

A Letter from the Editors

Chase Young, Laura Isbell, Tami Morton, Gil Naizer, Susan Williams

We are pleased to introduce the newest journal for teacher action research. The journal is unlike any other, in that our goal is to publish nearly every article that lands in our inbox. We value the voices of teachers, and assign editors to guide authors through the traditionally complex process of publishing refereed articles. We do this because we believe that teachers are busy and may not see the benefit in going through the publishing process, often only to be rejected. Our mission is to adhere to the traditional refereed journal process, but offer necessary support to ensure authors' ideas are widely disseminated.

We decided to start the journal in October of 2013. The idea stemmed from a random social gathering at a Texas A&M System conference. Fortunately, the gathering was comprised of several professors with a passion for practical research. We recalled our days as classroom teachers, fondly of course. Because many of us were in doctoral programs while teaching, we did, indeed conduct research. Though some of our classroom-based research was published, many of our rejections were based on inadequate methodology.

We conducted our research in living, breathing, authentic classrooms. This, sadly, immediately lowers the empirical bar to quasi-experimental (at best). Further, teachers have a limited number of subjects. Regretfully, classroom sizes are indeed growing, but hopefully legislation will never allow a classroom to be large enough to be considered an adequate sample size. Also, it is sometimes difficult to procure a control group. If teachers have a great idea, teachers down the hall usually "borrow" it. Should we deprive other students of greatness to simply meet the guidelines of academic journals? We do not believe so.

Therefore, we offer this journal as a practical medium to read and publish classroom-based research. We want teachers to feel comfortable sharing their ideas, and we promise to provide the level of support needed to work through the publishing process.

Finally, we would like to thank our first contributors. It is clear that our mission spoke to you, and you valued our vision. Thanks for being a part of the first demonstration of our commitment to practical research. We hope you all enjoy the first issue of the *Journal of Teacher Action Research*.