

CREATING EQUITABLE CLASSROOMS THROUGH ACTION RESEARCH

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FOREWORD BY STEPHEN BARNETT



Creating Equitable Classrooms Through Action Research

Cathy Caro-Bruce



Creating Equitable Classrooms Through Action Research:

Creating Equitable Classrooms Through Action Research Cathy Caro-Bruce, 2007-08 Recognizing the importance of race class gender culture and ability the authors provide a window into the difficulties that professional educators grapple with as they face the challenge of teaching all children This text is both authentic and practical and it demystifies the issues of equity that pervade today's classrooms Diane Yendol Hoppey Associate Professor University of Florida Gainesville Action research of this caliber on the subject of equity is critically needed for all children to have access to the same level of rigor and high standards This is a must read for districts that really want to turn action research into action that affects student learning Terry Morganti Fisher Director of Professional Development Austin Independent School District TX Utilize the power of action research to narrow the achievement gap Despite the best intentions of reform efforts educational inequity continues to exist in public schools Creating Equitable Classrooms Through Action Research confronts this challenge head on and shows educators how they can use action research to both raise student achievement and strengthen instructional leadership Ideal for both a first time action research endeavor or one already in progress this practical guidebook helps practitioners formulate specific research questions collect and analyze data and communicate their findings Educators will discover Ten action research studies on narrowing the achievement gap Guidelines for implementing an action research project that supports culturally relevant instruction Authentic examples for discussion and reflection Invaluable for school district leaders teachers professional development schools and preservice teachers this resource for systemwide improvement efforts helps schools provide more equitable learning environments for all children **Creating equitable classrooms through action research** Cathy Caro-Bruce, 2007

Digging Deeper Into Action Research Nancy Fichtman Dana, 2013-02-05 Take your great idea to the next level with action research How and when can we find time to conduct meaningful action research Great ideas and thought provoking questions can only blossom through methodical inquiry Nancy Fichtman Dana steps in as your action research coach and leads you on a journey through wonderings to real change in your classroom From framing your question to presenting your research this guide will encourage challenge and ultimately lead you through the action research process Teachers students and action research coaches alike will learn how to Reframe initial wonderings into pointed inquiries Creatively analyze both qualitative and quantitative data Draw action research topics out of ordinary discussions with colleagues Share findings with others to help them improve as well With real life vignettes self guided worksheets and an included DVD Digging Deeper into Action Research is your go to guide each time you embark on a new journey toward professional growth This field guide will undoubtedly make a valuable contribution to the larger project of practitioners engaged in the work of reflecting on studying and interrogating their own practice in order ultimately to improve the social life of classrooms and the learning opportunities and life chances of children Marilyn Cochran Smith Cawthorne Professor of Teacher Education Boston College This is THE book to read for any educator who ever found

themselves asking What just happened If you like finding your own solutions to your teaching problems this is the key to your freedom and to satisfaction in your teaching career Mary K Culver Associate Clinical Professor Northern Arizona University

The SAGE Handbook of Educational Action Research Susan E Noffke, Bridget Somekh, 2009-05-07 This handbook presents and critiques predominant and emergent traditions of Educational Action Research internationally Now a prominent methodology Educational Action Research is well suited to exploring developing and sustaining change processes both in classrooms and whole organisations such as schools Departments of Education and many segments of universities The handbook contains theoretical and practical based chapters by highly respected scholars whose work has been seminal in building knowledge and expertise in the field It also contains chapters exemplifying the work of prominent practitioner and community groups working outside universities The Editors provide an introduction and conclusion as well as an opening chapter which charts the historical development of action research and provides an analysis of its underlying theories The handbook is organized into four sections each beginning with a short introduction Action research methodology diversity of rationales and practices Professional Knowledge production staff development and the status of educators Personal Self awareness development and identity Political Popular knowledge difference and frameworks for change This is a key resource for scholars and graduate students at doctors and masters levels as well as school leaders and administrators Susan Noffke is Associate Professor of Curriculum Instruction at the University of Illinois Urbana Champaign and co editor with R B Stevenson of Educational Action Research Teachers College Press 1995 She taught at the primary school level for a decade and has led masters and doctoral level courses in action research for the past 20 years She continues to work with many collaborative projects with schools and school districts Bridget Somekh is Professor of Educational Research at Manchester Metropolitan University UK She is a founder editor of the Educational Action Research journal and has been a co ordinator of the Collaborative Action Research Network CARN for many years She is co editor of Research Methods in the Social Sciences SAGE 2005 and author of Action Research a Methodology for Change and Development Open University Press 2006 The SAGE Handbook of Educational Action Research Bridget Somekh, 2009-05-19 There has been a huge growth of interest in action research in educational settings over the past 20 years across the Americas Europe Australia and Africa this Handbook provides a scholarly reference text that will inform the development of the field *The Wiley Handbook of Action Research in Education* Craig A. Mertler, 2019-03-26 Comprehensive overview of the theoretical conceptual and applied practical presentations of action research as it is found and conducted solely in educational settings The Wiley Handbook of Action Research in Education is the first book to offer theoretical conceptual and applied practical presentations of action research as it is found and conducted solely in educational settings Covering primarily PK 12 educational settings the book utilizes a cross section of international authors and presentations to provide global perspectives on action research in education Part I of The Wiley Handbook of Action Research in Education focuses on various foundational aspects and issues related to action

