

DR. STIRLING MCDOWELL
Foundation
FOR
RESEARCH INTO TEACHING

2004-2005

ANNUAL REPORT

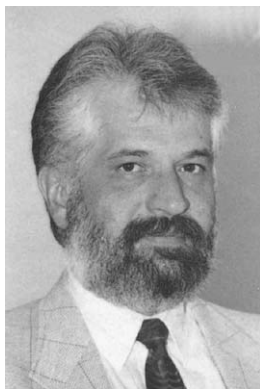
Dr. Stirling McDowell Foundation for Research into Teaching Inc.
2317 Arlington Avenue
Saskatoon, Saskatchewan, S7J 2H8

Tel: (306) 373-1660; Toll Free: 1-800-667-7762; Fax (306) 374-1122
E-mail: mcdowell@stf.sk.ca; Website: www.mcdowellfoundation.ca

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FOREWORD



Greetings to all of you, who are the friends and supporters of the Dr. Stirling McDowell Foundation for Research into Teaching.

Yet another year has passed, and the Foundation continues to grow and mature in many ways. The generosity of donors and the increased value of our investments have allowed the endowment fund that finances McDowell research to grow and support the Foundation's progress towards self-sustaining status. This year we saw a significant bequest to the fund from the late Dorothy Rutherford Clarke, who left instructions that her donation be devoted to research into the teaching of reading. There was a tremendous response to the Foundation's call for research proposals in that area, which resulted in the awarding of four grants from the bequest that were supplemented from the Foundation's general grant allotment. In total, the Foundation has awarded nearly \$90,000 to teachers and others to support educational research in the coming year.

The steadily increasing number of successful McDowell projects has added valuable

information to the research base available to teachers and others in the education community, providing yet another boost to the credibility of teacher action researchers and the Foundation itself. We see McDowell researchers presenting their work locally, provincially, nationally, and even internationally, and this fact pays tribute to the quality of the research and the researchers.

This, the Centennial year for the Province of Saskatchewan, coincides with the conclusion of the fourteenth year of operation for the Foundation. We have much to celebrate and give thanks for, but in the spirit of the Centennial, we have much to look forward to as the Foundation continues to develop its stature, reputation, and funding base.

Thank you to all who have contributed to this success, and advance thanks to those who will be contributing in the future.

A handwritten signature in cursive script that reads "Lyle A. Vinish".

Lyle Vinish
President and Chair of the Board of Directors

OVERVIEW OF THE ORGANIZATION

The McDowell Foundation is an independent charitable organization that was established by the Saskatchewan Teachers' Federation in 1991. Its general purpose is to support research, inquiry and the dissemination of information that focuses on teaching and learning within the publicly funded K-12 education system. In all its projects and activities, the Foundation is guided by the voice of practising teachers and works in consultation with organizational partners in business and education. As articulated in the Strategic Plan developed by the Foundation's governing bodies and updated annually, the organization has one foundational function, which is to fund, support, disseminate, recognize and promote educational research.

The McDowell Foundation calls for research proposals on an annual basis and selects research projects for funding according to established budgets, policies and criteria. It also sponsors opportunities for teachers and others to learn about educational research, encourages researchers to come together as an educational research community, and supports researchers in sharing their research with each other and the general public. The most prominent of these sharing opportunities is the annual Learning from Practice Exchange of Teacher Knowledge and Research, which the Foundation hosts each year to showcase recently completed McDowell projects. The results of all research projects funded by the Foundation are published and may be accessed in full through the Foundation's web site at www.mcdowellfoundation.ca.

The foundational research function of the McDowell Foundation is complemented by three organizational functions: fundraising, organizational communications and administration and governance. McDowell research is funded through donations from individuals and corporations. The Foundation's fundraising goal

is to establish an endowment fund of \$5 million to provide on-going support for substantive educational research. A significant step towards meeting this financial goal has been taken through the generous contributions of several corporate contributors. These foundational donors have included the Government of Saskatchewan, Greystone Managed Investments, McDougall Gauley, and the Teachers Credit Union.

Since organizational communications are vital in building financial and other support for the McDowell Foundation, on-going efforts are made to communicate with donors, researchers, educational partners, and the public about the work of the Foundation and the opportunities it offers for the improvement of education. Key partners in developing an appreciation of teacher-led research have been local teachers' associations, superannuate chapters, colleges of education, special subject councils and educational administrators.

The offices of the McDowell Foundation are located in the Saskatchewan Teachers' Federation building in Saskatoon. Staff and administrative services for the Foundation are provided by the STF. The Foundation gratefully acknowledges the continuing support of the Saskatchewan teaching profession.

The McDowell Foundation is governed by a Board of Directors appointed by the Provincial Executive of the Saskatchewan Teachers' Federation. The Board of Directors oversees the finances, policies and operations of the Foundation, and is assisted in its role by an Advisory Committee of teachers and representatives from the educational and business communities. The selection and evaluation of projects funded by the Foundation is carried out by a Project Review Committee appointed by the Board of Directors. Supporting

the work of these three governing bodies are a coordinator, part-time consultant, Federation coordinator, and administrative assistant.

