



An On-line Journal  
for Teacher Research

## Editorial Introduction

**Catherine Compton-Lilly**

The public eye in America continues to position teachers as contributing to the demise of American society. They are accused of not knowing their craft, not preparing students for the future, and not helping children to score high enough on endless rounds of tests. The articles presented in this journal challenge these discourses. They are authored by educators who claim their expertise and abilities. This is the power of teacher research and this newest edition of *Networks* is a wonderful testament to the teacher knowledge and craft.

Nimisha Patel, Rachel Smith, Kristen Fitzsimmons, McGee Kara, and Emily Detmer, group of graduate level student teachers, combined resources and energies to explore ways to promote students' self-regulative processes within the context of everyday teaching practices. The authors engaged the students in their cooperating teachers' classrooms and used quantitative and qualitative analyses to reveal that participants reported increases in self-regulatory behavior over the short duration of the study.

In *Reflection-in-Action Teaching Strategies Used by Faculty to Enhance Teaching and Learning*, Giaimo-Ballard and Hyatt apply "in-action" reflective teaching strategies as described by Schön (1983). In this article, they explore how

full-time faculty members working in NCATE-accredited universities applied various strategies to encourage their students to reflect on their teaching and on their students' learning. This paper speaks to the power of teacher research to transform practices not only in public school classrooms but also for educators in the colleges and universities that prepare teachers.

Finally, Rhonda Nixon reports on her work with two grade six teachers, Sara and Colleen. Together, they engaged in a critical participatory action research project (Kemmis & McTaggart, 2005) to inquire into their grade six students' declining performance in science. Their research questions focused on how guided reading impacted students' reading practices in science and how critical or praxis-based approaches to professional learning affected students' as collaborative learners.

The volume also includes a review of Diane Ravitch's *The Life and Death of American Public Schools*. Angela Affronti, a social studies teacher, describes how after hearing Dr. Ravitch speak at a conference she was inspired to read her most recent book. Affronti reports on some of the educational reforms and statistics presented by Ravitch and concludes that the some recent reforms intended to make public education better are actually making it worse. Together these articles attest to the power of educators' voices and the important perspectives they bring to current conversations on education.