research Part II is centered on chapters that present theories and principles that help to guide the use of action research in educational contexts Part III focuses on specific applications of educational action research in practice Part IV provides an outlet for seven educational practitioners to share their experiences in conducting action research Each of these authors also discusses the importance and value that action research has had on him or her both professionally and personally Discuss action research in PK 12 as well as in higher education settings The first book to focus on the importance and application of action research exclusively in educational settings Offers world perspectives on action research in education Written by a team of international scholars The Wiley Handbook of Action Research in Education is an excellent book for advanced undergraduate students graduate students and scholars studying and or researching educational action research

Handbook of Research on Educational Communications and Technology J. Michael Spector, M. David Merrill, Jan Elen, M. J. Bishop, 2013-07-03 The 4th edition of the Handbook of Research on Educational Communications and Technology expands upon the previous 3 versions providing a comprehensive update on research pertaining to new and emerging educational technologies Chapters that are no longer pertinent have been eliminated in this edition with most chapters being completely rewritten expanded and updated Additionally new chapters pertaining to research methodologies in educational technology have been added due to expressed reader interest Each chapter now contains an extensive literature review documenting and explaining the most recent outstanding research including major findings and methodologies employed The Handbook authors continue to be international leaders in their respective fields the list is cross disciplinary by design and great effort was taken to invite authors outside of the traditional instructional design and technology community *Teacher Action Research* Gerald J. Pine, 2008-10-31 This is a wonderful book with deep insight into the relationship between teachers action and result of student learning It discusses from different angles impact of action research on student learning in the classroom Writing samples provided at the back are wonderful examples Kejing Liu Shawnee State University *Teacher Action Research Building Knowledge Democracies* focuses on helping schools build knowledge democracies through a process of action research in which teachers students and parents collaborate in conducting participatory and caring inquiry in the classroom school and community Author Gerald J Pine examines historical origins the rationale for practice based research related theoretical and philosophical perspectives and action research as a paradigm rather than a method Key Features Discusses how to build a school research culture through collaborative teacher research Delineates the role of the professional development school as a venue for constructing a knowledge democracy Focuses on how teacher action research can empower the active and ongoing inclusion of nontraditional voices those of students and parents in the research process Includes chapters addressing the concrete practices of observation reflection dialogue writing and the conduct of action research as well as examples of teacher action research studies **Teacher Professional Learning in an Age of Compliance** Susan Groundwater-Smith, Nicole Mockler, 2009-04-29 *Teacher Professional Learning in an Age of Compliance*

Mind the Gap examines ways in which practice based inquiry in educational settings in a number of different countries and contexts can transcend current ways of working and thinking such that authentic professional learning is the result. The authors contend that education policy under pressure from a number of quarters is retreating into a standardized audited and backward looking arena with the advances of more progressive educational philosophy being rolled back. In an age where practitioner inquiry and action research have often been hijacked for the purposes of broad based policy implementation this book offers a rationale for reclaiming the critical edge so fundamental to inquiry based professional learning. It examines the potential of inquiry based forms of teacher professional learning to contribute to the growth of professional knowledge for and about teachers work. The authors intend that the book will assist in building new forms of professional knowledge that go beyond the current compliance model engineered from less enduring materials to inform a new model with its foundations in a strong ethical and moral framework. They also believe that this new model if implemented will help to reverse today's conservative educational trends and make teacher professional development a force for genuine progress once again. They have consciously moved away from the celebratory tone of much of the academic reporting of teacher professional learning adopting instead a genuinely critical edge. In covering a wide range of policies and practices from across the international spectrum they have allowed themselves the freedom to engage in serious epistemological arguments about the nature of professional knowledge as well as how it is constructed and employed.

Practical Action Research Richard A. Schmuck, 2009 Schoolwide renewal and improvement occurs only when a group of dedicated professionals decide to study and reflect on what they are doing and how it affects the students in their school and classrooms. Schmuck provides multiple examples of how school professionals use action research in their quest for improving the school experience for children. Shanteen Bell President and CEO Exchange Pointe International Create alternative ways for enhancing classroom practices and boosting student achievement. Action research can make a critical difference in helping educators collect objective data on their own practices and transform challenges into solutions. This new edition of a landmark collection reflects the editor's extensive educational experience recent developments in action research and the voices of some of the best and brightest in the field. This updated volume helps educators navigate the action research process by offering Articles by experts including seven new contributions that help educators define understand implement and study action research. Case studies that demonstrate how the multiple forms of action research are used in real world situations. Discussions of the main models of action research including proactive responsive and cooperative approaches. An exploration of methods needed for gathering reliable objective data. Well suited for individual reflection group study or staff development. The second edition of Practical Action Research is a valuable and much needed contribution to the ongoing quest to strengthen educational outcomes for all schools.

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