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## Introduction

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## Introduction

This edition of *scholarlypartnershipedu* continues its two-fold aim of (a) providing a forum for ongoing dialogue between university and school-based researchers and practitioners and (b) filling the void in educational literature by combining theory and practice in scholarly work. It features research articles collaborated between university faculty and P–12 educators/administrators. The topics addressed by the articles are interdisciplinary and range from literacy education to the exploration of school climate. The research methods used also reflect methodological diversity practiced in the field of education. Despite all the plurality, the authors have one thing in common — they work collaboratively as scholar-practitioners to investigate and shed light on the phenomena in their respective professions.

The first article by Rieckhoff and Vier discusses a two-year partnership, the Collaborative Literacy Project (CLP), to improve teacher practice in writing instruction in four Catholic, urban elementary schools. The CLP is a way of introducing a new model of professional development that requires teachers to identify their own areas for growth, observe teaching in action, and think about ways to change their own practice. Rieckhoff and Vier argue that the project can be expanded to all areas of the curriculum to further engage teachers in collaborative conversations about their practice.

The second article by Nichols and Nichols investigates school climate in an urban school corporation through a quantitative research method. They divide a total of 33

elementary schools into two categories, high-performing and low-performing, determined by the state-mandated achievement examination scores. Then they compare student and parent perceptions of school climate of these two groups. While no significant differences in their perceptions of school climate are found, Nichols and Nichols bring to our attention the issues and controversies regarding the nature and measurability of school climate and their impact on student achievement.

Chu and Wu in the final article explore effective school-family partnerships for students with disabilities from diverse backgrounds. They discuss issues of parental involvement and barriers to effective interaction between teachers and parents. They also recommend strategies to help develop successful partnerships between educators and parents from diverse backgrounds. What is important about this article is that it foregrounds the voices of the teachers and parents of Chinese American students with disabilities, which are often oblivious and ignored among a multiplicity of educational debates.

You are invited to read this newest edition of *scholarlypartnershipsedu* that presents and examines pressing issues in education, issues that await more attention and research. We encourage you, our readers, to consider forming scholarly partnerships and submitting your work to us in the future.

Cheu-jey Lee, Editor  
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