


## **CLASSROOM RESEARCH GRANT TO NEW YORK CITY WRITING PROJECT**

The New York City Writing Project at Lehman College has received a \$55,000 grant from the Matsushita Foundation for a Classroom Researcher Project. The funding will allow the Project to offer fifteen fellowships to New York City teachers who will be on sabbatical in the spring 1987 term. During their sabbaticals, the fifteen teachers selected for the program will participate in two seminars, one to familiarize them with research in reading and writing, the other to teach them how to design and conduct research studies of their own. The teachers will carry out the studies they design in the classrooms of colleagues. Project staff will serve as field supervisors, meeting with teachers individually and in small groups at their research sites and at the College. In the term following their sabbaticals, the teachers will participate in a third seminar, designed to assist them in writing up their research projects.

Although the New York City Writing Project's Classroom Researcher Project differs from many teacher-researcher projects in that the teachers will be doing their research in other teachers' classrooms, not in their own, it shares with these other projects the belief that teachers can make important contributions to research. The Project believes that with support, training, and encouragement, teachers can be researchers, not just recipients of research or the subjects of "real" researchers' work.

In designing their program, the Project will borrow from the pioneering work of Marian Mohr at the Northern Virginia Writing Project, but hopes, too, to make its own contribution to the teacher-researcher movement. Perhaps someday classroom-based research will become a normal, even common, option for teachers on sabbatical. 

For information about the Classroom Researcher Project, contact Carla Asher or Sondra Perl at the New York City Writing Project.