

# **ATTENTION TEACHER RESEARCHERS: CALL FOR PROPOSALS**

to share your teacher research at the  
**American Educational Research Association Annual Meeting**  
**San Francisco, California**

Saturday, April 27 – Wednesday, May 1, 2013

**Deadline for Proposals: July 22, 2012**

## **The 2013 Annual Meeting Theme**

The American Educational Research Association (AERA) is the nation's largest educational research community and is primarily composed of university-based researchers who study teaching and learning. Each year AERA holds an annual meeting where researchers come together to present new work.

This year's annual meeting theme is ***“Education and Poverty: Theory, Research, Policy, and Praxis.”*** As articulated by AERA President William G. Tierney and Chair of the Program Committee Kristen G. Renn, the theme is described in the call for submissions as follows: We seek papers and symposia that offer theoretical analyses as well as research-based arguments about education and poverty. We desire studies about how educational policies and practices might reduce poverty, as well as submissions that investigate why educational policies and practices often fail to address poverty. We seek papers that introduce new methods for analyzing education and poverty. Our own assumption is that as educators we have an obligation to work with one another in a manner that enables not merely analysis, but also transformative change.

For a full overview of the 2013 Annual Meeting theme, please visit:

<http://www.aera.net/Portals/38/docs/Publications/AERA%20Highlights/AERA2013AMCallForSubmissions.pdf>

## **Teacher as Researcher SIG Call for Proposals**

As teacher researchers, we strongly believe that PreK-12 practitioners need to be included in the AERA dialogue about educational complexity. The **TEACHER AS RESEARCHER** Special Interest Group (TAR SIG) was originated by teachers within AERA to ensure classroom practitioners have a voice in all aspects of the larger educational research community, particularly in discussions that will impact our classrooms and schools. As defined in our mission statement:

**The AERA Teacher as Researcher SIG is dedicated to supporting research done in schools by PreK-12 practitioners on their own practice. While this work can be conducted in collaboration with other researchers, it should reflect equity of initiation, data collection, analysis and presentation, with teachers sharing primary credit and responsibility. We are the only special interest group whose core purpose is the articulation and representation of classroom teachers' perspectives by the classroom teachers themselves.**

We invite you to submit a proposal to share your research at the 2013 Annual Meeting through the Teacher as Researcher SIG. It is our hope that a broad range of work will be represented, showing the diversity of perspectives, geography, and methods existing in teacher research today. We look forward to receiving your proposal and hope to see you in San Francisco!

*Questions about the proposal process?* Contact the TAR SIG Program Chair: Christopher Martell at [cmartell@framingham.k12.ma.us](mailto:cmartell@framingham.k12.ma.us) or [cmartell@bu.edu](mailto:cmartell@bu.edu)

*Questions about the Teacher as Researcher SIG?* Contact TAR SIG Chair: Alan Amtzis at [amtzis@tcnj.edu](mailto:amtzis@tcnj.edu)

### **Teacher as Researcher SIG Proposals and Review Criteria**

Please review the below criteria for proposals and directions on how to submit to the Teacher as Researcher SIG.

#### **Deadlines and Submission System**

**Proposals should be submitted between June 1 and July 22, 2012. The AERA Online Submission System closes on July 22 at 11:59 pm (Pacific Daylight Time). No late submissions will be accepted.** The Online Submission System and information about the annual meeting are available at [www.aera.net](http://www.aera.net).

#### **Types of Proposals**

AERA accepts two types of submissions: (a) a **paper submission**, which involves a presentation at a paper, poster, or roundtable session with one or more authors (individual papers that are accepted will be grouped into sessions by the program chairs); and (b) a **session submission**, which is for a symposium or other fully planned session, typically involving multiple presentations or participants.

**Paper submissions** require an abstract of no more than 120 words and a paper of no more than 2000 words, not including references, tables, charts, graphs and figures. Papers should be in a narrative form and address: (1) Objectives or purposes; (2) Perspective(s) or theoretical framework; (3) Methods, techniques, or modes of inquiry; (4) Data sources, evidence, objects, or materials; (5) Results and/or substantiated conclusions or warrants for arguments/point of view, and (6) Scientific or scholarly significance of the study or work. **Session submissions** require an abstract of no more than 120 words and a session summary of no more than 500. In addition, sessions require a summary of no more than 500 words for each paper presentation in the session, which address the general parts of an individual paper submission. If a paper or session submission is accepted, the author(s) will be required to prepare a complete paper for the annual meeting.

#### **Review Criteria**

TAR SIG reviewers include experienced teacher researchers and other education students or faculty for whom teacher research is a focus of work or study. All submitted proposals receive 3 to 5 blind reviews. Each of the following criteria will be rated on a scale of 1-5. Proposal authors will be notified of ratings and comments.

### **1. OBJECTIVES OR PURPOSES**

The purpose of the research is: unclear (=1) / well articulated (=5)

### **2. THEORETICAL FRAMEWORK**

The connections between the study and larger theoretical contexts are: not articulated (=1) / well articulated (=5)

### **3. METHODS, TECHNIQUES, OR MODES OF INQUIRY**

Methods appropriate to classroom inquiry are: insufficient or not articulated (=1) / very sufficient and well articulated (=5)

### **4. DATA SOURCES, EVIDENCE, OBJECTS OR MATERIALS**

Data from classroom inquiry are: Insufficient (=1) / very sufficient (=5)

### **5. RESULTS AND/OR SUBSTANTIATED CONCLUSIONS OR WARRANTS FOR ARGUMENTS/POINT OF VIEW**

Conclusions drawn by the researcher are: ungrounded (=1) / well grounded (=5)

### **6. IMPLICATIONS (papers only)**

The implications for classroom practice and further questions that are raised for the researcher by the study are: unclear (=1) / very clear (=5)

### **7. REPRESENTS CLASSROOM TEACHER PERSPECTIVE**

PreK-12 school-based educators are involved in the research and presentation: nominally (=1) / significantly (=5)

### **8. CONTEXTUAL FRAMEWORK**

The classroom research context and the role of the researchers are: not mentioned (=1) / well described (=5)

### **9. RELEVANCE TO TAR SIG MISSION**

The relevance of the study to the Teacher as Researcher SIG mission is: not relevant (=1) / highly relevant (=5)

### **ADDITIONAL CRITERIA FOR SESSIONS:**

#### **OBJECTIVES OF THE SESSION**

The overall purpose of the session is: unclear (=1) / very clear (=5)

#### **OVERVIEW OF THE PRESENTATION**

The overview of the session topic and themes is: unclear/unorganized (=1) / clear/well organized (=5)

#### **IMPLICATIONS OR SIGNIFICANCE**

The implications for classroom practice and further questions that are raised by the session are  
Unclear (=1) / Clear and original (=5)

#### **FORMAT AND STRUCTURE**

The description of how the session will be structured is: unclear/unorganized (=1) / clear/well organized (=5)