

**Editor's Introduction:  
International Perspectives  
on Teacher Education**

All of us associated with *Teacher Education Quarterly* are indebted to Donald K. Sharpes of Weber State University for suggesting a theme issue devoted to international developments and perspectives on teacher education and for following that suggestion with the solicitation and guest editing of the nine articles that follow his introduction and comprise the appealing collection that appears in this issue of the journal. As he suggests in that introduction, the nine articles offer both specific information about teacher education activities around the world as well as perspective and analysis of local and national needs that are not unlike the issues that we regularly wrestle with in the United States.

This international and multicultural collection serves to remind us further that teacher education, like all other contemporary endeavors, does not occur in isolation; while historically teacher education may have been pioneered in Nineteenth Century America, today there is much that we can learn from other nations, just as they can continue to learn from us.

When guest editor Sharpes discussed the development of this issue with me he indicated his intention to bring to our pages information from many different nations and regions of the world. He wanted to avoid the usual international descriptions that rely on a few key nations and ignore much of the globe. His nine authors—Michael van der Dussen of The Netherlands, Bernadette Robinson and Tony Barnes of the United Kingdom, Jarkko Leino of Finland, Janina Zawadoska of Poland, B. A. Sarapulov of Siberia, P. M. Kachelhoffer of South Africa, Leke Tambo of Cameroon, and Keith Boswell of New Zealand— and their commentary

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come from four Western European settings, two Eastern European nations, two African countries, and one Far Eastern/Pacific Rim location, and only a few of them are from those major nations that normally dominate international dialogue.

In addition to this thematic collection, you will find four other articles in this issue of *Teacher Education Quarterly* that have been selected for publication by our Panel of Readers. In the continuing pursuit of approaches and procedures for the improvement of teacher education, our readers should find rich resources in “Using Self-Assessment as a Reflective Tool to Enhance the Student Teaching Experience” by Jeffrey B. Anderson and H. Jerome Freiberg, “Professional Portfolios for Student Teachers” by Andrea M. Guillaume and Hallie Kay Yopp, and “Supervision of Early Field Experiences: Exploring Three Alternative Models” by Dennis Potthoff and Frank Kline.

This issue is anchored by the fourth of the articles selected by the Panel of Readers, a provocative analysis by Ellen F. Touchstone and Madeleine Youmans entitled “The Creation of an Underclass: A Critical Analysis of California Teacher Education Programs with an Emphasis on Deaf Teacher Education.”

With both the international and domestic perspectives—focusing on theory and practice as well as commitments and intentions—featured in this issue, we wish our readers enjoyment and professional enhancement. As always, we will welcome comments and ideas about the journal, and hope that ever more of you will wish to contribute to the dialogue in the pages of future issues of *Teacher Education Quarterly*.

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