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In This Issue

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IN THIS ISSUE:

From the Editor

KATHY R. CONNOR (*Project Opportunity: An Alternative Teacher Education Program*) teaches a social studies methods class, has been a student teacher supervisor, and is the current head of the Project Opportunity program as well as the coordinator of elementary student teaching at Iowa State University in Ames, IA.

DOLORES FURLONG (*Teaching and Learning Relations: A Journey of Experience and Meaning*) is an Associate Professor in the Nursing Department at the University of New Brunswick. Her research interests include: teaching-learning relations, narrative inquiry, the uses of autobiography in education, and curriculum development. She has taught in colleges and universities in Canada.

NADINE KILLMER (*Project Opportunity: An Alternative Teacher Education Program*) was the site coordinator for cohort 2 of Project Opportunity and currently supervises student teachers and assists in the responsibilities of coordinating the elementary student teaching program at Iowa State University.

LESLIE KRAMER (*The Impact of Professional Development on One Teacher's Thinking and Practice*) has been planning curricula and teaching for 12 years. Firmly committed to public, inclusive education, she currently teaches fifth grade in Cambridge, MA. She holds an M.Ed in Elementary Education from Lesley College and a B.A. in Urban Studies from Brandeis University. Ms. Kramer is consistently involved in professional development and lifelong learning activities, and she enrolls in courses in all content areas. She currently teaches in an elementary school whose building-wide philosophy and practice include all learners, regardless of physical or cognitive challenges. She has two teenage children.

SUSAN MAY (*Teaching and Learning Relations: A Journey of Experience and Meaning*) works as an adult educator at Grant MacEwan Community College in Edmonton, Alberta, Canada. She obtained her doctorate in adult education from OISE and has worked as an academic and administrator in Canadian universities for several years. Her research interests are in the areas of women's learning, organizational learning, and professional development.

KATHY SANFORD (*The Needs of Beginning Teachers: Preparing for the Journey*) is a sessional lecturer and program coordinator at the University of Alberta. Ms. Sanford works in the areas of English language arts and teacher education. Research interests include student evaluation, literacy, media, and issues of gender. She is currently developing research projects in single-gender schools in western Canada.