

## **Editor's Introduction: Curriculum Inquiry in Program Development**

We at *Teacher Education Quarterly* want to thank our readers, contributors, and reviewers who have helped make this such a fine professional journal. We wish you all a very special happy new year. As we move into the new millennium, *Teacher Education Quarterly* is poised to emerge as a leading voice in response to the issues and research questions driving teacher education discourse and policy development. *Teacher Education Quarterly* maintains its commitment to advancing both theoretical and practical inquiry as a way to help make sense of the complexities inherent in educational processes.

These are both troubling and exciting times in our profession. We are witnessing an ever-increasing political push toward more rigorous accountability systems that seek to standardize and nationalize both curriculum and teaching practice. At the same time, models of creative and productive educational endeavors are suggesting that re-organization of schooling structures as well as understanding context are critical to transformation and school improvement.

I am reminded of Elliot Eisner's question, "is what we are doing *limiting* or *liberating*" and how this notion may or may not be reflective of the kinds of educational decisions directed toward improvement of student learning. In what ways are teacher education programs limiting or liberating both teachers and students? Is the social and political criticism aimed at teacher education and school reform in conflict about what we really know about best practice? And, what is our role as teacher educators in the political arena and who is it that we represent?

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There are great challenges ahead and important questions to consider. What is our role in affecting school change? How will we respond to the calls for reform in teacher credentialing processes and will what we do to be perceived in the media, political, and social arenas be an appropriately professional response? What is our role in preparing both teachers and students to inherit principles embedded in democratic societies? How do we respond to calls for character and moral education? Is it enough to educate students in academic content at the expense of the kinds of moral characteristics necessary to lead a world in conflict to become a world at peace? What is our role in preparing teachers to work in educational and work-place environments emphasizing the ever-increasing use of technology? How do we as a profession respond to the disparity of educational opportunities afforded children across a wide range of socio-economic and culturally diverse settings? In what ways can we improve upon our role in preparing teachers to work with students with special needs? And what is our role as a partner in the educational enterprise within our local and regional communities? In October, the American Council on Education released its long-awaited report calling for college and university presidents to lead teacher education reform on their campuses in pursuit of strengthening the nation's teaching force. Charles Reed, Chancellor of the California State University System, responded by urging university presidents in California to place emphasis and value on the preparation of teachers as a major goal in the university mission. Attention to both the need for attracting more teacher into the profession and the quality of their preparation will be required as we enter the new millennium.

The Comprehensive Teacher Education Institute in the School of Education at the University of California, Riverside, has become a model for school-university partnerships. The Institute Director, Judith Haymore Sandholtz, and her colleague, Shannon Husted Dadlez, open this issue with "Professional Development School Trade-Offs in Teacher Preparation and Renewal," an article focusing on program evaluation and comparison of professional development schools with traditional teacher preparation programs.

In the second article in this issue, Annette J. Towler, Leslie Miller, and D. Siva Kumari present "A Case Study of Project OWLink: Teachers' Reflections" which addresses the role of teacher education programs in the incorporation of network technology for the purpose of emphasizing a collaborative model of teaching.

Alora Valdez, Betty Young, and Sandy Jean Hicks provide us with a study exploring classroom knowledge through the use of Carter's concept of well-remembered events in "Preservice Teachers' Stories: Content and Context."

In "A Classroom Inquiry Into Elementary Students' Notions About Reading," authors Sharon H. Ulanoff, Alice Quiocho, John Roche, and Michele Yaegle report on their research into preservice teachers' investigations into students' reading development.

Randolph A. Philipp offers a fascinating and divergent approach to the

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preparation of mathematics teachers in "Questions To Ask and Issues To Consider While Supervising Elementary Mathematics Student Teachers."

This issue closes with "The Kids Keep Me Fresh! Results of a Follow-Up Survey of Graduates from Two Special Education Teacher Education Programs Who Are Teaching" by Ann Nevin, Jacqueline Thousand, A. Sandy Parsons, and M. Stephen Lilly. This article focuses on the application of knowledge and skills learned in teacher preparation programs to special education settings.

Faculty in schools of education who prepare teachers for our nation's schools face an ever-increasing dilemma. What kind of schools do we have in mind as we think about the preparation of teachers for the next millennium? Will they look and operate in different ways than existing traditionally organized schools? What skills and knowledge will be required of teachers working in schools of the future? And, how are these sets of skills and knowledge distinctly different from the skills and knowledge required to work in schools as we know them to be now? How are schools of education responding to the changing nature of curriculum and the reconception and reinvention of schools through systemic reform initiatives? Subsequent curriculum decision-making in teacher preparation courses associated with these purposes becomes problematic and requires thoughtful inquiry. How can teacher educators better conceive of our work in ways that will be conducive to educational reform and, ultimately, improved student learning?

We welcome your comments and reactions, as well as your suggestions and contributions to future issues.

Under the leadership of Carol A. Bartell, President of the California Council on the Education of Teachers, and the members of the Editorial Board, *Teacher Education Quarterly* is proud to announce the appointment of Gerald Brunetti to the position of Associate Editor. I look forward to a long and productive collaboration.

—Thomas Nelson  
Editor