1. Board of Directors for 2004-2005

- Lyle Vinish, STF General Secretary and President of the McDowell Foundation (Chair)
- Dianne Woloschuk, STF Executive
- Gwen Dueck, STF Assistant General Secretary
- Teacher Representatives:
 - Steven Allen
 - Kim Archibald
 - Margaret Epp (resigned January, 2005)
 - Ingrid Gabert
 - Donna Schindel
- Doreen Lloyd, Superannuated Teachers of Saskatchewan
- Foundational Donors:
 - Rex Beaton, McDougall Gauley
 - Fred Herron, Greystone Managed Investments
 - Boyd Taylor, Teachers Credit Union

2. Advisory Committee for 2004-2005

- Tim Yee, STF Executive Assistant (Chair)
- Walter Wood, STF Executive
- Teacher Representatives:
 - Rod Brooks-Augstin
 - Darryl Elaschuk
 - Rachel Florence
 - Nicole Smigiel
 - Wendy Siemens
- Organizational Representatives:
 - Barry Bashutski, Saskatchewan School Trustees Association
 - Bob Kowalchuk, League of Educational Administrators, Directors and Superintendents
 - Dr. Janet McVittie, College of Education, University of Saskatchewan
 - Dr. Bernard Laplante, Faculty of Education, University of Regina
 - Jean Duperreault, Department of Learning

Larry Lozinski, Superannuated Teachers of Saskatchewan
Sarah Sun, Saskatchewan Association of School Councils

3. Project Review Committee for 2004-2005

- Shirley Humphries, STF Executive Assistant
- Ingrid Gabert, Board of Directors
- Cheryl Erlandson, Acting Director, Saskatchewan Professional Development Unit
- Teacher Representatives:
 - Jennifer Dyck (Chair)
 - Ted Green
 - Linda Greyeyes
 - Melanie MacLean
 - Sonia Susut
- University Representatives:
 - Dr. Linda Wason-Ellam, College of Education, University of Saskatchewan
 - Dr. Warren Wessel, Faculty of Education, University of Regina
- Researcher Outside Education
 - Dr. Terry Wotherspoon, Department of Sociology, University of Saskatchewan

4. McDowell Foundation Office

- Verna Gallén, Coordinator of Research and Governance
- Lynn Brown, STF Member Services Acting Coordinator
- Earle Robertson, Consultant, Local Associations, Communications and Fundraising
- Karen Williams, Administrative Assistant

McDOWELL FOUNDATION REPORTS

1. RESEARCH PROGRAM

The McDowell Foundation's Strategic Plan sets the following directions for its research program:

1. To promote teacher-led research;
2. To build an educational research community;
3. To encourage mentoring and exchange between educational researchers;
4. To work cooperatively with stakeholders in building an environment conducive to educational research;
5. To ensure that McDowell research respects the need for intellectual freedom and high ethical standards;
6. To recruit and select research projects for funding;
7. To support McDowell researchers in carrying out and presenting their research;
8. To disseminate and publicize the results of McDowell research;
9. To provide information on research methodologies and how to do research;
10. To promote educational leadership through research;
11. To provide recognition to educational researchers; and
12. To evaluate the effectiveness of the Foundation's research program and the impact of teacher research.

As indicated in Table 1, the McDowell Foundation expended a total of \$74,530 on its research program in 2004-2005. This money includes research grants to teachers and others to carry out educational research projects. It also includes the cost of orientation and workshop activities designed to support McDowell researchers, the cost of publishing and disseminating research reports, and the cost of supporting the presentation of McDowell research at educational conferences.

TABLE 1: McDOWELL FOUNDATION ANNUAL EXPENDITURE ON RESEARCH PROJECTS

1994-95	\$39,411
1995-96	\$24,974
1996-97	\$29,850
1997-98	\$25,605
1998-99	\$42,849
1999-00	\$61,200
2000-01	\$73,303
2001-02	\$78,884
2002-03	\$77,728
2003-04	\$74,530
2004-05	\$88,093
TOTAL	\$616,427



Skipping activity at Buena Vista School, Saskatoon, as part of the McDowell project "Moving Together: School^{PLUS} and Physical Activity".

RESEARCH GRANTS

In 2004 the McDowell Foundation received a generous bequest of \$10,000 from the late Dorothy Rutherford Clarke to fund study by primary teachers into the teaching of reading. An agreement was reached with the lawyers representing the Clarke estate that the Foundation would offer four designated research grants of \$2,500 each to be administered using the Foundation's usual processes. A special effort was made to communicate this unique opportunity to primary teachers through flyers, ads, and communications with appropriate special subject councils. Eleven applications were received, many of them asking for additional funding from the Foundation to supplement the \$2,500 Dorothy Rutherford Clarke grant. At its project selection meeting on April 29-30, the Project Review Committee selected the following four projects to each receive a Dorothy Rutherford Clarke grant of \$2,500. In addition, the committee approved another \$4,100 in funding for these four projects from the Foundation's 2005-06 research budget of \$85,000.

- 1) *Differentiated Instruction to Support Literacy in Grades One and Two*. Cynthia Foster, Myra Dunbar, Jenise Vangool and Diane Cote. Father Vachon School, Saskatoon. Grant: \$3,600.
- 2) *On the Track with Super Start: Filling the Gap Created by Differing Levels of Readiness Skills*. Jackie Etcheverry, Brenda Sparrow, Lori Rissling, Barb Lilly and JoAnne Kasper. Battlefords School Division, North Battleford. Grant: \$4,000.
- 3) *Guided Reading to Improve Instruction in a Grade One Classroom*. Sheila Dosch and Mary Ellen Barreth. St. Mary's School, Estevan. Grant: \$2,500.
- 4) *R.E.A.D. (Read Eat and Digest)*. Joni Darke, Karen Lind and Joanne Vonau. Imperial Community School, Regina. Grant: \$4,000.

