

**Editor's
Introduction:
Applying
Teacher Knowledge
in Context**

This Fall 2000 issue of *Teacher Education Quarterly* is dedicated to our Panel of Readers for all of their fine work and continuing commitment to rigorous reviews of manuscripts as displayed to date during my term as editor. Their diligence and careful attention to detail has been exceptional and has resulted in the ongoing publication of articles of especially high quality. To all of our Panel of Readers I want to extend a special thank you and publicly acknowledge my appreciation for your hard work.

This issue of the journal is a prime example of the kind of effort generated by our Panel of Readers. Each of the articles appearing in this issue has been through meaningful revisions as suggested by our Readers, as well as by our Associate Editor, Jerry Brunetti. The contributions of all of these good folks are truly substantial and are to be commended.

I have enjoyed working with each of the authors whose work appears in this issue. I have developed some wonderful relationships as a result of our professional interactions. I am proud to present the work of these fine scholars in this issue.

As the theme suggests, each of the articles appearing in this issue addresses the creative ways in which teacher knowledge is applied in specific contexts. Sally Hudson-Ross and Peg Graham from the University of Georgia open this issue with "Going Public: Making Teacher Educators' Learning Explicit as a Model for

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Preservice Teachers," highlighting the importance of co-constructing knowledge with students in an atmosphere of reflective practice.

Elizabeth Spalding, Angene Wilson, and Rosetta Sandidge from the University of Kentucky follow with "Piecing a Quilt: Redesigning Secondary Teacher Education in the Context of Statewide Educational Reform." Their "bottom-up" approach to secondary teacher education reform within the state of Kentucky is an example of both struggle and success within a collaborative environment.

"Schoolwide Enrichment: Improving the Education of Students ~~At Risk~~ at Promise" by Genevieve Marie Johnson from the University of Alberta challenges us with the notion that perhaps we are acting from a language of failure when we refer to "at-risk" students and provides us with a more positive approach in identifying students "at-promise."

In "Analysis of Knowledge: What Should Mathematics Teachers Know?," Dorothy Vasquez-Levy and Maria A. Timmerman of the University of Virginia challenge our assumptions about the epistemological nature of knowledge in the context of teaching mathematics.

The last two articles appearing in this issue are related to the role of Educational Psychology courses in teacher education. In "The Personality Vacuum: Problems in Teacher Education and Clinical Research," Pepi Leistyna from the University of Massachusetts, Boston offers a critical examination of the ways in which courses in educational psychology often fail to account for sociopolitical, ideological, and sociocognitive processes. He makes a strong argument that knowledge ought to be considered in more highly complex ways related to contextual issues such as gender, class, race, and sexual orientation. I think you'll find this piece both controversial and illuminating.

Dana Fusco from York College of the City University of New York concludes this issue with "The Role of Performance in Teacher Education: Teaching Developmental Psychology Developmentally," a perspective and journey into promising lines of practice emphasizing performance and developmental learning in teacher education.

I think you will find that each of these articles makes a significant contribution to the knowledge base in teacher education and challenges us with fresh ideas in our efforts to continually improve upon what we do as professional educators.

I want to thank each of these authors for their patience throughout the review process and for their willingness to respond to the constructive critiques and suggestions from our Panel of Readers.

We at *Teacher Education Quarterly* look forward to hearing from you. Please visit us at our new website: <<http://www.teqjournal.org>>.

—Thomas Nelson
Editor