

# **Journal of Teacher Action Research, Volume 1, Issue 1**

The Journal of Teacher Action Research publishes peer-reviewed articles and lesson plans written by teachers and researchers to inform classroom practice.

## **Editor**

Dr. Chase Young joined the Department of Educational Leadership, Curriculum and Instruction at Texas A&M University-Corpus Christi in the fall of 2013. He has taught in the primary grades and served as a literacy coach in the public school system. Dr. Young received his Ph.D. in Reading Education from the University of North Texas.

## **Associate Editors**

Dr. Laura Isbell joined the Department Curriculum and Instruction at Texas A&M University-Commerce in the fall of 2013. Dr. Isbell received her Ph.D. in Curriculum & Instruction with a Minor in Special Education from the University of North Texas. Her current interests are Curriculum development, teachers' pre-service and in-service professional development, response to intervention by students, special education curriculum and concerns.

Dr. Tami Morton joined the Department of Curriculum and Instruction as at Texas A & M University-Commerce in the fall of 2012. Her interests include teacher education, reading, and children's and adolescent literature.

Dr. Gilbert (Gil) Naizer is a Professor in the Curriculum & Instruction Department at Texas A&M University-Commerce. He has over twenty years of experience in higher education specializing in teacher education and science teacher education. Dr. Naizer received his Ph. D. in Curriculum & Instruction from Texas A&M University in 1993.

Susan Williams joined the Department of Curriculum and Instruction in fall of 2010. She is a former elementary teacher and testing coordinator. She is currently ABD and writing her dissertation which focuses on first year teachers. She is the Director of the Partnership between Texas A&M University Commerce and Mesquite ISD

The journal accepts full length articles that describe classroom practice that positively impacts student learning. In addition, the journal seeks research-based lesson plans that teachers can easily use for instruction. Please review the [author guidelines](#) for more details.