The Project Review Committee then considered unsuccessful applications for the Dorothy Rutherford Clarke grants along with the remaining nineteen applications for funding from the remainder of the Foundation's research budget for 2005-06. Another sixteen new projects were selected for funding (one has since

withdrawn due to difficulties encountered in setting up the project):

- 1) *Kindergarten-Grade Three: Improved Literary Success through Assessment and Evaluation*. Kylee Glover and Tracey Kiliwnik. South Central School Division, Weyburn. Grant: \$2,600.
- 2) *A Multi-Age Approach to Quality Education in Reading*. Susan Maserek, Jan Niebergall, Brandy Knourek, Melanie Lamberty and Laurie Koval. Davison School, Melville. Grant: \$2,500.
- 3) *Building Literacy Skills Through Reading Buddies*. Jasmin Tiessen. Vincent Massey Community School, Prince Albert. Grant: \$2,202.
- 4) *Learning Together: Intergenerational Literature Circles as Sites for Multi-layered Learning*. Lynn Lemisko and Margaret Epp. Valley Manor School, Martensville. Grant: \$8,760.
- 5) *Commitment to Learning*. Kathy Enns, Tish Karpa and Myrna Briggs Enns. Kenaston School, Davidson High School, and Central Butte School. Grant: \$4,600.
- 6) *Toward Caring and Respectful Schools for All Students: An Action Research Project with Teacher Leaders of Saskatoon School Gay Straight Alliances*. Randy Wimmer and co-investigators from the University of Saskatchewan and Saskatoon schools. Saskatoon. Grant: \$6,812.
- 7) *Expanding Horizons: Development of Best Practices through a Rural Networking Process*. Sharon Connor and Heather Hobbs. Red Coat Trail School Division, Assiniboia. Grant: \$7,678.
- 8) *How Do Gender-Specific Classrooms Promote Success of Students in a Middle Years Setting?* Troy Froehlich, Derek Hassen, Jana Coward and David Markewich. St. Joseph Middle School, Swift Current. Grant: \$2,500. PROJECT SUBSEQUENTLY WITHDRAWN.
- 9) *Comprehension Strategy Instruction*. JoAnne Kasper. Battlefords School Division, North Battleford. Grant: \$1,894.

- 10) *Refocusing a School: The Professional Learning Community as an Agent of Change*. Grier Swerhone, Doug Gilmour and Susan Pattison. North Park Wilson School, Saskatoon. Grant: \$7,020.
- 11) *Creating a Health Enhancing High School*. Louise Humbert, Dwight Kirkpatrick, John Dewar, Jack Nepjuk, Margaret Louko, Shauna Pierce and Kelly McPhee. Evan Hardy Collegiate, Saskatoon. Grant: \$5,080.
- 12) *Unleashing the Power of Collective Intelligence*. Terri Cote, Heather Gantfoer, Vi Maeers, Beth Warkentin, Twyla Mensch and Wendy Willis. Sacred Heart Community School, Regina. Grant: \$4,900.
- 13) *Guided Reading: Philosophical and Practical Direction*. Shannon Hahn, Doreen Rathgeber, Mandy Mehling and Renae Bylsma. St. Mary's School Plus, Yorkton. Grant: \$6,641.
- 14) *Factors Contributing to the Success of Aboriginal Students in High School Mathematics and Science*. Florence Glanfield and Darryl Bazylak. Joe Duquette High School, Saskatoon. \$8,306.
- 15) *Instructional Strategies and Story Experiences for Improving Expressive Language in K and Grade 5 Buddy Classrooms*. Maureen Buhlmann, Kathleen Herman and Janet Peti. St. Francis Community School, Regina. Grant: \$2,436.

- 16) *Utilizing Photobooks to Increase Family Involvement in the Learning/Teaching of Mathematics*. Lois Spitzer, Korrin Leier, Edvige Pierno and Janet Peti. St Francis Community School, Regina. Grant: \$6,883.

An overview of the Foundation's research awards over the past five years is provided in Table 2. The number of applications for funding has rebounded to over thirty and there were fewer requests for large grants than in some years. As a result, the committee was able to award twenty grants, ranging from \$2,200 to \$8,800.

One positive development in 2005 was a significant rise in the number of applications for funding that the McDowell Foundation received from teachers outside Saskatchewan's two largest cities. The Project Review Committee was able to increase the proportion of grants awarded to projects in small cities and rural areas, as shown in Table 3. For the first time in the Foundation's history, the majority of McDowell Foundation awards did not go to support research in Saskatoon or Regina.

EDUCATION AND SUPPORT FOR RESEARCHERS

On June 4 the Foundation held an orientation session for new McDowell researchers who were awarded grants in 2005. The agenda was focussed on two key topics: research ethics and communications in a research project. As in previous years, the opportunity to discuss the ethical issues that may arise in carrying out

TABLE 2: RESEARCH APPLICATIONS AND AWARDS*

	2005-06	2004-05	2003-04	2002-03	2001-02	TOTAL 1994-2005
Amount Available	\$ 85,000	\$ 85,000	\$185,000	\$ 85,000	\$100,000	\$825,000
No. of Applications	31	17	34	20	30	260
Amount Requested	\$290,303	\$155,225	\$253,946	\$290,329	\$273,226	\$2,227,452
No. of Awards	20	11	21	12	19	159
Total Awarded	\$84,912	\$ 84,693	\$ 79,317	\$ 82,294	\$ 89,444	\$692,112

* Applications include late applications and applications for major extensions to projects already in progress. Awards include project extensions and development grants as well as project grants.

