

DOCUMENT RESUME

ED 448 157

SP 039 686

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TITLE Guide to Practitioner Research Resources in North America.  
INSTITUTION National Partnership for Excellence and Accountability in Teaching, Washington, DC.  
SPONS AGENCY Office of Educational Research and Improvement (ED), Washington, DC.  
PUB DATE 1999-11-00  
NOTE 34p.  
CONTRACT RD97124001  
AVAILABLE FROM For full text:  
<http://www.ericsp.org/digests/PracResearch.htm>.  
PUB TYPE Reference Materials - General (130)  
EDRS PRICE MF01/PC02 Plus Postage.  
DESCRIPTORS \*Action Research; \*Educational Research; Elementary Secondary Education; \*Teacher Researchers; Teachers  
IDENTIFIERS Study Groups

ABSTRACT

This publication is a compilation of resources concerned with practitioner research in P-12 education, with a focus on North America. The guide includes information about practitioner research networks, on-line sites, journals, collections of practitioner research studies, funding sources in support of action research, and publications about practitioner research (booklets and pamphlets, chapters, papers, and articles). (SM)

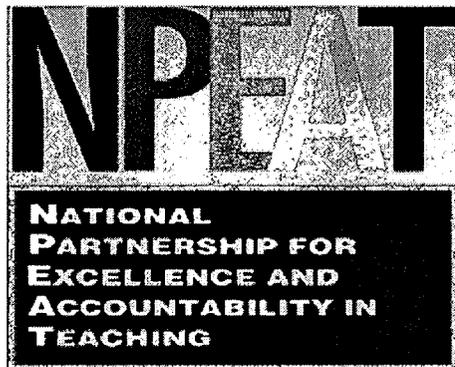
ED 448 157

# Guide to Practitioner Research Resources in North America

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*November 1999*

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**Primary funding for NPEAT comes from the Office of Educational Research and Improvement, U.S. Department of Education under contract number RD97124001. The positions expressed here do not necessarily reflect the positions or policies of the Office of Educational Research and Improvement or the U.S. Department of Education.**

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## **Introduction**

This publication is a compilation of resources that are concerned with practitioner research. Our intent has been to provide a comprehensive guide to resources on practitioner research in P-12 education with a focus on North America. This guide includes information about practitioner research networks, on-line sites, collections of practitioner research studies, funding sources, and publications about practitioner research.

The inclusion of particular resources in this guide does not imply an endorsement of the work of these sources. We have attempted to pull together a wide variety of resources for those who are engaged in or who support practitioner research. We view this as a living document that will change and evolve as a result of the insights and suggestions of readers. We invite you to add or delete from what we have gathered together here. Please send your suggestions for revisions to one of us. We are especially interested in adding new resources to the guide.

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## **Acknowledgements**

There are many individuals who contributed to the development of this resource guide including the members of teacher research communities across North America who sent us descriptions of their work. We would like to especially thank Susan Noffke of the University of Illinois whose resource column for a recent American Educational Research Association-Division K newsletter was especially helpful to our efforts. We would also like to thank Cathy Caro-Bruce and Mary Klehr of the Madison Metropolitan School District who reacted to earlier drafts of the guide and gave us valuable suggestions for improving it. The production of this guide was funded by the Office of Research and Information of the U.S. Department of Education. The information contained in this document does not reflect the position of the Department.

## **PRACTITIONER RESEARCH NETWORKS**

### **Alaska Teacher Research Network**

### Fairbanks, Alaska

This network began in 1991 and is made up of a group of educators who work in a variety of setting public and charter schools (K-8) and universities. The intent of the Network is to offer opportunities a support for teachers who conduct classroom-based research. This group meets once a month to read a discuss teacher research studies, and to offer support to colleagues. In June, the group hosts a two-d retreat where members read, write and respond to the work of their colleagues.

The network has published three volumes of the collected work of its members in The Far Vision, T Close Look (1990, 1992, and 1994). For more information about the network contact Shirley Kaltenba (907) 455-6239, University Park Elementary School, Fairbanks North Star Borough School Distri Fairbanks, AK 99708, [upkfsak@northstar.k12.ak.us](mailto:upkfsak@northstar.k12.ak.us) or Terri Austin at [tla@ptialaska.net](mailto:tla@ptialaska.net)

### Teachers' Union Supported Teacher Research

British Columbia Teachers' Federation (BCTF)

British Columbia, Canada

Charlie Naylor of the BCTF has worked to develop pro-active research roles for teacher unions. Some the ways this has been accomplished are outlined in a paper entitled, Developing Pro-Active Resear Roles for Teacher Unions available at the [www.bctf.bc.ca/publications/ResearchReports/97TR!.html](http://www.bctf.bc.ca/publications/ResearchReports/97TR!.html) The union has supported a number projects. One project engaged teachers in work with parents about ways to improve collaboration a early literacy. Another project involved groups of elementary teachers with whom two facilitators once a month to share ideas and to discuss progress. Another project connected the University of Briti Columbia, union management, and three local teachers' unions by facilitating gatherings during whi topics of professional interest were chosen to study. Ten days of release time were funded for ea teacher researcher, primarily by the district with help from the union. Still another project provid funding for five teacher researchers to have five release days to document their action research identification, assessment or programming for ESL students with special needs.

A two-day workshop sponsored by the union is offered prior to beginning each project. The workshop focused on ways to do teacher research and conversations about why the process is a valid form professional development. Teachers are facilitated as they complete their research through phone, e-m and face-to-face contact. At the close of each project year, teachers write reports of their experience a findings. The union provides both editing and publishing support for reports. Information on the BC homepage is provided in the On-Line section of this guidebook. Contact Charlie Naylor at (604) 8 2294 or [cnaylor@bctf.bc.ca](mailto:cnaylor@bctf.bc.ca) for more information.

### Developing Inquiring Communities in Education Project (DICEP)

Strong ties with OISE and University of Toronto

Toronto, Canada

This group consists of educational practitioners and university-based researchers committed to promoti inquiry as a key mode of learning and teaching at all levels in education. As an action resear community with shared values and purposes, they aim to foster the collaborative construction knowledge and the development of understanding about topics that are both individually and socia significant.

Supported initially by a grant from the Spencer Foundation, some members teach or pursue gradu studies at the University of Toronto. Participants cover a wide range of educational interests at all lev – grade one to university – and consider themselves both teachers and learners. Some have work together for many years, some have joined the community more recently, and they actively welcome n members from the Metro Toronto area. Members meet as a group on a monthly basis to share th inquiries, collaborate on publications and conference presentations. Between meetings memb maintain strong connections through an e-mail network.

