RECOMMENDED USES BY THEMATIC GROUPINGS

Inquiry Groups

Starting an Inquiry Group:
- Learning to Teach Elementary Mathematics: Inquiry in Preservice Teaching – Marcie Osinsky
- A Practical Practice: Shaping and Owning Teacher Research – Deborah Juarez
- Working Together: Designing a Districtwide Action Research Plan for Professional Development – Deborah Green

Incorporating an Equity Focus:
- Inquiry for Equity: What Does It Mean for Teacher Research? – Tom Malarkey
- Building on Success: Changing Our Practice to Better Serve African American Students – Pirette McKamey
- Focusing on Equity in an Established Teacher Research Program – Carol Tateishi
- Leading from Personal Experience: Autobiography as a Foundation for Developing African American Teacher Leadership – Gwendolyn Williams
- Developing a Culture of Inquiry for Equity: One School’s Story – Tanya Friedman

Building Relationships and Trust:
- Building on Success: Changing Our Practice to Better Serve African American Students – Pirette McKamey
- Developing a Culture of Inquiry for Equity: One School’s Story – Tanya Friedman
- Learning to Listen: Supporting Classroom Teachers Through Collaborative Inquiry – Oreather J. Bostick-Morgan

Sustaining Inquiry for Equity in Schools:
- Developing a Culture of Inquiry for Equity: One School’s Story – Tanya Friedman
- A Practical Practice: Shaping and Owning Teacher Research – Deborah Juarez

Classroom Inquiry

Using Inquiry to Move Toward Equity in the Classroom:
- Building on Success: Changing Our Practice to Better Serve African American Students – Pirette McKamey
- Learning to Listen: Supporting Classroom Teachers Through Collaborative Inquiry – Oreather J. Bostick-Morgan
- Learning to Teach Elementary Mathematics: Inquiry in Preservice Teaching – Marcie Osinsky
- An East Oakland Odyssey: Exploring the Love of Reading in a Small School – Elena Aguilar
- High School History: Taking Tests – Robert Roth
- Partners in Inquiry: Embedding Teacher Inquiry into School Reform – Marty Williams
- Finding Myself in Inquiry: A Teacher’s Story – Sarah Capitelli
- Developing a Culture of Inquiry for Equity: One School’s Story – Tanya Friedman
- Inquiry for Equity: What Does It Mean for Teacher Research? – Tom Malarkey
Collecting Multiple Forms of Data:
- Learning to Listen: Supporting Classroom Teachers Through Collaborative Inquiry – Oreather J. Bostick-Morgan
- An East Oakland Odyssey: Exploring the Love of Reading in a Small School – Elena Aguilar
- Taking Tests – Robert Roth
- Finding Myself in Inquiry: A Teacher’s Story – Sarah Capitelli
- Learning to Teach Elementary Mathematics: Inquiry in Preservice Teaching – Marcie Osinsky

Focusing on Specific Content, Grade Levels, or Student Populations:
- Hearing-Impaired Students: Learning to Listen: Supporting Classroom Teachers Through Collaborative Inquiry – Oreather J. Bostick-Morgan
- Middle School Language Arts: An East Oakland Odyssey: Exploring the Love of Reading in a Small School – Elena Aguilar
- High School History: Taking Tests – Robert Roth
- Finding Myself in Inquiry: A Teacher’s Story – Sarah Capitelli

Support Structures for Inquiry
Collaborating with External Partners:
- Learning to Teach Elementary Mathematics: Inquiry in Preservice Teaching – Marcie Osinsky
- A Practical Practice: Shaping and Owning Teacher Research – Deborah Juarez
- Partners in Inquiry: Embedding Teacher Inquiry into School Reform – Marty Williams
- Focusing on Equity in an Established Teacher Research Program – Carol Tateishi
- Developing a Culture of Inquiry for Equity: One School’s Story – Tanya Friedman

Leading from Personal Experience:
- Autobiography as a Foundation for Developing African American Teacher Leadership – Gwendolyn Williams
- Learning to Listen: Supporting Classroom Teachers Through Collaborative Inquiry – Oreather J. Bostick-Morgan

Building Support from Administrators, Policymakers, or Funders:
- Building on Success: Changing Our Practice to Better Serve African American Students – Pirette McKamey
- Working Together: Designing a Districtwide Action Research Plan for Professional Development – Deborah Green
- A Practical Practice: Shaping and Owning Teacher Research – Deborah Juarez
- Partners in Inquiry: Embedding Teacher Inquiry into School Reform – Marty Williams