TABLE 3: DISTRIBUTION OF McDOWELL FOUNDATION PROJECTS BY GEOGRAPHIC AREAS, 1994-2005*

	2005		2004		2003		2002		2001		2000		1994-2005	
	#	(%)	#	(%)	#	(%)	#	(%)	#	(%)	#	(%)	#	(%)
Saskatoon/Regina	9	(47)	8	(73)	10	(53)	7	(58)	10	(59)	5	(42)	72	(57)
Small City	6	(32)	2	(18)	3	(16)	1	(8)	3	(18)	2	(17)	24	(57)
Northern Areas**	0	(0)	0	(0)	0	(0)	0	(0)	1	(6)	0	(0)	7	(6)
Rural Areas	4	(21)	1	(9)	6	(31)	4	(33)	3	(18)	4	(33)	23	(18)
Outside Sask.	0	(0)	0	(0)	0	(0)	0	(0)	0	(0)	1	(8)	1	(1)
TOTAL	19		11		19		12		17		12		127	

* Does not include project development activities but does include project extensions.

** Does not include Prince Albert, which is included in Small Cities.

research in schools proved to be an awareness-raising experience for the researchers who attended. It also underlined the importance of attending to communications in carrying out research and developing well-considered communication processes and strategies at the outset of a research project. Each project was provided with discussion guides related to research ethics and research communications, as well as a workbook on conducting action research in schools.

In December, the *Saskatchewan Bulletin* included a column recognizing the McDowell Foundation's leadership in support of teacher research and reflection and listing resources available to teacher-researchers in the Stewart Resources Centre. The Resources Centre continues to support the Foundation with a growing collection of materials related to action research and the development of learning communities.

DISSEMINATION OF RESEARCH

PUBLICATIONS AND WEBSITE

As McDowell projects came to completion in 2004-05, the Foundation edited and published thirteen research reports:

- 1) Cook, H el ene and Elaine Stakiw. "Collaborating to Make a Difference": The

Adaptive Dimension and Differentiating Instruction in Saskatoon Catholic French Immersion Schools. Saskatoon, 2005. Project #132.

- 2) Cratty, Terry, Belinda Daniels-Fiss, Sharon Laflamme, Ben Garchinski, and Beverley Hanson. *Community Schools Transition Support Project*. Saskatoon, 2005. Project #104.
- 3) Geres, Koreen. *Building Attachment: Refugee Students' Reflections on English as a Second Language Integration*. Saskatoon, 2004. Project #113.
- 4) Harkness, Keith, Dale Eurich, David Howie, Dale Issel, Jim Swan, Pat Vigneron, Michael Weaver. *Valuable People/Valuable Knowledge*. Wolseley, 2004. Project #116.
- 5) Hobday-Kusch, Jody, Gillian Strange, Megan Hernberg, Heather Bahr, Anne Ferr e, Sharie Parkinson and Tanya Thornhill. *Re/Viewing Character Education*.  cole Victoria School, Saskatoon, 2004. Project #117.
- 6) James, Wendy, Karen Schmidt Henderson and Ren e Cannon. *Nourishing Growth: The Search for Effective Technology Professional Development*. Saskatoon, 2004. Project #119.

- 7) Jeschke, Lori and Janet Jackson. *Supporting All Students to Be Successful (PBIS): One Rural K-12 School's Story*. Hepburn, 2004. Project #120.
- 8) Johnson, Duane. *Inquiry Learning: In the Senior Science Classroom*. Clavet, 2005. Project #121.
- 9) Queen Elizabeth School Staff. *Building Moral Intelligence One Piece at a Time*. Saskatoon, 2005. Projects #118 and #136.
- 10) Scandrett, Lois and Laurie Hellings. *Summer Literacy Program*. Moose Jaw, 2005. Project #124.
- 11) Smigiel, Nicole, Kari McKersie, Joyce Kimber Parent and Tasha Geisel. *Different Minds*

Learn Differently: Multiple Intelligence in the Classroom. Estevan Rural and Public School Divisions, 2004. Project #102.

12) Tuharsky, Juanita, Nancy Buisson, Sue Burns, Cory Britton and Greg Enion. *Addressing Barriers That Impede the Success of Aboriginal Students at Cochrane High School*. Regina, 2005. Project #112.

13) Westview Community School/ Kistahpinanihk at Isbister Park. *Making Our Ancestors Proud: The Isbister Park Heritage Project*. Prince Albert, 2004. Project #100.

As indicated in Table 4, most McDowell projects continue to extend beyond their expected completion date and to cost less than projected at the time of application.

TABLE 4: DURATION AND COST OF COMPLETED McDOWELL FOUNDATION PROJECTS*

	Completed Projects	Average Expected Duration**	Average Actual Duration	Total \$ Granted	Total \$ Spent	% Grant Spent	Average Cost Per Project
To 1999	24	12 mos.	16 mos.	\$ 91,121	\$79,129	86	\$3,297
1999-00	13	12 mos.	25 mos.	\$ 55,112	\$48,598	88	\$3,738
2000-01	15	17 mos.	19 mos.	\$100,131	\$83,164	83	\$5,544
2001-02	9	12 mos.	25 mos.	\$ 63,078	\$47,220	75	\$5,247
2002-03	15	13 mos.	16 mos.	\$ 87,082	\$62,690	72	\$4,179
2003-04	12	14 mos.	17 mos.	\$ 58,181	\$45,980	79	\$3,832
2004-2005	13	12 mos.	20 mos.	\$69,774	\$51,326	74	\$3,948

* Development projects and project extensions are not included in this table.

** Duration is calculated from the start date in the project record to the date that a final report on the project is received.

All research published by the McDowell Foundation is posted on the Foundation's website in a downloadable report. Hard copies are printed and provided to project teams, their directors of education, and major educational libraries in Saskatchewan. This year a search engine was added to the McDowell Foundation website to improve access to the growing body of research posted there.