From their website you are invited to visit each member individually with direct links, and a list papers you might enjoy reading and responding to is linked to the site as well. For information cont

Zoe Donoahue through e-mail from: <http://www.oise.on.ca/~ctd/DICEP/>

### **Teacher Action Research Project (TAR)**

Bay Area IV Professional Development Consortium

San Francisco Bay Area, California

TAR is a state-funded effort designed to simultaneously support professional development and school reform in the San Francisco Bay area. The project has worked with mixed levels of cohorts elementary, middle, and high school teachers from urban, rural, and suburban settings. Teacher researchers participate as members of a team of two or more teachers from a school site. All teacher researchers meet at Mills College for at least two years, for five days each year, with Anna Richert faculty member at Mills.

Meetings focus on developing research and inquiry skills, building community across school sites, and learning about school reform by systematically investigating the process of change. Researchers in TAR are responsible for producing two written products: a "story of practice" which the teacher writes and analyzes for its connection to a larger set of school-wide issues, and a school change study which is collaboratively written by the research team.

Richert has identified certain features of the program that most promote teacher development. These include a sense of collective responsibility for school reform promoted by the project, the story writing process that begins the research work, the ownership that teachers have of their research questions and study designs, the "audience" factor that teachers associate with the publication process at the end of the project, and the respect within the program for the knowledge and values that teachers bring to their research experience.

For more information on the TAR project and the Bay Area IV Professional Development Consortium, contact Anna Richert, Mills College, (510) 430-3160, [anna@mills.edu](mailto:anna@mills.edu), [annaER@aol.com](mailto:annaER@aol.com) or the Bay Area Professional Development Consortium, Alexa Hauser, [Directahauser@smcoe.k12.ca.us](mailto:Directahauser@smcoe.k12.ca.us)

### **Teacher Research Program**

Collaborative Research and Extension Services for Schools (CRESS) Center

University of California-Davis

Davis, California

The CRESS teacher research program offers year-long seminars for teachers interested in conducting systematic research in their own classrooms or schools. The program supports a regional network of teacher research groups. Each group is facilitated by an experienced teacher researcher and, taken together, the groups support teachers of all grade levels and from all disciplines.

Most CRESS teacher research groups consist of four to twelve teachers. In these groups, teacher researchers examine different approaches to classroom inquiry, focusing on methods teachers can use to investigate their students' learning and their own development as teachers. A few of the twenty or so groups are discipline-based; most groups are school-based. Teachers participating in these groups show a commitment to improving their own practice and the success of their students.

CRESS staff works with teacher researchers to prepare teacher research papers for publication in Windows On Our Classrooms. Recent papers have focused on teachers' investigations of primary grade student writing, discipline-based arts instruction, and middle school policies regarding homework.

Groups of six to eighteen participants meet twice a month for about two and one-half hours each time. The year-long course is available for credit through University Extension. During the fall quarter teachers begin keeping field notes of events in their classrooms, recording observations and reflecting on a regular basis, and collecting samples of student work if pertinent. During meetings, they discuss their patterns and themes that emerge from field notes and generate research questions that they then examine.

in more detail during the remainder of the year. Throughout the year, teachers continue to observe students, collect data, analyze their findings, and engage in discussions with colleagues. They prepare draft reports in the spring for review with their colleagues and do subsequent revision prior to submitting completed studies in June.

CRESS supports teacher research in a number of ways. Group facilitators are invited to monthly meetings to discuss their group's activities and to receive information regarding upcoming events. Two or three meetings are scheduled each year to address special areas of interest, such as portfolio assessment or grant writing. These special interest meetings are open to the entire network and their guests. Each spring CRESS sponsors a weekend symposium on teacher research, "Voices from the Classroom," in Monterey, CA that attracts teachers from all over California, parts of Nevada, and sponsored visits from action researchers from Wisconsin. The culminating activity each year is a summer seminar when teachers come together to share their work with one another. Selected studies published as anthologies (see Collections of Studies).

Visit the CRESS website at: <http://education.ucdavis.edu/cress/> There you will learn about projects and programs supported by the center, be able to browse a bibliography of books available in the CRESS Teacher Resource Library, or review the Guidelines for Conducting and Publishing Teacher Research that CRESS has developed.

For more information about the network, contact Pam Castori, Coordinator, Teacher Research Program, CRESS Center, Division of Education, University of California-Davis, Davis, CA 95616, (530) 742-4284, or [pscastori@ucdavis.edu](mailto:pscastori@ucdavis.edu).

### **Action Research for School – Community Partnerships**

Milwaukee Public Schools

University of Wisconsin-Milwaukee, Center for Urban Community Development

Milwaukee, Wisconsin

This innovative community education project engages community members in a year-long planning effort among school teachers, administrators, parents, community residents, and representatives of neighborhood organizations. This collaborative effort brings together teachers, administrators, parents and community residents to design and implement projects to meet their common interests.

One project involved the design and implementation of a dual campus for grades K-8. The two campuses include an elementary school and the opening of a second school facility that was originally owned by the Catholic Archdiocese. The school / community planning focused on broadening K-8 schooling into after-school programs for youth, adult education, community services and related activities. As part of this planning effort, an action research seminar has been organized for the participants. This class provides a vehicle within which the participants can reflect and assess their progress being made in their planning efforts. The class also provides a place to raise, discuss and resolve difficult issues that surface. As a learning community, members assess their own needs, set their own goals, design and undertake their own projects, and collect information to assess their own performance and impact on the school, families, and community.

For more information on this and other action research projects contact Dan Folkman, University of Wisconsin-Milwaukee at (414) 227-3285.

### **Classroom Action Research (CAR) Program**

Madison Metropolitan School District (MMSD)

Action Research of Wisconsin (AROW) Network

University of Wisconsin, Madison

### Madison, Wisconsin

The CAR program is administered as part of a comprehensive staff development in MMSD. In 1990 after two small pilot efforts, money was obtained to support teachers' meetings by linking classroom action research to district priorities. Eight teachers became a core beginning group of action researchers. The funds were used to provide release time for teachers to meet, reflect, research, and write. Both program administrators and participants consider the meeting time, during the school day, a vital component of the process. (Caro-Bruce & McCreadie, 1995)

The program has grown from the one initial group in 1990-91 to eight groups meeting during the 1999-2000 school year. Over three hundred teachers in the district have now been involved in the CAR program. Participants apply each spring for the following school year. The group funding, primarily substitutes, materials, and anthology printing costs has evolved into a complex grid of support from up to a dozen different sources of both soft and hard money.

