Quarterly*.

I am grateful for the support the Editorial Board of *Teacher Education Quarterly* and the officers and Board of Directors of the California Council on the Education of Teachers have expressed in selecting me as the new editor. I wish to recognize in particular Carol Bartell, Elaine Johnson, Judith Shulman, Ronald Solórzano, Vicki LaBoskey, Judith Sandholtz, Jon Snyder, Carol Barnes, David Wampler, and Dennis Tierney for the confidence they have expressed in my editorial qualifications and my potential for leadership for the journal.

To Alan Jones and Grace Grant I extend special appreciation for the insight and guidance they have extended to me, as well as for the expertise and track record they have achieved with *Teacher Education Quarterly*, a record which I shall honor and seek to emulate. They have elevated the quality of *Teacher Education Quarterly* and have left big shoes for me to fill.

I would also like to thank Fay Haisley and Marilyn Draheim for their

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encouragement and assistance. My service as editor would not have been possible without the collegial support they have provided me at the Benerd School of Education at the University of the Pacific.

And let me not forget my dear friend and mentor, Virginia Richardson at the University of Michigan. Finally, I would like to thank my wife Teri and my son John for their inspiration and enduring love.

The theme for this Winter 1999 issue of *Teacher Education Quarterly* is "Transforming Conventional Pedagogies through Professional Collaboration." The seven articles selected for publication by our Panel of Readers for this issue address the interrelationship between scholarly activity and practice. Each of the authors describe and analyze professional cooperation efforts that speak to the importance of recognizing the activities of teaching as process-oriented and collaborative in nature.

Hallie Kay Yopp and Andrea M. Guillaume open this issue with "Preparing Preservice Teachers for Collaboration." Marjorie J. Wynn and Jeffrey Kromrey follow with "Paired Peer Placement with Coaching in Early Field Experiences: Results of a Four-Year Study." Marilyn Korostoff, whose article offers us the thematic phrase "Transforming Conventional Pedagogies," writes about "Observing from the Inside: Teaching and Learning in California's 20:1 Reduced-Size Classrooms." Steve Turley and Karen Nakai compliment Marilyn's article with "In the Wake of Class-Size Reduction: The Role of Traditional Student Teaching Versus Emergency Permit Teaching." Carol E. Marxen and Gwen L. Rudney report on "An Urban Field Experience for Rural Preservice Teachers." The issue closes with two important contributions that speak to the issue of reflection and analysis of practice, Ellen Cranston Finan and Judith Haymore Sandholtz on "Visions and Revisions: Student Teachers Writing Personal Narratives" and "The Editorial Imperative: Responding to Productive Tensions between Case Writing and Individual Development" by Judith H. Shulman and Diane Kepner.

Each of the contributions to this issue explores dilemmas inherent in the process of learning to teach. The authors provoke us to challenge the ways in which we reflect upon our own practice and guide us in developing new ways of thinking. Clearly, the recognition of the power of dynamic collaboration is expressed in the content of the work included in this issue. We hope you will find these seven articles engaging and useful.

We welcome your comments and reactions to any or all of these articles, as well as your suggestions and contributions for future issues of the journal. We at *Teacher Education Quarterly* look forward to hearing from you.

This issue of *Teacher Education Quarterly* is dedicated to the late Steve Kile of the University of Nevada, Las Vegas, who left us too soon. You will forever remain in the hearts of those blessed to have known you. Peace to you and your family.

—Thomas G. Nelson, Editor