Dancers from Westview Community School (Kistahninanihk at Isbister Park), Prince Albert, performed at the 2004 Learning from Practice Conference. They were part of the McDowell Foundation's 100th research project, "Making Our Ancestors Proud: The Isbister Park Heritage Project", which was recently published and posted on the Foundation's website.

LEARNING FROM PRACTICE EXCHANGE OF TEACHER KNOWLEDGE AND RESEARCH

The tenth annual Learning from Practice Exchange of Teacher Knowledge and Research took place in Saskatoon on November 19-20. The theme of "Visions and Voices: Coming Together" was set by the keynote address from Saskatoon superintendent of education, Gordon Martell. He framed the conversation about research into Aboriginal education with insights from his own relationships to research in the context of his family, his First Nations heritage, and the education community. The conference was extended into the afternoon of the second day in order to allow research presentations to be followed by discussion groups on topics related to Aboriginal education. The event was attended by 138 participants, who again provided positive feedback on the content and format of the Exchange.



The keynote speaker at the 2004 Learning from Practice Exchange was Gordon Martell, who used a storied approach to talk about "Self, Family and Community: Managing Research Progression".

PRESENTATIONS OF MCDOWELL RESEARCH

The McDowell Foundation supported the first School^{PLUS} Congress held in Regina on November 4-6 by organizing and financing presentations at the congress by five teams of McDowell researchers. Congress participants had the opportunity to learn about the results of McDowell research into a diverse array of topics that included supporting students' cultural heritage, encouraging parent engagement in schools, implementing restorative justice program at the elementary level and developing a community-supported, elementary physical education program.

In addition, McDowell researchers took the initiative to present their results at a wide variety of teacher conventions, special subject council conferences, and educational conferences at the provincial, national and international levels. Some examples are given below:

Valuable People, Valuable Knowledge. Keith Harkness. Educational Computing Organization of Ontario (ECOO) Conference, Mississauga, Ont., May, 2004.

Parent Engagement and Leadership. Debbie Pushor. American Educational Research

Association Conference, Montreal, PQ, April 12, 2005.

Nourishing Growth – A Study of Effective Professional Development Regarding Technology. Wendy James, Karen Henderson and Rene Cannon. Saskatchewan Association for Computers in Education Conference, November 27, 2004.

The Key to Writing. Lisa Gorchynski and Davina Fortin. Talking in Circles. Gail McKenzie Wilcox. Early Childhood Education Council (ECEC) Annual Fall Conference, October 21-23, 2004.

To assist McDowell researchers in sharing their research and to ensure appropriate recognition of the McDowell Foundation in all presentations and publications, a set of presentation guidelines was developed and distributed to every McDowell project in progress.



McDowell researchers, Ted Arendt and Yves Bousquet, presented a session on “Creating the Conditions for a Culturally Affirming School” at the 2004 Learning from Practice Exchange.

RECOGNITION FOR EDUCATIONAL RESEARCHERS

McDOWELL FOUNDATION AWARD

The McDowell Foundation Award was created to honour individuals who have made outstanding contributions to educational

research in Saskatchewan. It is presented annually at the opening of the Learning from Practice Exchange. The recipient of the 2004 McDowell Foundation Award was Karen Henderson, a former McDowell researcher who currently works in the Learning Technology Unit of the Department of Learning. Karen was recognized for her leadership and her consistent use of collaborative, teacher-led research to inform policies and practices with respect to educational technology.



Karen Henderson, 2004 recipient of the McDowell Foundation Award, with Research Coordinator, Verna Gallén.

RECOGNITION OF McDOWELL RESEARCHERS

The Foundation continues to inform local media, the Saskatchewan Teachers’ Federation Administrative Staff, local teachers’ associations and directors of education when McDowell Foundation grants are awarded to projects in their areas. Attention was also paid in the orientation of new McDowell researchers to the need for each project to attend to communications about the research with colleagues, administrators, parents, and community members in their areas.

EVALUATION OF THE RESEARCH

Feedback on the experience of conducting McDowell research is sought periodically through a mailed-out survey of individuals involved in recently completed McDowell projects. In 2005 surveys were sent to the researchers in seventeen projects completed in

the last two years. Responses were received from twelve projects that indicated the experience continues to be rewarding and worthwhile. A sampling of the positive comments from the survey is given below:

We were exhilarated. It was a very positive experience. The topic itself gave us energy and our research group was very responsive.

It really reinforced my pride in the profession. I felt I became a better model to younger colleagues. I worked on the project prior to my final year before retirement – it helped me leave with a greater sense of contribution to the profession as a whole.

Personally – I am proud of myself and my team for our final publication. The project was a great deal of work but the personal satisfaction for starting and finishing it sure feels good. Professionally – one of the most rewarding professional development experiences of my career thus far. I learned a great deal about research and its implications for my learning curve as well as students'. It was a terrific experience.

2. FUNDRAISING

The McDowell Foundation's Strategic Plan set the following directions for fundraising:

1. To develop and implement fundraising programs and activities
2. To establish a positive relationship with donors to the McDowell Foundation

DONATIONS TO THE FOUNDATION

The McDowell Foundation continues to participate in activities associated with World Teachers' Day celebrations (October 5) in appreciation for being named the beneficiary of any fundraising during the event. It also benefits financially from two on-going programs: the McDowell Tutors Project and promotion of the opportunity to recognize school staff through donations to the McDowell Foundation.



The staff of the Saskatchewan Teachers' Federation ran a concession at the 2004 World Teachers' Day rally in Saskatoon, with the proceeds going to the McDowell Foundation.