Groups range in size from four to ten participants, and are guided by pairs of facilitators who are either teachers experienced in action research or district staff developers. Facilitators create a safe environment for collaboration, provide information about action research, guide the development of research plans and support participants. Groups meet away from school campuses in professional buildings that minimize distractions, maximize focus, and contribute to a sense that the work being done is of importance. The district provides six full days of release time for each participant, split over eight mornings and two full days, spread approximately monthly over the school year.

Final written studies for each group are published as an anthology. Participants are encouraged to share their research at staff meetings, conferences, and submit articles for publication elsewhere. Completed anthology sets are sent to each school in the district for use in professional libraries.

A consortium of representatives from Madison area schools, colleges and universities gather to further conversation about opportunities for teacher professional development. Called the Action Research Wisconsin (AROW) Network, the group has developed a mission statement, supported an annual action research conference, and developed a newsletter.

For more information about the CAR program, the AROW Network, and collaboration with Universities of Wisconsin-Madison, contact Cathy Caro-Bruce, Staff and Organization Development, 545 W. Dayton Street, Madison, WI 53703, (608) 266-6456, or [ccaro-bruce@madison.k12.wi.us](mailto:ccaro-bruce@madison.k12.wi.us) or Ken Zeichner, University of Wisconsin-Madison, (608) 263-4651, [zeichner@education.wisc.edu](mailto:zeichner@education.wisc.edu)

### Greater St. Louis Action Research Collaborative (ARC)

Educators in the St. Louis Area Affiliated with a variety of institutions  
St. Louis, Missouri

In the fall of 1992 teacher educators across several universities and colleges began meeting together for a number of reasons. They had a common desire to develop a forum to discuss their individual teaching dilemmas within their teaching, and receive feedback. They had an interest in learning from each other's work to expand their own perspectives. Finally they hoped to share their action research work and explore possibilities of forming a wider action research consortium in the community.

Since then educators in the St. Louis metropolitan area have been supporting, learning about, and sharing the action research process in a number of ways. The collaborative was formalized in 1994 with the hiring of a coordinator, formation of an executive committee made up of four teachers and two teacher educators, and receipt of private foundation support. The St. Louis community has five teacher professional development programs which integrate action research into their teaching / learning process (Teachers' Academy, Educational Leadership and Action Research, Landmarks, Gateway Writing Project, and National-Louis University). Members of each of these were concerned that graduates of these programs had no network with whom they could continue to discuss their continued action research.

The collaborative has initiated and supported a number of activities that range from interest groups conference sponsorship. Over one hundred mini-grants have been awarded over a five-year period to teachers in the greater St. Louis area who study their practice. Groups that have been supported include a teacher educator interest group that shared papers and articles related to action research, an administrator's group which considered structural issues and barriers to implementing action research and listened to teacher researchers present their work, and a teacher interest group focused on issues of conducting research while teaching.

In addition, a Reflective Practice Seminar series, a Developing Leadership in Action Research Institute and an Action Research Evaluation strand have emerged. The Evaluation group created a manual of standards for action research and has reviewed over one hundred action research reports. The full text of twenty-four reports is available on the Collaborative website <http://into.csd.org/www/resources/arc/arc.html>. Information about the collaborative is available from Marilyn Cohn, Washington University, (314) 935-6780.

### **Teacher Study Groups**

The Lawrence School  
Brookline, Massachusetts

For over a decade the Lawrence School, a culturally diverse public elementary school in Brookline, has been a very active place for teacher research. Three teachers started the program and continue to organize and facilitate two after-school study group sessions. The study groups, one focused on individual students and the other on children's literature, have involved fifteen Lawrence teachers on a voluntary basis.

The individual child study group uses a highly structured protocol faithfully adhered to at each meeting that consists of informal conversation, followed by focus on a particular word or question. Chair and note-taking responsibilities rotate among group members. A particular talk protocol called "rounds" is then used to structure the discussions, which involves everyone in the circle having a chance to speak before any cross-circle discussions are allowed. At the end of each session the chair summarizes the content of the meeting.

In contrast, the children's literature group uses a very informal style of conversation rather than following any structured kind of protocol. The topics of these meetings involve discussions of children and their learning in relation to commonly read texts or theme-based literature.

Although both study groups provide significantly different models of teacher inquiry, both create physical and intellectual space away from the hectic pace of the school day where teachers can sit down and reflect about issues of teaching and learning.

Several key factors have been linked to the success of the Lawrence School program. Attendance is voluntary and sustained over a long period of time. The knowledge teachers bring to the experience is valued. Teachers are encouraged to problematize their assumptions. Group sessions have a focus and mission known by all participants. Teachers autonomously control this professional development process leading to a commitment to invest in self-examination and improvement.

For more information about these study groups, contact Karen Gallas at [kgallas@bsfcs.org](mailto:kgallas@bsfcs.org).

### **The Inquiry Seminar**

The Learning / Teaching Collaborative  
Edward Devotion School, a Brookline public elementary school  
Graduate School at Wheelock College  
Harvard Graduate School of Education  
Brookline, Boston and Cambridge, Massachusetts

The Collaborative is a teacher-initiated Professional Development School started in 1987 by classroom teachers, Vivian Troen and Katherine Boles, in the Edward Devotion School, a Brookline public elementary school. The goals of the collaborative are to improve the work of teachers, reform pre-service education, and mainstream special needs students more effectively into regular classrooms (Boles, 1991). Troen and Boles arranged a partnership with the Graduate School at Wheelock College to conduct intense pre-service teacher education at the school site. They designed a team-teaching model that altered the organization of instruction, mainstreamed special needs children, and created new professional roles for classroom teachers in research, curriculum development, and teacher training during the school day. They call this last component Alternative Professional Time (APT), which provides classroom teachers with one day a week (six hours) away from teaching duties to assume alternative roles as curriculum writer, researcher, or student-teacher supervisor / college teacher.

In the spring of 1995, ten teachers from the Edward Devotion School made a commitment to form the seminar as a vehicle for enhancing their APT work. Mieko Kamii, Director of the Center on College School, Community Partnerships at Wheelock agreed to share her broad knowledge of teacher learning and became the seminar's facilitator. The groups meet during the school day once every three weeks in three-hour sessions for the presentation of individual members' research. The seminar format includes forming an agenda and having two or three members present their work. Participants prepare by reading something written and distributed to group members by each presenter. The Tuning Protocol (Allen McDonald, Coalition of Essential Schools) provides a structure for reflecting out loud about a teacher presenter's work and consists of: asking clarifying questions, giving "warm" supportive feedback, providing "cool" more distanced comments, providing time for presenter reflection and response, a group debrief and discussion (Allen, 1995).

