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In This Issue

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IN THIS ISSUE:

From the Editor

Everyday Miracles was written by Deborah Abbott, Sharron Cadieux, and Heidi Watts. MS. ABBOTT comes to teaching after a lengthy career in textile and fashion design. She teaches third and fourth grade in Brattleboro, Vermont. She describes teaching as “an equally creative but ten times more challenging occupation” than business or 7th Avenue. SHARRON CADIEUX has been teaching children for 23 years. Currently she teaches a multi-age class of six, seven, and eight-year-olds at Jaffrey Grade School in Jaffrey, New Hampshire. Sharron is a past president of the New Hampshire Integrated Language Network and works with the Granite State Reading Council. HEIDI WATTS is the director of a newly established program in Educational Leadership, leading to a Certificate in Advanced Graduate Study at Antioch New England Graduate School in Keene, New Hampshire. She has worked in and out of classrooms, with beginning and experienced teachers for many years, and continues to be amazed by the creativity and commitment of the teachers she knows: unsung heroes in a time of increasing social stress.

Judith Fueyo and Marianne Exum co-wrote *Conflict Collaboration: A Cautionary Tale*. JUDITH FUEYO is an Assistant Professor in Language and Literacy at the Pennsylvania State University where she teaches graduate and undergraduate courses and conducts research in the area of portfolios and ways of knowing. MARIANNE EXUM is a Bilingual Fellow Ph.D. candidate in Curriculum and Instruction at Pennsylvania State University. Her dissertation research examines how literacy is framed and defined in the interactive discourses of migrant children.

Teaching Collaboration: A Discovery of Parallel Lives was submitted by Eileen Biser, Linda Rubel, and Rose Marie Toscano. EILEEN BISER is Associate Professor of Language and Literature at the National Technical Institute for the Deaf, one of the eight colleges at the Rochester Institute of Technology. Ms. Biser has taught deaf college students for over 30 years. Her scholarship has been in the areas of gifted education, deaf education, and cognitive organization. LINDA RUBEL is Assistant Professor of Language and Literature at the National Technical Institute for the Deaf. Dr. Rubel has held positions at a variety of universities and has taught deaf college students since 1985. Her scholarly work has been in the areas of nineteenth century British literature and women’s literature. ROSE MARIE TOSCANO is Associate Professor of Language and Literature at the National Technical Institute for the Deaf. Ms. Toscano’s disciplinary background is in linguistics and ESL. She has been teaching deaf students for over 15 years and presents regularly on the teaching of writing and literature to non-traditional students.

Lorraine Taylor and Ann V. Dean, both of SUNY-New Paltz, contributed *Empowering Culturally/Linguistically Diverse Students*. LORRAINE TAYLOR is a Professor of Special Education in the Educational Studies Department at SUNY-New Paltz. Currently working on a grant, she is preparing teachers to teach migrant children. Her research interests include teaching and learning with respect to cultural diversity and disabilities and children with emotional and behavioral disabilities. ANN V. DEAN is an Assistant Professor of Educational Foundations in the Educational Studies Department of SUNY-New Paltz. She teaches undergraduate courses in the social and philosophical foundations and graduate courses in autobiography, narrative inquiry, and education and critical pedagogy. She is interested in language and literacy education and cultural studies.

VIVIAN DELGADO, author of *The Center of Indigenous Beginnings: A Message to Educators*, is a doctoral candidate completing her dissertation, "Native American Philosophical Foundations in Education," at the University of North Dakota. She is a descendent of Pascua Yaqui grandparents and a first generation high school graduate in her immediate family. Her personal upbringing and cultural heritage motivates her curiosity and need to reconstruct cultural values in an educational framework. Vivian and her daughter, Malisci Sewa Delgado, are Jingle Dress dancers who participate whenever possible in pow-wows. They live in a bicultural world appreciating everything their own culture has to offer as it helps them to be who they are.