In 2004-05, two new fundraising initiatives were undertaken. The first was a letter campaign designed to inform the members of large, urban locals about the involvement of their teachers in the research and governance activities of the McDowell Foundation. The letter, which was signed by the president of the local, also solicited contributions to the research fund through payroll deductions. The entire initiative was first carried out with the support and cooperation of the Saskatoon Teachers' Association Executive and Representative Assembly. A similar campaign modelled on the one carried out in Saskatoon was then put in place for the Regina Public and Catholic Teachers' Associations, the Moose Jaw Public and the Holy Trinity Teachers' Association and the Prince Albert and Area Teachers' Association.

The second fundraising initiative was a letter campaign that invited locals involved in restructuring to "leave a legacy" by donating undesignated funds to the McDowell Foundation. It was pointed out that such donations are a means of recognizing and celebrating the contributions that the locals and their members have made to education in their communities.

**TABLE 5:
DONATIONS TO THE
MCDOWELL FOUNDATION:
1990-91 TO 2004-2005**

1990-1991:	\$ 202,111
1991-1992:	28,130
1992-1993:	231,422
1993-1994:	175,019
1994-1995:	127,426
1995-1996:	129,829
1996-1997:	92,737
1997-1998:	77,272
1998-1999:	79,707
1999-2000:	80,572
2000-2001:	95,043
2001-2002:	106,986
2002-2003:	66,176
2003-2004:	82,532
2004-2005:	80,643
TOTAL	\$1,655,605

**TABLE 6: ALL GIFTS AND PLEDGES BY DONOR GROUP
FROM JULY 1, 1990 TO JUNE 30, 2005**

Donor Group	Total Gifts & Pledges	Number of Donations
Organizations		
Corporations/Government/ Foundations/Businesses	\$ 708,160	120
Educational Organizations (includes Local Associations)	\$ 115,331	257
Total	\$ 823,491	377
Individuals		
Educational Partners (includes STF employees)	\$ 317,404	347
Superannuates	\$ 164,081	1,075
Teachers	\$ 174,175	1,847
Total	\$ 655,660	3,269
No Information	\$ 6,898	168
TOTAL	\$1,486,049	3,814

TABLE 7: GIFTS AND PLEDGES BY DONOR GROUP FROM JULY 1, 2003 TO JUNE 30, 2005

Donor Group	Total Gifts & Pledges	Number of Donations	Average Donation
Organizations			
Corporations/Government/Foundations	\$ 51,630	21	\$ 2,459
Educational Organizations			
- Local Associations	\$ 5,101	21	\$ 243
- Others	\$ 1,899	10	\$ 190
Total	\$ 58,630	31	
Individuals			
Educational Partners			
- STF/MF Employees	\$ 4,190	15	\$ 279
- Others	\$ 2,703	3	\$ 901
Superannuates	\$ 4,169	33	\$ 126
Teachers			
- Seventh Day Adventists	\$ 14,897	27	\$ 552
- Other Teachers	\$ 9,466	142	\$ 67
Total	\$ 35,425	169	
No information	\$ 871	12	\$ 73
TOTAL	\$ 94,926	284	\$ 334

DONOR RECOGNITION

Certificates of appreciation were again presented to recognize organizational contributions to the Foundation. Certificates were formally presented to ten local teachers' associations in September, 2004, during the STF Local Association Leadership Development Weekend.

At appropriate ceremonies throughout the year, the President of the Superannuated Teachers of Saskatchewan also presented certificates of appreciation to STS local chapters that contributed to the McDowell Foundation.

The Foundation periodically receives donations in honour of an occasion, organization or individual and expresses its gratitude for the gift to both the donor and the individual or organization being honoured. This year gifts "in honour" were received from the following donors:

- The Yorkton Teachers' Association, in honour of seven new teachers joining their school division,
- The Battlefords Teachers' Association and numerous individuals from the local, in recognition of the contributions of Joe Meehan to the local and the Saskatchewan Teachers' Federation,

- The Saskatchewan Association for Computers in Education, in celebration of its 25th anniversary as a special subject council,
- The Moose Jaw chapter of the Superannuated Teachers of Saskatchewan, for the proceeds donated on behalf of the participants in a "Stitch and Quilt" retreat,
- The Saskatchewan Teachers' Federation, on the occasion of the 10th anniversary of the Division scolaire francophone no 310,
- Shirley Humphries, in appreciation for the hospitality extended to her by Marie Keir and Kim Tadei.

In 2004-05, the Foundation received and recognized appropriately donations made in memory of the following individuals: Beverley Bowers, Walter Bykowsky, Kevin Cooper, Isaac Dyck, John Humphries, Beatrice Keys, Richard Koopman, James McMurtry, Elsie Montgrand, George Ogle, Eleanor Strobel, Sharon Van Cleave, Ralph Vawter, and Dan Weir.

Donations "in honour" and "in memory" are acknowledged on the Foundation's website and in a book displayed in the Foundation's office.



Local association representatives hold McDowell Foundation Certificates of Appreciation for their generous donations in 2003-04. Pictured from left are Heather Neuls on behalf of the Broadview Teachers' Association (now the Aspen Grove Teachers' Association), Jason Gordon of Yorkdale Educators' Association, Jim Snodgrass of Meadow Lake Teachers' Association, Delmer Friesen representing the Wadena Division Teachers' Association (now Lakeview School Division) and Sonja Susut of Thunder Creek Teachers' Association.