For more information about the Inquiry Seminar, contact Katherine Boles, Learning and Teaching Coordinator of Spencer Research Training Program, Harvard Graduate School of Education, Cambridge MA, (617) 496-0948 or [katherine\\_boles@harvard.edu](mailto:katherine_boles@harvard.edu) Also see Troen, Kamii & Boles (1997).

### **Practitioner Dissemination and Research Network (PDRN)**

National Center for the Study of Adult Learning and Literacy (NCSALL)

Connects researchers from: Harvard, Rutgers, Portland State University, University of Tennessee and World Education, to practitioners in Rhode Island, Massachusetts, New Hampshire, Vermont, Maryland, Virginia, Kentucky, Georgia and Tennessee. Plans are to expand to 16-20 states by the end of a five year period.

Launched in 1997, the network seeks to function as a channel for communication and collaboration between NCSALL researchers and practitioners through dissemination of information, development of working relationships, and sharing ideas on making research accessible to practitioners.

NCSALL is a collaboration between the Harvard Graduate School of Education and World Education. The organization pursues basic and applied research in the field of adult basic education, builds partnerships between researchers and practitioners, disseminates research and best practices to practitioners, scholars, and policymakers, and works with the field to develop a comprehensive research agenda.

NCSALL currently offers two publications aimed at improving communication among researchers and practitioners. *Focus on Basics* is a quarterly magazine featuring articles written by practitioners, researchers, policymakers and staff developers. Subscriptions are available for \$8.00 per year, and they can be downloaded from the NCSALL website at: <http://hugsel.harvard.edu/~ncsall>. The annual *Review of Adult Learning and Literacy* features scholarly reviews of major issues, current research and best practices of adult learning and literacy.

In addition to its publications, NCSALL has created the Practitioner Dissemination and Research Network as a direct link between research and practice. Through the network practitioners can provide input on research design and dissemination, apply research, field test models and assist with research projects. Briefs of projects are available, with invitations to practitioners to collaborate.

Contact David Hayes for more information about Rhode Island's involvement with the network a connected practitioner-generated inquiry work at (401) 331-9261 or [PDRN\\_RI@aol.com](mailto:PDRN_RI@aol.com). To learn more about the network check this website and navigate the numerous links to related resources and projects: [http://www.brown.edu/Departments/Sweaver\\_Center/Literacy\\_Resources/pdrn.html](http://www.brown.edu/Departments/Sweaver_Center/Literacy_Resources/pdrn.html)

### **Adult Education Teacher Inquiry Projects**

Education Department, University of Rhode Island  
Rhode Island Literacy Resource Center and the Rhode Island Department of Education  
Rhode Island

Adult Education Teacher Inquiry Projects have been supported in Rhode Island by funding obtained through section 353, Special Projects / Professional Development, of the National Literacy Act of 1999. A first round of projects was undertaken in the spring of 1996, followed by a second round the following spring.

Practitioners throughout the state are invited to submit questions they wish to explore during each round of the inquiry process; and at the end of each cycle come together to share their findings. They participate in an orientation session at the beginning of each round of inquiry, during which information about practitioner-based inquiry is shared, suggestions made and guidance given towards the development of their projects. Participants meet monthly. Reports of many of the projects undertaken between 1996 and 1999 are available on-line.

For more information about the inquiry projects contact Janet Isserlis, Director of the Literacy Resource Center at (401) 863-2839.

### **Teacher Researcher Network**

Fairfax County Public Schools  
Fairfax, Virginia

This grassroots, teacher-driven network provides time for teachers to work with their colleagues on research projects with assistance from experienced teacher researchers. Teachers develop research questions based on their curiosity about teaching and learning in their classrooms and examine the underlying assumptions about teaching and learning. They systematically collect data from and with their students, analyze and interpret data with the support of fellow teacher researchers, write about the research, share their findings with students, colleagues, and members of the educational community, and assume responsibility for their own professional growth.

The Network provides support for practicing teacher researchers and educates others about their work. It has initiated a newsletter, available on the web, which serves as a link among teachers. A database directed to other local teachers engaging in research and information about their studies, programs to be developed, administrators, teachers, and parents about the work of teacher researchers, and a course for school-teacher research leaders have been developed. Each spring, Fairfax County Public Schools sponsors a conference in collaboration with the Greater Washington Reading Council, and the Northern Virginia Writing Project. This conference provides a forum for over forty presenters and two hundred fifty educators to discuss research studies on teaching and learning.

Copies of completed studies by teachers from the network are available at the Professional Library 503-7420. For additional information contact Denny Berry, Department of Instructional Services, Office of Staff Development, Fairfax County Public Schools, at (703) 208-7825, e-mail the current network coordinators Betsy Sanford at [betsy\\_sanford@fc3.fcps.k12.va.us](mailto:betsy_sanford@fc3.fcps.k12.va.us) or Kathy Hermann [hermann@fc.fcps.k12.va.us](mailto:hermann@fc.fcps.k12.va.us). Visit the website at [www.fcps.k12.va.us](http://www.fcps.k12.va.us), press index, then press teacher research, or go directly to: [www.fcps.k12.va.us/superintendent/ProgramEvaluation/oesptchr/index.htm](http://www.fcps.k12.va.us/superintendent/ProgramEvaluation/oesptchr/index.htm)

### **School Research Consortia (SRC)**

University of Georgia and surrounding school districts

University of Maryland and surrounding school districts

Two consortia exist as collaborations between universities and teacher research groups in school districts surrounding them. From the outset, researchers at both universities have been committed to a partnership with teacher researchers. The National Reading Research Center (NRCC) supports the SRC connected with each site by providing funding and other requested support including workshops and research methods. In these groups, teachers “gather ‘round the kitchen table,” (Koskinen, 1995, Reading Teacher) and their talk alternates between personal and professional issues.

Patterns relating to reasons to meet, processes that evolve, and impact on educators and education have begun to emerge from study of the interactions between the thirty-six schools based and four university-based researchers in the University of Georgia-affiliated SRC. Teachers see an impact on students, a university-based researcher is learning new roles.

For information on specific projects or the structure of the consortia, contact Patricia Koskinen, National Reading Research Center, University of Maryland, 2102 J. M. Patterson, College Park, MD 20742  
pk21@uemail.umd.edu

### **League of Professional Schools**

University of Georgia

Schools and Teachers in Georgia

Georgia

The League of Professional Schools, begun in 1989, is founded on a belief in the power of democratic purposes and principles to guide school renewal. Their mission is to create schools that are democratic learning communities that are student-centered and focused on improving teaching and learning for all. The League promotes a three-part framework for renewal that guides its member schools' efforts in bringing its mission to life.

