

**Editor's
Introduction:
Field-Based
Teacher Preparation—
Experience and Reflection
or
Learning To Implement
and Evaluate a Field-Based
Teacher Education Program**

We at *Teacher Education Quarterly* are proud to present this Spring 1999 special issue, edited by Hugh Munby, featuring the work of faculty and students at Queen's University in Kingston, Ontario, Canada. As you will discover, this issue is unique in that all of the articles were generated from faculty and students involved with one program at one institution. Munby and his colleagues report the results, the "stories" so to speak, of their work in restructuring the teacher preparation program at Queen's University.

At the heart of their restructuring process was the specific goal of emphasizing early fieldwork experiences. The compelling stories which emerge speak to us of commitment to improvement; to vision, creativity, analysis, and reflection; to dilemmas; and to the complexities inherent in the change process. The publication of this collection is timely. The inclusion of meaningful early field experiences in teacher preparation programs is drawing attention from both policymakers,

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schools of education, and school districts in the United States, Canada, and around the world.

We hope you will find the articles in this issue challenging and useful in your continuing efforts to improve the ways in which teachers are prepared to enter today's schools.

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

—Thomas Nelson
Editor