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IN THIS ISSUE:

From the Editor

FRANCINE POPPO RICH, *What I Learned From the Student Who Knitted During Composition*, is an adjunct professor at Bergen Community College in Paramus, New Jersey. At Bergen, she has taught composition, creative writing, and literature courses. She also works as a communications consultant, teaching business and technical writing to corporate clients. She is currently pursuing her Ed.D. at Teachers College, Columbia University.

*The Three-Tier Portfolio Model: A Dynamic, Results-Oriented Process in Higher Education* was co-authored by Joan C. Fingon and Paul Alan Fahey. JOAN C. FINGON, Ed.D., has been an Associate Professor of Education at Green Mountain College for the past seven years. She teaches literacy, portfolio assessment, and supervises student teachers. She is currently President of the Vermont Council of Teacher Educators for the state. PAUL ALAN FAHEY, Ed.D., has been Professor of Special Education at Green Mountain College in Vermont for the past three years. Prior to that time, Professor Fahey established a learning disability clinic for adults in California. He is currently on a leave of absence to pursue interests in writing, research, and travel.

*The Preservice Teacher/Coach and Role Conflict: From Models and Experiences to Resolutions* was written by THOMAS A. POETTER, who teaches in the Fifth-Year Master of Arts in Teaching (MAT) program at Trinity University, San Antonio, Texas. His research interests are in the field of teacher education and curriculum, and in particular in studying the conceptualization and use of inquiry as a means for the education and professional development of prospective teachers.

ANN LORANGER, *Exploring Teaching: The Journey Begins*, is Assistant Professor of Education in the Department of Education at the University of New Hampshire. For the past three years she has been Director of Teacher Education at the University of New Hampshire in Manchester where she teaches courses in education and supervises student interns. Her research interests include teacher education, learning strategies, and literacy instruction.