The framework consists of a (1) covenant of teaching and learning that is brought to life following a shared governance process that is informed by the school's own (3) action research. A covenant of teaching and learning captures the beliefs that people in a school and its immediate community have about exemplary teaching and learning. A school's goals, objectives, activities, curriculum, and instructional practices are filtered through the questions: Are they within the letter and spirit of the covenant?

Shared governance is the process through which people democratically decide what policies, activities, groups, and structures are put in place to bring their covenant of teaching and learning to life. The shared governance process includes agreements as to how decisions are made and what roles administrators, teachers, staff, students, parents, will assume, and community members.

Action research is the process of collecting data about the school and using the findings to make informed decisions about bringing some part of the school's covenant to life. There are three basic kinds of action research that can be employed: (1) individual research, where a teacher conducts research on her/his work in bringing some part of the school's covenant to life, (2) collaborative research, where several classroom teachers work together to bring some part of the school's covenant to life, and (3) school-wide research, where everyone in the school works together to bring some part of the school's covenant to life.

Visit the League's website for more background information on the League's vision, how to join the League, and publications and services available at: [www.lps@coe.uga.edu](http://www.lps@coe.uga.edu) For more information about the League, contact Lew Allen, University of Georgia, (706) 542-2516, or [lewallen@arches.uga.edu](mailto:lewallen@arches.uga.edu).

### **Adult Literacy Staff Development Project**

University of Georgia, River's Crossing  
Athens, Georgia

For several years the Adult Education Department at the University of Georgia has worked closely with the Office of Adult Literacy to design, implement, and continuously improve a statewide system of staff development for adult literacy educators. One component is a Statewide Practitioner Inquiry Network. The network will consist of fifteen full-time teachers from as many as fifteen school districts to create a community of teacher researchers in Georgia. The intent is to provide a long-term, intensive learning opportunity for teachers who exhibit the potential to devise solutions to complex local problems with implications for the larger field of adult literacy in Georgia. A website for the network is currently under construction. Learn more by visiting: <http://www.coe.uga.edu/adulted/staffdev/>

### **ON-LINE SITES**

**Action Research Network, Ireland.** This network is made up of a variety of researchers -people who work in schools, colleges, banks and civil service among others. The site contains recommended readings, news and links to other sites at: <http://ireland.iol.ie/~rayo/>

**Action Research Page.** This is a listing of links to articles and other resources connected to action research. It is developed and maintained by Martin Ryder, School of Education, University of Colorado at Denver. Contact Martin at [mryder@www.cudenver.edu](mailto:mryder@www.cudenver.edu) or connect directly to the site [http://www.cudenver.edu/~mryder/itc/act\\_res.html](http://www.cudenver.edu/~mryder/itc/act_res.html)

**Action Research Resources.** This site provides links to about forty other sites that have an action research focus. It was developed and is maintained by the University of Minnesota Extension Service and is located at: <http://www3.extension.umn.edu/people/fhoefer/educdsgn/actresrc.htm>.

**Adult Education Teacher Inquiry Projects and Related Research Resources.** This page provides information about and reports of locally (Rhode Island, USA) undertaken practitioner-based inquiry and research work, as well as links to information developed around the world related to language and literacy development. [http://www.brown.edu/Departments/Sweaver\\_Center/Literacy\\_Resources/inquiry.html](http://www.brown.edu/Departments/Sweaver_Center/Literacy_Resources/inquiry.html)

**Aelaction** is a free, facilitated forum for sharing ideas relating to action research. Aelaction links to the wisdom that teachers bring to "net" discussions with current knowledge from research. To subscribe send an e-mail message to [majordomo@ael.org](mailto:majordomo@ael.org). Leave the subject line blank. In the body, type "subscribe aelaction" followed by your e-mail address. Do not include a signature file. You will be notified by return mail of your subscription and receive a welcome letter and list of other helpful e-mail commands. Visit AEL's web site at [www.ael.org](http://www.ael.org), then go to "Take me to" and click on "action research for changing information on approaches and resources. Also see aelaction co-facilitator Doug Fleming web site, especially the resources page with six action research titles you can download [www.tiac.net/users/dfleming/resources.html](http://www.tiac.net/users/dfleming/resources.html)

**Allan Feldman's Reading List and Course Syllabus.** Allen is a science educator who has placed online the materials he uses to teach an action research course at University of Massachusetts <http://www-unix.oit.umass.edu/~afeldman/AR.reading.list.html> Contact Allan [afeldman@educ.umass.edu](mailto:afeldman@educ.umass.edu)

**Ask ERIC Homepage:** This site is invaluable to practitioner researchers who can locate publications from their home computer. The site contains research reports, conference reports, U.S. funding educational study findings, U.S. government statistics, curriculum guides, and pamphlets. Most available in full text. Explore at: <http://ericir.syr.edu>

**Best Pick Resources on Action Research.** This site lists books, media and electronic resources <http://tiac.net/users/dfleming/resource/arbib.html> For more information contact Douglas Fleming, [dfleming@tiac.net](mailto:dfleming@tiac.net) or (508) 582-4217.

Bob Dick, School of Social and Workplace Development, Southern Cross University, Australia maintains a number of websites that address action research issues. **Action Research Links** is "deliberately selective list of sites offering links and resources relevant to action research, action learning, and other related topics with direct access <http://www.scu.edu.au/schools/sawd/ari/links.html> **Action research and evaluation on-line (AREO)** is a 15-week public course offered each semester as a public service by Southern Cross University at the Institute of Workplace Research Learning and Development with access from <http://elmo.scu.edu.au/schools/sawd/areol/areol-home.html> **Action Research Resources** contains full text papers and case studies associated with the on-line course <http://elmo.scu.edu.au/schools/sawd/arr/arr-home.html> **ARLIST** is an electronic forum where people can discuss issues about the theory and practice of action research. It is accessible to anyone connected to the Internet. Topics on ARLIST include: issues in theory and practice, action research methodology, useful resources, and announcements. To subscribe, e-mail the message "subscribe arlist" to [arlistrequest@psy.uq.oz.au](mailto:arlistrequest@psy.uq.oz.au) **Actlist-L** is an action technologies mailing list that covers action research, action learning, action science and related research methodologies <http://www.scu.edu.au/schools/sawd/ari/atlist.html> **Armnet-L** is a mailing list for discussion of issues related to action research, specifically as a research methodology at: <http://www.scu.edu.au/schools/sawd/ari/armnet.html> For more information about any of these sites contact Mr. Bob Dick at telephone: 02 6620 3359 or [bdick@scu.edu.au](mailto:bdick@scu.edu.au)

