



An On-line Journal
for Teacher Research

Editorial Introduction

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Welcome to Volume 16, Number 2 of *Networks: An Online Journal for Teacher Research*. I am happy to introduce you to another volume featuring the voices of educators. This issue includes articles that focus on talk in a grade three classroom, first year teachers in science classrooms, pre-service teacher development, action research in a special education classroom, dialogic interactions and reading, the project approach in kindergarten, as well as a short article on action research and first year faculty and a review of *Critical Discourse Analysis in Education* by Rebecca Rogers.

In “How Does Talk Around Reading Influence Comprehension in Third Grade?” Tomczak explores the discourses among third grade students as they support each other as readers. By focusing on reading strategies, that authors learn important lessons about reading comprehension.

Thompson and her colleagues – two first year teachers – explore ways to support student learning in science classrooms. Their paper, “Shifting the Intellectual Authority in Science Classrooms from Teachers to Students: How Novice Teachers Use Tools to Analyze and Advance Practice,” introduces students to various way of representing scientific knowledge and invites them to use these means to explore scientific concepts. They argue that these methods enhance students’ abilities to incorporate academic language in order to express their understandings of science.

In “Roles beyond Instruction: Facilitating the Development of Pre-service Teachers,” Franco explores the importance of novice teachers identifying and developing a “signature pedagogy.” In this study, a teacher researcher uses the construct of signature pedagogy to design, implement and

study practices that facilitate pre-service teachers’ conceptualizations of teachers roles beyond instruction and to explore the critical role of teacher educators in ensuring the effectiveness of these action researcher experiences.

Conroy describes the reflective practices of pre-service teachers as essential components of teacher preparation programs. In “Promoting Reflective Practices in Special Education through Action Research: Recommendations from Pre-Service Teacher Action Research in a Special Education Classroom,” she offers suggestions for creating successful action research projects.

Kim and her colleagues explore dialogic interactions and reading practices in elementary classrooms. In their study teacher educators and teachers collaborate to support elementary students’ reading strategy development. By implementing comprehension-centered reading tools, researchers were able to sustain ongoing dialogue to explore powerful literacy instruction and learning in their classrooms.

Wastin and Han combine action research with a project-based approach in kindergarten classrooms. Focusing on science, they aim to enhance preservice teachers’ questioning strategies as well as their classroom management strategies, and to enhance children’s scientific knowledge. They share the example of a unit related to the “water cycle” to explore possibilities for pre-service teacher action research.

In a short article, “Action Research as First-Year Faculty: Exploring the Path Less Taken”

Daniels and Squires explore opportunities and challenges in implementing action research with pre-service teachers. They argue that action research is a powerful and useful strategy to use with pre-service teachers.

Finally, we end with a book review written by Porath, of *Critical Discourse Analysis in Education* written by Rebecca Rogers.