Broadening Inquiry for Equity Work in Schools and Districts:
- Inquiry for Equity: What Does It Mean for Teacher Research? – Tom Malarkey
- Working Together: Designing a Districtwide Action Research Plan for Professional Development – Deborah Green
- A Practical Practice: Shaping and Owning Teacher Research – Deborah Juarez
- Partners in Inquiry: Embedding Teacher Inquiry into School Reform – Marty Williams
- Developing a Culture of Inquiry for Equity: One School’s Story – Tanya Friedman
- Focusing on Equity in an Established Teacher Research Program – Carol Tateishi
- Building on Success: Changing Our Practice to Better Serve African American Students – Pirette McKamey
Working toward Equity

Writings and Resources from the Teacher Research Collaborative

National Writing Project
Berkeley, California
Acknowledgments

The Teacher Research Collaborative (TRC) was a three-year collaboration among teachers, teacher educators, and staff from the Bay Area Coalition for Equitable Schools (BayCES), the Bay Area Writing Project (BAWP), the Coalition of Essential Schools (CES), and the National Writing Project (NWP).

We, the members of the TRC Planning Team, Linda Friedrich (NWP), Tom Malarkey (BayCES), Elizabeth Radin Simons (NWP and BayCES), Carol Tateishi (BAWP), and Marty Williams (BAWP), express our appreciation to all of the individuals and organizations that have provided support for and participated in this collaboration over the past several years.

First and foremost, we want to thank all of the teachers and other educators who participated directly in the TRC. It is their contributions as authors and as participants in the in-person and online discussion that made this publication possible. They are (in order by the organization that sponsored their TRC involvement):

BayCES: Elena Aguilar, Sarah Capitelli, Tanya Friedman, Davina Katz, Ryan Maxwell, Linda Ponce de Leon, and Gia Truong;

BAWP: Adela Arriaga, Deborah Juarez, Pirette McKamey, Carol Pancho, Robert Roth, and Lynn Scott;

CES: Jeremy Kaplan, Frank Livoy, Marcie Osinsky, Hilda Rosario, and Debra Smith;

NWP: Oreather Bostick-Morgan, Jim Ford, Deborah Green, Susan Haris, Michelle Hayes, and Gwendolyn Williams.

These educators also worked with more than three hundred additional teachers and educators during the Teacher Research Collaborative. In many instances, these educators helped shape the work of inquiry groups and worked closely with the TRC teachers to make a difference for students.

In any publication, especially one that involves collaboration among four organizations, many individuals contribute behind the scenes.

The Teacher Research Collaborative grew out of an earlier collaboration among the CASTL program of the Carnegie Foundation for the Advancement of Teaching, the Coalition of Essential Schools, and the National Writing Project. We would like to thank Ann Lieberman, Thomas Hatch, Amy Gerstein, Katherine Simon, Elyse Eidman-Aadahl, and Richard Sterling for recognizing the power of collaboration and the importance of inquiry as a means for teachers to build and go public with their knowledge.

Ellen Meyer and Margaret Perrow, independent consultants, provided excellent content editing and prepared the final manuscript for publication. Their thoughtful questions,
attention to context, detail, and language, and trimming and shaping of the manuscript made *Working Toward Equity* a more focused and reader-friendly publication.

At the NWP, several members of Research and Evaluation Unit played critical roles in managing and organizing myriad behind-the-scenes details, while senior members of the National Programs and Site Development Unit offered sound advice about the collaboration and feedback on this publication. The Communications Unit offered excellent guidance on all matters related to style, publishing, and design and did a tremendous job coordinating with the designer, copy editors, and proofreaders.

At CES, several current and former staff members—Brett Bradshaw, Linda Newman, and Kelsey Aloise—provided excellent organizational and administrative support at the beginning of the program. Jay Feldman, CES director of research, gave us helpful feedback on a later draft of the publication.

Several members of the BayCES staff provided important help at various points in this project. Tony Smith helped develop the original collaboration that resulted in a summer 2001 teacher research conference. Zaretta Hammond provided guidance for the development of TRC partnership. Kathleen Osta provided useful editing and feedback on this publication.

Paul Cunningham, BAWP's indispensable program manager, provided outstanding administrative support throughout the work of the TRC and the development of the publication.

Dilruba (Ruba) Ahmed, Program Associate and Project Coordinator at the Carnegie Foundation for the Advancement of Teaching, added to the original planning team and was a wonderful cofacilitator during the first TRC summer institute.

Six individuals read and provided written review of a much earlier version of this manuscript. Their thinking helped us further develop and refine the manuscript: Ana Becera, Shirley Brown, Lori Hurwitz, Anne Lew, Marty Rutherford, and Diane Waff.

Finally, this work would not have been possible without the generous support of our funders, the Walter S. Johnson Foundation and W. Clement and the Jessie V. Stone Foundation. The NWP, through funding from the U.S. Department of Education, and CES provided matching funds for the collaboration. BayCES and BAWP provided a range of in-kind contributions.