

**Editor's Introduction:
Innovative Colleges of Education**

Last April I was fortunate to be among the audience at the Society of Professors of Education meeting during the American Educational Research Association convention here in San Francisco at which time I heard a fascinating presentation by Richard Wisniewski, dean of the College of Education at the University of Tennessee, entitled "The Transformation of a College." He described the steps that he and his faculty had gone through to restructure their college, and mentioned his participation in the Network for Innovative Colleges of Education. I invited Wisniewski and his Network colleagues to share their activities in the pages of *Teacher Education Quarterly*, and the result is the first eight articles in this issue. The section is introduced by Wisniewski's description of the Network, followed by six reports of college of education restructuring efforts by deans from five campuses—Wisniewski's own report on the University of Tennessee, a report by Peggy Blackwell on the University of New Mexico, a report by Jan Kettlewell on Miami University of Ohio, a report by Steve Lilly on California State University, San Marcos, and two reports on George Washington University by Peter Smith and Mary Futrell. The concluding contribution to this collection is entitled "Lessons Learned," in which Kettlewell summarizes the reflections of all of the deans who have participated in the Network. We welcome the opportunity to share this material in *Teacher Education Quarterly*, and thank Wisniewski and his Network colleagues for making it available to us.

In addition to the above thematic section, this issue of *Teacher Education Quarterly* contains four other articles selected for publication by our Panel of Readers. While not directly part of the "Innovative Colleges of Education" theme, these additional articles do feature innovative approaches to teacher education developed, implemented, studied, and reported on by colleagues in the field. Brenda H. Manning and Beverly D. Payne of the University of Georgia discuss