

Editor's Introduction: Critical Analysis and Reflective Practice

We at *Teacher Education Quarterly* are proud to present a collection of insightful and thought-provoking manuscripts gathered through our open submission process. The articles presented in this Summer 2000 issue represent diverse perspectives on both theoretical and practical issues related to the professional development of teachers. Much of the discourse embedded in the work of the contributing authors to this issue is related to contemporary, on-going efforts in transforming curricular and pedagogical practices from traditional behavioristic approaches to a more substantive inquiry into the constructivist processes seemingly inherent in the learning-to-learn and learning-to-teach experience. Threading its way throughout this collection are the central notions of critical analysis and reflective practice in professional program development.

Readers of this issue will likely discover themselves engaging in a quiet, yet active dialogue with the authors around the idea that it isn't so much what we do as teachers that matters most, but rather what we are able to get students to do. It is in this intellectual and emotional environment that our aspiration for possibility arises. We are pleased to present the work of these fine writers and the scholarship they advance. Their use of creativity in the problem solving process and their ability to heighten our understanding through metaphor is to be commended. Our role as educators of teachers will be both challenged and enhanced through our interaction with this collaborative conversation.

We open the Summer 2000 issue with three articles focusing on programmatic

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features of three professional development reform efforts. The first addresses the role of beliefs in defining practice, and is entitled "Making the Tacit Explicit: Teacher Educators' Values and Practices in a Co-Reform Teacher Education Program," by Denise S. Mewborn and Randi N. Stanulis of the University of Georgia.

Susan M. Benner and Sharon Lesar Judge follow with a case study of program reform and restructuring at the University of Tennessee, entitled "Teacher Preparation for Inclusive Settings: A Talent Development Model."

Judith Haymore Sandholtz is a frequent contributor to *Teacher Education Quarterly*. Her work on collaboration, partnerships, and professional development schools has been the result of her long association with the Comprehensive Teacher Education Institute at the University of California, Riverside. Judith's article, entitled "Interdisciplinary Team Teaching as a Form of Professional Development," is an analysis of four models of team teaching employed in professional teacher development.

The next two articles are narrative explorations into the personal and professional lives of teacher educators and their students of teaching. Judith F. Evans and Ellen Policella, from Manhattan College in Riverdale, New York, give us "Changing and Growing as Teachers and Learners: A Shared Journey," a forthright account of the dilemmas associated with aspiring to become both more successful teachers and more productive students.

In "The Heart of Authenticity: Shared Assessment in the Teacher Education Classroom," Cynthia G. Unwin and Jody Caraher from Augusta State University in Georgia struggle with the transformation from traditional evaluation practices to those associated with authentic assessment. Their story is a telling tale of negotiating shifting boundaries.

Completing this Summer issue is an article by Marian J. McKenna of the University of Montana, entitled "Students, Agencies, and Faculty Sign on for Academic Service Learning: A Natural Partnership for Teacher Education." In this piece the author examines the role of academic service learning to expand beyond the perception that academic learning takes place only within the confines of the university campus. McKenna suggests that significant and meaningful learning taking place within the community at large has great advantages to students of teacher education.

As always, we at *Teacher Education Quarterly* are interested in hearing from our readers. Please feel free to forward to us your thoughts, ideas, responses, and suggestions. We are committed to continually providing thoughtful, creative, and meaningful work to our readership.

—Thomas Nelson
Editor