**Center for Action Research in Professional Practice** at Bath, U. K. has this site with access to Pe Reason's and Jack Whitehead's websites, publications, description of the postgraduate program in action research offered at Bath, and archives of action research reports at: <http://www.bath.ac.uk/carpp/>

**Collaborative Action Research Network (CARN)** located at the University of East Anglia, has a site for educators at: <http://www.uea.ac.uk/care/carn/>

**COMM-ORG.** On this page you will find links to action research resources and projects involving communities, sometimes in partnership with universities, to change the social and economic conditions inside and outside of their communities at: <http://uac.rdp.utoledo.edu/comm-org/research.htm>

**Collaborative Research and Extension Services for Schools (CRESS)** Center at University California, Davis has a newly created site for teacher researchers. Contents include a program description, a calendar of events, introduction to currently running teacher research groups, a sample recruitment flyer, information on the annual conference in Monterey, CA, institutes offered to teacher researchers supported by the center, descriptions of funded CRESS Presidential Grants, anthologies, selected teacher research studies, CRESS guidelines for publication, ethical standards for research, listserv links, and a bibliography. The site is located at: <http://education.ucdavis.edu/cress/>

**Developing Inquiring Communities in Education Project (DICEP)**, is a site containing links to members of this group of teachers and learners with interests from Grade One to University levels who are committed to promoting inquiry as a key mode of learning and teaching at all levels of education. The site also offers links to papers by current and former members on classroom inquiry, building communities of inquirers, teacher development, approaches to inquiry, analysis of discourse, a sociocultural theory and education. The site is located at: <http://www.oise.on.ca/~ctd/DICEP/>

**Educating as Inquiry** is a site by Judith Newman, educational consultant and author of *Interwoven Conversations* and other works about teacher action research, who lives in Halifax, Nova Scotia and teaches distance education and on-line courses. Visit the site at: <http://users.andara.com/~jnewman/>

**Education-line:** This is part of the electronic libraries programme from Brotherton Library, University

of Leeds, UK. It contains conference proceedings, news, and slideshows, some of which address action research issues. Located at: <http://www.leeds.ac.uk/educol/>

**Global Anthological Journal of Action Learning (GAJAL)** provides leading edge news, concept papers, experiential papers and discussion documents. It is created by and for those dedicated to pursuit of personal and organizational excellence through action learning. Located at: <http://www.frpress.com/journals/gajal/welcome.htm>

**Greater St. Louis Action Research Collaborative (ARC)** website contains a database of juried action research project descriptions from kindergarten to postsecondary and links to other sites <http://info.csd.org/www/resources/arc/arc.html>

**Inquiry Tools for Teachers from the Coalition for Essential Schools (CES) Project Improve Instruction Through Inquiry and Collaboration (IITIC)**. This is a project through which the South Maine Partnership and the CES Northwest Center each work with three local schools to assess and improve classroom instruction. The site offers a variety of materials including early drafts of teacher questions, criteria for researchable questions, ways to refine research questions, what counts as data, et cetera. Visit this site at: <http://www.essentialschools.org/projects/iitic/iitictools.html>

**KnowledgeLoom / Best Practices On-Line Focus Groups Summary** (July 1999) contains data collected through an on-line focus group discussion conducted by LAB at Brown University from March- July, 1999. Questions and summary responses are available for perusal <http://www.lab.brown.edu/bpo/focus/welcome.shtml>

**National Writing Project** has a teacher research page in progress. They are collecting bibliographies of teacher research materials and invite you to contribute at: <http://nwp.berkeley.edu>.

**Pamela Lomax's Homepage**: Although still under construction, this site contains a publication list, invitation to comment on work in progress, and will in the future have a listing of M.A.'s earned through practitioner research and a list of action research dissertations. Visit the site <http://www.bath.ac.uk/~edsajw/lomax/>.

**Participatory Action Research Network (PARnet)** is a site supported by Cornell University with an electronic forum, links to other websites, and a calendar of events connected with action research worldwide. Access at: <http://www.parnet.org>.

**Participatory Action Research Sites** are available as links off this site which is edited by Dr. Ron Stutzman, Department of Sociology, Social Work and Anthropology at Goshen College, Goshen, 46526: <http://www.goshen.edu/soan/soan96p.htm>

**Self-Study of Teacher Education Practices Herstmonceux Conference**, August 1996. This site contains a collection of papers presented at the conference, conference notes and other resources on action and teacher research. It was edited by Janet Richards, University of Southern Missouri, and produced by Tom Russell, Queens University and Alan Hyde of Hyde Publications, Bournemouth, UK and is located at: [http://educ.queensu.ca/projects/action\\_research/castle.htm](http://educ.queensu.ca/projects/action_research/castle.htm)

**Swearer Center for Public Service** is located at Brown University in Providence, Rhode Island. The Center believes that Action Research is an effective, innovative way to connect academic study with the vital concerns confronting our nation and the world. The Center webpage has been developed to provide a practical history of action research and some resources for developing action research programs. Links to Action Research projects at Brown University have been included, as well as to a number of other websites that involve work with action research. Locate the site at: [http://www.brown.edu/Departments/Swearer\\_Center/academics/action.shtml](http://www.brown.edu/Departments/Swearer_Center/academics/action.shtml)

**Teacher Inquirer** is an on-line forum for teachers to share and read teacher research reports, support by the British Columbia Teachers' Federation. Guest editors are invited. Links to other sites provided as well at: <http://www.bctf.bc.ca/inquirer/>

**University of Mississippi** supports a teacher research website that highlights an index to current research projects and information about an annual teacher research conference at: <http://www.olemiss.edu/bin/htsearch>

**Madison Metropolitan School District web page.** Voices of Madison, abstracts of Madison classroom action research studies completed from 1989-1998, articles about action research, and soon copies of the Action Research of Wisconsin Network Newsletter will be available on-line. Locate these materials clicking on staff development and then classroom action research at: [www.madison.k12.wi.us](http://www.madison.k12.wi.us)

**Xtar** is a telecommunications discussion group designed to enable teacher researchers to share their ideas with colleagues in schools and universities all over the world. Anyone involved in classroom inquiry welcome to participate. To subscribe send a message to [listserv@lester.appstate.edu](mailto:listserv@lester.appstate.edu). Skip the subject line. Leave a message stating "subscribe XTAR" and include your name. For help contact William Blanton, [blantonWE@conrad.appstate.edu](mailto:blantonWE@conrad.appstate.edu)

## JOURNALS

**Action Research International** is an on-line, refereed journal that can be subscribed to <http://elmo.scu.edu.au/schools/sawd/are/ari-home.html>

**Democratic Education** is a publication of the Institute for Democracy in Education, College Education, Ohio University, 313 McCracken Hall, Athens, OH 45701-2979 or (740) 593-4531 [democracy@ohiou.edu](mailto:democracy@ohiou.edu). There are six categories of membership ranging in price from a student fee of \$25.00 to an international cost of \$50.00. Members of IDE automatically receive subscriptions to *Democracy & Education* and other publications, reduced conference fees, and access to IDE curriculum and resource library. Member e-mail addresses will be subscribed to IDE's national listserv, unless otherwise requested.