3. ORGANIZATIONAL COMMUNICATIONS

The McDowell Foundation's Strategic Plan set the following directions for fundraising:

1. To increase awareness of the Foundation and McDowell research
2. To enhance relationships with educational and community partners
3. To increase the status of teacher research

DISPLAYS AND PRESENTATIONS

Manned, interactive displays about the McDowell Foundation were provided at the wide array of teachers' conventions and educational workshops, meetings, and conferences listed below:

TEACHERS' CONVENTIONS

Moose Jaw, Nipawin, Qu'Appelle Valley, Prince Albert, Regina, and the South East

SPECIAL SUBJECT COUNCIL CONFERENCES

Saskatchewan Council of Educational Administrators, Saskatchewan Science and Mathematics Teachers Association, Store Front and Alternative Schools

ORGANIZATIONAL CONVENTIONS

Saskatchewan Teachers' Federation Annual General Meeting, Saskatchewan Association of School Councils Annual Convention, Superannuated Teachers of Saskatchewan Annual Meeting

WORKSHOPS AND SEMINARS

Teacher Accreditation Seminars, Saskatchewan Teachers' Federation Local Leadership Development Weekend, Special Subject Council Day

EDUCATIONAL CONFERENCES

Rural Education Congress

In addition, a permanent display area in the Regina office of the Saskatchewan Teachers' Federation has been designated for the McDowell Foundation to provide teachers and others with information about the Foundation and McDowell projects.

Opportunities were found for a representative of the McDowell Foundation to speak about its work on the following occasions: Saskatchewan Teachers' Federation Local Leadership Development Weekend, Special Subject Council Day, and the Saskatchewan Association for Computers in Education Conference.

MEDIA COVERAGE

Projects and events associated with the McDowell Foundation were covered in ten pictures and articles in the *Saskatchewan Bulletin*. In addition, a newsletter issued by the Rural Education Congress included a profile of the McDowell Foundation under the heading "Pillars of the Past Become the Foundation for the Future". The heading refers to the legacy left to the Foundation by Dr. Stirling McDowell, who was also honoured this year as a "giant in public education" in a biographical sketch in Verne Clemence's book, *Saskatchewan's Own: People Who Made a Difference* (Calgary: Fifth House Ltd., 2004).

SPECIAL EVENTS

When the family of Dr. Stirling McDowell donated to the Foundation a number of awards and mementoes collected by Dr. McDowell during his career, it was decided that the Foundation would develop an appropriate display for these items in the McDowell Conference Rooms of the STF Building in Saskatoon. Financial support for the development of a permanent display honouring Dr. McDowell was sought and provided by the foundational donors to the McDowell Foundation: McDougall Gauley Barristers and Solicitors, Greystone Managed Investments, the Teachers Credit Union, ESTI Consulting Services, the Superannuated Teachers of Saskatchewan and the Saskatchewan Teachers' Federation. Their generosity allowed the development of panels outlining the

accomplishments of Dr. McDowell into which the awards and mementoes were inserted.

On November 19, the display was officially opened in a ceremony that celebrated a life that touched many. Members of the McDowell family attended the event along with officials from the McDowell Foundation and the Saskatchewan Teachers' Federation. A toast to Dr. McDowell was provided by former McDowell researcher, Cathy Mills, now Superintendent in charge of Curriculum and Instruction for the Saskatchewan Rivers School Division. She acknowledged the personal inspiration that she received from a speech of Dr. McDowell as well as his many contributions to public education in Saskatchewan, in Canada, and internationally.

4. GOVERNANCE AND ADMINISTRATION

A major focus for the Foundation in 2004-05 was organizational communications. With the assistance of Bill Quine, Communications Consultant with the Saskatchewan Teachers' Federation, time was taken to discuss issues related to communications with the Foundation Advisory Committee at its meeting on March 19. Based on those discussions, a communications plan was developed for consideration by the Board of Directions. The plan approved for the coming year takes a three-pronged approach to communications. It includes:

- 1) A focus on the Foundation's core supporters, i.e. its volunteers and past and current researchers, who constitute the most effective channel for Foundation communications,
- 2) Continued attention to building strong support for the Foundation among teachers and superannuates by strengthening communications with their provincial and local organizations, and
- 3) Activities to raise awareness of the Foundation and its work among educational partners and the public, e.g., by publicizing high-profile McDowell research projects and holding McDowell research days.

The Board also approved the development of new computer software for the Foundation, to replace its outdated and unreliable Prospect-Donor System. It is expected that the new software will be in place by the end of 2005.



A Moose Jaw student participates in the Summer Literacy Program project funded by the McDowell Foundation.



A poster at Ecole Victoria School, Saskatoon, that was used in the McDowell project, "Re/Viewing Character Education".



Donna McDowell, with the assistance of Lyle Vinish, unveils the plaque dedicating the McDowell display in the McDowell Meeting Room of the STF Building in Saskatoon. Looking on are other members of the McDowell family: Ron Jeppeson, Diane Astalosch, Leo Astalosch and Kathy McDowell.

