The current testing and assessment atmosphere often disregards the experiential knowledge of classroom teachers. While we have made great progress professionalizing our assessment practices, we have paid less attention to the teacher as professional utilizing the results of assessment to close the loop and improve learning. Teacher Inquiry is a strategy integrating assessment and teaching by equipping classroom instructors to reclaim their authority based on systematic inquiry into teaching practice.

In this workshop, we will demonstrate the power of Teacher Inquiry to improve teaching and learning, as well as to form strong communities dedicated to inquiry, mutual support and productive collaboration.

Chris Burnham, English professor and Borderlands Writing Project Director, will provide a practical and theoretical rationale and framework for teacher inquiry. Rebecca Powell, a former high school English teacher and current doctoral student, will report on an inquiry she completed with community college instructors, examining how teacher researchers become agents of change in their classrooms and department through teacher inquiry.

Throughout the workshop, participants will be asked to write and share their own teaching and inquiry experiences. Participants will also be afforded time to ask questions and provide commentary.

**Chris Burnham, Ph.D.,** is Regents Professor of English.

**Rebecca A. Powell** is a research assistant and doctoral student in rhetoric.