**Educational Action Research**, Triangle Journals LTD, PO Box 65, Wallingford, Oxfordshire OX10 0YG Oxfordshire, United Kingdom or [journals@triangle.win-uk.net](mailto:journals@triangle.win-uk.net)

**Education & Social Change**, an on-line journal at: <http://www-gse.berkeley.edu/Admin/ExtRel/educator/>

**Global Anthological Journal of Action Learning (GAJAL).** The team at GAJAL is seeking articles for publication. News items, viewpoints and reports are also welcome from action learners worldwide. Contact Anne Christie, Editor, at [achristie@irdc.com](mailto:achristie@irdc.com) or go directly to the journal page at: <http://www.free-press.com/journals/gajal/>

**Harvard Education Review** welcomes writing of adults and students who have first-hand experiences with teaching and learning. They are interested in articles focused on what you have learned through your practice and/or research. See the website for guidelines <http://hugsel.harvard.edu/hepg/her.html> or call (617) 495-3432.

**Networks: On-Line Journal for Teacher Research** is a place for sharing reports of teacher action research from K- postgraduate educators. Submit articles to: The Managing Editor, NETWORK Department of Curriculum, Teaching and Learning, Ontario Institute for Studies in Education, University of Toronto, 252 Bloor Street West, Toronto, ON CANADA M5S 1V6 or to [networks-j@oise.utoronto](mailto:networks-j@oise.utoronto),

**Ontario Action Researcher** is a refereed electronic journal for elementary, secondary and university teachers. Produced through a partnership of the Grand Erie District School Board, the Elementary Teachers' Federation of Ontario, and Nipissing University. Located <http://www.unipissing.ca/oar/oarHOMEPAGE/webhomepg.htm>

**Rethinking Schools** is an independent journal written by parents, teachers and education activists committed to achieving equity and social justice in public school. It is published by Rethinking Schools Limited, a non-profit, tax-exempt organization. It is listed in the Alternative Press Index. one-year subscription is \$12.50. Bulk order subscriptions are available at substantially reduced prices. Contact Rethinking Schools, 1001 E. Keefe Ave., Milwaukee, WI 53212 or (414) 964-9666 or FAX (414) 964-7220. Send Editorial e-mail to: [rethink@execpc.com](mailto:rethink@execpc.com) or Subscriptions a business e-mail to: [RSBusiness@aol.com](mailto:RSBusiness@aol.com). Rethinking Schools is available on-line [www.rethinkingschools.org](http://www.rethinkingschools.org)

**Teacher Research, The Journal of Classroom Inquiry**, Editors Brenda Power, University of Maine, Orno and Ruth Hubbard, Lewis and Clark College, Portland OR. This journal balances research reports with thoughtful articles about classroom inquiry. The editors are interested in teachers' reports of research findings from their own classrooms, as well as honest and personal accounts of teachers in the midst of completing research studies, solving problems of time and technique. Published semi-annually with the support of the University of Maine. Subscriptions available for \$20.00 per individual and \$45.00 per institution. Contact Teacher Research Journal Johnson Press, 49 Sheridan Avenue, Albany, NY 12210.

**Teaching and Change**, is a joint publication of the NEA Professional Library and Corwin Press that publishes teacher studies. Contact them at NEA, 1201 16<sup>th</sup> St. NW, Washington DC 20036, (202) 877-7855. E-mail to: [order@corwinpress.com](mailto:order@corwinpress.com) or call (805) 499-9774 or FAX (800) 4-1-school. \$20.00 annually to NEA members or \$40.00 for non-members.

**Teaching Today for Tomorrow** is a journal about education and teaching published by Seven Oaks School Division, Winnipeg, Manitoba. You may enter the on-going professional conversation contributing to the next issue. Articles vary from three to ten pages. Contact the editorial committee [ttt@elmo.7oaks.org](mailto:ttt@elmo.7oaks.org)  
The website is located at: <http://www.7oaks.org/ttt/>

**Voices from the Field** is an interactive website designed as a forum for telling stories of reform in the words of practitioners. It is developed and supported by the Northeast and Islands Regional Education Lab at Brown University. An archive of studies is under construction on this site. It is located at: [www.lab.brown.edu/voices/contact.shtml](http://www.lab.brown.edu/voices/contact.shtml)

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#### COLLECTIONS OF PRACTITIONER RESEARCH STUDIES

##### Alaska Teacher Research Network

There are three volumes of the collected work of network teachers, entitled, The Far Vision, The Cl

Look (1990, 1992, and 1994). To order these studies contact Shirley Kaltenbach, University P Elementary School, Fairbanks North Star Borough School District, Box 83094, Fairbanks, AK 997 (907) 455-6239, or [upkfsak@northstar.k12.ak.us](mailto:upkfsak@northstar.k12.ak.us) or Terri Austin at [tla@ptialaska.net](mailto:tla@ptialaska.net)

### **CASAS OAR Database**

This collection of on-line action research (OAR) reports and summaries written by adult education practitioners in the United States is part of a project the U.S. Department of Education has awarded to the Pelavin Research Institute in conjunction with CASAS. CASAS has responsibility for developing a national action research network and database for adult educators. The OAR project is an opportunity to share results of action research with other professionals in adult education, network with other adult educators doing action research, contribute to the growing collection of action research in adult education. Studies can be searched by state, topic, or research setting. Learn how to use the database <http://www.casas.org/oar.htm>

**CRESS (Cooperative Research and Extension Services for Schools) Center, Teacher Research Studies**, University of California, Davis. A series of anthologies of selected studies entitled Windows Our Classrooms 1-6 (1988-1996) are available, some of which are dedicated to particular content areas such as writing or science and math. For ordering information contact Pam Castori, Coordinator Teacher Research, The CRESS Center, Division of Education, University of California, Davis, 95616-8729, FAX 530-752-6135, [pscastori@ucdavis.edu](mailto:pscastori@ucdavis.edu)

### **Fairfax County Public Schools, Fairfax, VA**

A bibliography of abstracts entitled, "Teaching, Learning, and Collaborative School Planning, Bibliography of Indexed Abstracts of Articles and Studies by Fairfax County Teachers and Administrators" (1993), VA: Fairfax County Public Schools, contains information about studies and articles written since 1985 as a result of teacher-researcher and collaborative groups in Fairfax County schools. This compilation is largely the work of Marion MacLean and Gretchen Portwood. For a copy of the abstracts contact the Fairfax County Schools, Office of Research and Policy Analysis, Walnut Center, 7423 Camp Alger Ave., Falls Church, VA 22042. Once you have located an article you would like to read, copies are available from the Librarian at the Fairfax County Public Schools Professional Library at Fairfax High School (703) 503-7420.