Respectfully Submitted,

Verna Gallén
Coordinator of Research and Governance

FINANCIAL STATEMENTS

STATEMENT OF FINANCIAL POSITION

AS AT JUNE 30, 2004

	2005	2004
ASSETS		
Cash	\$ 80,112	\$ 56,213
Accounts receivable	1,823	1,684
Investment funds (Note 3)	1,803,719	1,607,239
	<u>1,885,654</u>	<u>1,665,136</u>
LIABILITIES		
Due to Saskatchewan Teachers' Federation (Note 7)	\$ 249	\$ 372
Accounts Payable	978	4
	<u>1,227</u>	<u>376</u>
NET ASSETS (Note 4)	<u>1,884,427</u>	1,664,760
	<u>\$ 1,885,654</u>	<u>\$ 1,665,136</u>

STATEMENT OF OPERATIONS AND CHANGES IN NET ASSETS

YEAR ENDED JUNE 30, 2004

	2005	2004
REVENUE		
Donations (Note 4)	\$ 80,643	\$ 82,532
Investment income	134,466	74,471
	<u>215,109</u>	<u>157,003</u>
EXPENSES		
Fundraising campaign	29,831	22,924
Other	14,592	18,815
Research grants	88,093	74,530
	<u>132,516</u>	<u>116,269</u>
	82,593	40,734
CURRENT PERIOD CHANGE IN MARKET VALUE OF INVESTMENT FUNDS	<u>137,074</u>	89,736
NET REVENUE	<u>219,667</u>	130,470
NET ASSETS, BEGINNING OF YEAR	1,664,760	1,534,290
NET ASSETS, END OF YEAR	<u>\$ 1,884,427</u>	<u>\$ 1,664,760</u>

STATEMENT OF CASH FLOWS

YEAR ENDED JUNE 30, 2004

	<u>2005</u>	<u>2004</u>
CASH FLOWS FROM (USED IN) OPERATING ACTIVITIES		
Net revenue	\$ 219,667	\$ 130,470
Non-cash item		
Current period change in market value of investment funds	<u>(137,074)</u>	<u>(89,736)</u>
	82,593	40,734
Changes in non-cash working capital		
Accounts receivable	(139)	116
Due to Saskatchewan Teachers' Federation	(123)	324
Accounts payable	<u>974</u>	<u>(1,150)</u>
	83,305	<u>40,042</u>
CASH FLOWS USED IN INVESTING ACTIVITIES		
Investment funds	<u>(59,406)</u>	<u>(49,329)</u>
NET INCREASE IN CASH	23,899	(9,305)
CASH POSITION, BEGINNING OF YEAR	<u>56,213</u>	<u>65,518</u>
CASH POSITION, END OF YEAR	<u>\$ 80,112</u>	<u>\$ 56,213</u>

NOTES TO THE FINANCIAL STATEMENTS

YEAR ENDED JUNE 30, 2005

1. DESCRIPTION OF OPERATIONS

The Foundation is incorporated under the Non-Profit Corporations Act of Saskatchewan and is registered as a charity with Canada Revenue Agency.

The Foundation is established to support research and dissemination to the public of information focusing on instruction (both teaching and learning) in the context of the public elementary and secondary education system.

2. SIGNIFICANT ACCOUNTING POLICIES

The financial statements of the Foundation have been prepared in accordance with Canadian generally accepted accounting principles and reflect the following policies:

USE OF ESTIMATES

The preparation of the financial statements in conformity with Canadian generally accepted accounting principles requires management to make estimates and assumptions that affect reported amounts of assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the year. Actual results could differ from those estimates.

REVENUE RECOGNITION

Donations are recorded in the year they are received.

INVESTMENT FUNDS

Investment funds are stated at market value.

3. INVESTMENT FUNDS

Pooled Investment Funds	2005	2004
Fixed income	\$ 989,449	\$ 840,310
Canadian equities	736,808	703,162
Short-term	77,447	63,752
	<u>1,803,704</u>	<u>1,607,334</u>
Other	15	15
	<u>\$ 1,803,719</u>	<u>\$ 1,607,239</u>

4. RESTRICTED DONATIONS

In some instances the donor has specified the gift to the Foundation be held for ten years. The aggregate amount of donations received under these directions will be available for use in general operations as follows:

June 30, 2006	93,100
June 30, 2007	55,800
June 30, 2008	59,400
June 30, 2009	59,400
June 30, 2010	49,700
June 30, 2011	57,700
June 30, 2012	66,800
June 30, 2013	49,500
June 30, 2014	61,400
June 30, 2015	46,300
	<u>\$ 599,100</u>

5. GRANT COMMITMENTS

The aggregate maximum grant payments under the terms of the research awards are as follows:

2006	\$ 40,121
2007	4,000

In some instances the payments to the grant recipients will be less than the amounts stated in the research awards, and as a result the above amounts may decrease.

6. FINANCIAL INSTRUMENTS

The carrying value of the Foundation's cash, accounts receivable and accounts payable approximate fair values because of short-term maturities. Investment funds are carried at market value.

INTEREST RATE RISK

Interest rate risk refers to the adverse consequences of interest rate changes on the Foundation's cash flows, net assets available for benefits and income. This risk arises from differences in the timing and amount of cash flows related to the Foundation's assets and liabilities.

To manage the interest rate risk, the Executive has adopted an approach whereby investments are strategically distributed, on a long-term basis, among several classes of assets to reduce exposure to investment volatility.

CREDIT RISK

Credit risk is the risk that the interest and/or principal, of a fixed income investment, will be defaulted upon and a loss incurred.

The Foundation limits credit risk by dealing with investees that are considered to be of high quality.

Credit risk concentration exists where a significant portion of the portfolio is invested in securities which have similar characteristics or obey similar variations relating to economic or political conditions.

This risk is managed by strategically diversifying investments, on a long-term basis, among several classes of assets.

7. RELATED PARTY INFORMATION

The Saskatchewan Teachers' Federation is the sole member of the Foundation and elects individuals to serve as Directors of the Foundation. The Saskatchewan Teachers' Federation also provides administrative support to the Foundation. During the year, the Foundation incurred administration costs of \$12,022 (2004 - \$4,646) from the Federation.

At the end of the year, the amount due to Saskatchewan Teachers' Federation is \$249 (2004 - \$372).

