

Editor's Introduction: Evaluation and Teacher Education

This Spring 1994 issue of *Teacher Education Quarterly*, focusing on the theme "Evaluation and Teacher Education," is not the result of calculated planning; rather, it has come about because many of the submissions we have received and accepted during the past year deal with various aspects of why and how we evaluate teacher education programs.

The issue begins with a thorough analysis and discussion of faculty reactions to the complex teacher education evaluation procedures employed in California. Dennis S. Tierney's "'If We Did So Good, Why Do I Feel So Bad?' An Analysis of Faculty Reaction to External Review of Credential Programs" captures the frustration as well as the potential benefits of external program review, thus providing a somewhat personal context for reading the other articles that follow.

Kenneth D. Moore, Scott Hopkins, and Richard Tullis offer a national perspective on external evaluation in "NCATE Standards: Restructuring Teacher Education." Their analysis suggests faculty support for the goals implied by the National Council for Accreditation of Teacher Education's new standards, but an equal realization that many campuses fall short of such ideals.

Next follow reports of two fascinating studies that offer guidance for campus efforts at program self-evaluation. In "A Four-Year Longitudinal Study of Teachers' Attitudes during Training and Teaching," Ronald N. Marso and Fred L. Pigge share findings about the attitude patterns of neophyte teachers. Margeret Basom, R. Timothy Rush, and James Machell report on "Pre-Service Identification of Talented Teachers through Non-Traditional Measures: A Study of the Role of Affective Variables as Predictors of Success in Student Teaching."

Two additional research reports seek evaluation of the context of teaching and

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teacher education. Kathleen S. Farber and William D. Armaline, in "Examining Cultural Conflict in Urban Field Experiences through the Use of Reflective Thinking," argue for the importance of reflection as part of the teacher preparation process. In "From Collaboration to Collegiality," Sheryl Boris-Schacter, Marcia Bromfield, Harriet Deane, and Sondra Langer discuss efforts at Lesley College to work effectively with the field in professional preparation.

Further issues of social substance in teacher preparation are examined in "Caring: Its Centrality to Teachers and Teacher Education" by Diane Mayer Demetruvias and "Our Students Listened But Did Not Hear: Sexism in Prospective Teachers" by Janice L. Steitmatter and Alan R. Tom. Both analyses suggest that far more attention must be given to personal characteristics in the identification, preparation, and evaluation of teacher candidates and teachers.

Donna Barnes and Edward F. DeRoche reach beyond the confines of the profession in their evaluation of teacher education. They ask "What Do Newspaper Editorials Have to Say about Teacher Education Programs?" and conclude that while teacher education is not a frequent topic for newspaper editorials, a severe public relations problem exists for teacher educators in the degree to which those editorials that are written about the profession tend to share and reinforce gross public misunderstandings.

The final article in this issue, "Teacher Education Is Not Enough!" by Donald R. Cruickshank and Kim K. Metcalf, also steps outside the more narrow questions of evaluation of specific teacher education programs and raises larger questions about the appropriateness and viability of contemporary teacher education goals and processes.

Depending upon your orientation to the field, this collection may best be read either front-to-back or back-to-front. The articles are presented in what might be viewed as a standard faculty-oriented order, beginning with Tierney's analysis of reactions to evaluation, proceeding through an assortment of evaluation reports and issues-oriented pieces, and concluding with Barnes and DeRoche's study of newspaper editorials and Cruickshank and Metcalf's questioning of the entire field. For those with a more pessimistic orientation, perhaps starting from the back and working your way forward will be the most comfortable approach to this collection. Of course, you are also welcome to simply sample anywhere in the volume, but we hope that you will find all of the articles well worth your reading time, in whatever order you approach them.

—**Alan H. Jones**
Editor and Publisher