**Initiatives for Educational Transformation (IET)** publishes individual and collaborative teacher research studies produced in the Master in Education program at George Mason University. Contact Sharon Gerow, Director, Teacher Researcher Center c/o IET George Mason U-Prince William, 79 Donegan Dr. Manassas, VA 20109, (703) 993-8320, [sgerow@gmu.edu](mailto:sgerow@gmu.edu)

### **Madison Metropolitan School District Classroom Action Research Studies**

In R. Marion, (1997). Voices from Madison: Issues and Ideas from Inside Schools, School Practitioners Speak Out on Teaching, Learning and Knowing, WI: Madison Metropolitan School District, there is a searchable index of abstracts for classroom action research studies completed by Madison teachers since 1990. The Voices publication is also available online at: <http://madison.k12.wi.us/sod/car/abstract/htm>

After selecting abstracts of interest, full studies are available as a collection from each action research group. Groups are formed around either roles in schools (e.g. Principals, Library Media and Technology), or grade level (e.g. Elementary, Middle, and High School), or issues of interest to teachers and the school district (e.g. integrated curriculum, race, class and gender, English as a second language meeting the needs of all learners). There are currently over twenty-five different volumes available for a nominal copying fee, each containing 4-10 individual studies. Contact Cathy Caro-Bruce, Staff

Organization Development, Madison Metropolitan School District, 545 W. Dayton St., Madison, 53703, or [ccaro-bruce@madison.k12.wi.us](mailto:ccaro-bruce@madison.k12.wi.us), or (608) 266-6456 to order the abstracts or collections studies.

An additional 15 studies are available from the Madison Logo Action Research Collaborative (MLAR) focused on the use of the Logo software by contacting Nan Youngerman, Crestwood School, Madis Metropolitan School District, (608) 231-4550.

**St. Louis Action Research Collaborative, "Show Me" Action Research Database.** Selected repo are available at: <http://info.csd.org/WWW/resources/arc/arc/html>

**Educational Action Research** On-line journal (see journals listing) with action research proje downloadable as PDF texts. Ordering information for hard copy format also availab [journals@triangle.win-uk.net](mailto:journals@triangle.win-uk.net)

### **FUNDING SOURCES IN SUPPORT OF ACTION RESEARCH**

**Associations Unlimited** provides descriptions of more than 144,000 nonprofit membership organizatio of international and US national, regional, state, or local scope of interest, including professio societies, trade associations, and more. If search skillfully, this database can sometimes be effective locating funding for diverse types of projects and interests. Produced by Gale Research. Web access: <http://galenet.gale.com/m/mcp/db/aunir/index.html>

**Foundation Center Cooperating Collections** are free funding information centers. These independ national service centers were established by foundations to provide an authoritative source of informati on foundation and corporate giving. There are five primary centers in New York, Washington, D Atlanta, Cleveland and San Francisco, and cooperating collections in libraries, community foundatio and other nonprofit agencies that provide a core collection of publications. The foundation maintain database that is useful for finding specific funders and grantmaking trends in selected areas. It contain thousands of bibliographic citations and abstracts to numerous resources indexed by the staff of t Foundation Center. Web access: <http://fdncenter.org/onlib/lmps/index.html>  
To check on foundation locations nearest you call toll-free 1-800-424-0094.

**Grants for Individuals:** Electronic Resources. An excellent site from Michigan State Univers Library's Librarian, Jon Harrison, Foundation Center Cooperating Collection Supervisor. W maintained, informative, and current. Web access: <http://www.lib.msu.edu/harris23/grants/3electro.htm>

**International Reading Association's Teacher as Researcher Grant.** This grant program suppo classroom teachers in their inquiries about literacy and instruction. Grants will be awarded up to

\$5,000, although priority will be given to smaller grants of \$1,000 to \$2,000 in order to support as many teacher researchers as possible. Completed applications are due October 15. For applications guidelines contact Research & Policy Division, International Reading Association, 800 Barksdale Road, PO B 8139, Newark, DE 19714-8139, USA. (302) 731-1600 ext. 226, FAX (302) 731-1057.

**National Council of Teachers of English (NCTE)** awards grants to teachers to support research student learning in their classrooms. The teacher researcher program has existed since 1984. It offers grants of up to \$2500.00 to teacher researchers. Grant recipients are encouraged to submit articles describing their work to appropriate journals, including Research in the Teaching of English, Language Arts, and English Journal. NCTE Research Foundation Trustees sponsor programs featuring teacher researchers at NCTE's Annual Convention and Spring Conference. For details about the grants, write Project Coordinator, NCTE Research Foundation, NCTE, 1111 W. Kenyon Road, Urbana, IL 618 1096, or phone (800) 369-6283 x 3610.

**Spencer Foundation Program for Practitioner Research.** This program provides opportunities for action researchers to receive financial support for their inquiries. There are both small grants and a large grant program. Contact: The Spencer Foundation, 900 N. Michigan Ave. Suite 2800, Chicago, 60611-1542, (312) 337-7000.

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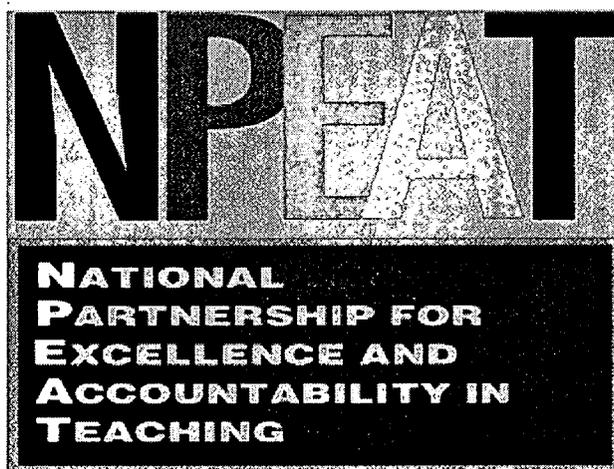
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