



1999-2000 ANNUAL REPORT

OF THE
DR. STIRLING MCDOWELL
FOUNDATION FOR RESEARCH
INTO TEACHING

2317 Arlington Avenue
Saskatoon, Saskatchewan
S7J 2H8

Teaching
for
Tomorrow's
World



McDowell Foundation



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FOREWORD

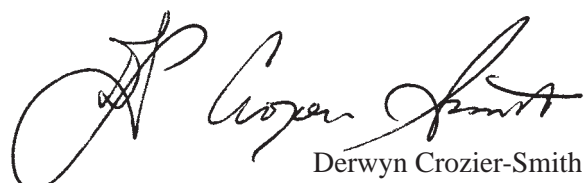
One of the foundations of a profession is that practice is supported by a discrete body of knowledge. For a profession to remain vital and relevant, the knowledge base must continue to grow as it is informed by research and practice. Another characteristic of professions is their commitment to human service.

As I reflect on the achievements of the McDowell Foundation over the past year and the remarkable steps it has taken since its inception, I am struck by its significance in demonstrating the evolutionary growth of the teaching profession. We can point to the maturity of a profession that encourages and facilitates action research by its members. Through the McDowell Foundation, teachers are contributing new knowledge and understanding about teaching and learning and working together to disseminate that knowledge in a way that informs and improves our practice. I am also encouraged by the nature of the research projects themselves. Inherent in them is the commitment to serve the children we teach. Each of the projects in its own way shows how teachers are trying to improve the learning environment for children so that each child will experience maximum benefit.



The Foundation is grateful to the many contributors who support these activities through their generous financial commitments. The Fund has grown through contributions and investment to a level that makes it possible to support research that otherwise could not happen. However, the requests for assistance for very worthwhile projects still outstrip the earnings. We look forward to the results of our new donor campaign this fall, to expanding our planned giving base and to the steady support of our contributor base among active and superannuated teachers.

I especially want to express the gratitude of the Foundation to Verna Gallén, Research Coordinator and Harold Schultz, Public Relations and Fund-raising Coordinator, for their dedication to the work of the Foundation. They have made the Foundation a very visible and credible institution through their work.


Derwyn Crozier-Smith
President and Chair of the Board of Directors



INTRODUCTION

In 1991, the Dr. Stirling McDowell Foundation for Research into Teaching was established by the Saskatchewan Teachers' Federation in response to teachers' need for involvement in the generation of practical, useable information about teaching and learning. In 1994, the McDowell Foundation began to fund research projects that underline the important role of teachers in improving education and shaping their own professional development.

The general purpose of the McDowell Foundation is to support research, inquiry and the dissemination of information that focuses on teaching and learning within the K-12 education system. In all its projects and activities, the Foundation is guided by the voice of practising teachers, and it also works in consultation with organizational partners in business and education. The objectives of the Foundation are:

1. To contribute to knowledge about teaching and learning,
2. To encourage educational inquiry through a wide range of methodologies,
3. To support the involvement of practising teachers in action research projects,
4. To encourage organizations as well as individuals to determine areas of research and inquiry, and
5. To encourage experimentation with innovative ideas and methodologies related to teaching and learning.

The McDowell Foundation is funded through donations from individuals and corporations. Its short-term goal is to establish an endowment fund of \$1.5 million to provide on-going support for substantive educational research. Through investments and fund-raising activities, the Foundation is gradually reaching this goal. Major corporate contributors to the fund have included the Government of Saskatchewan, Greystone Capital Management, Gauley and Co., and the Teachers Credit Union.

The offices of the McDowell Foundation are located in the Saskatchewan Teachers' Federation Building in Saskatoon. The Foundation currently has one part-time staff person, with all other staff provided by the STF. The Foundation gratefully acknowledges the continuing support of the teachers of Saskatchewan.

ORGANIZATIONAL STRUCTURE

The McDowell Foundation is an independent organization with its own Board of Directors appointed by the provincial Executive of the Saskatchewan Teachers' Federation (STF). The Board of Directors oversees the finances, policies and operations of the Foundation, and is assisted in its role by an Advisory Committee of representatives from the educational and business communities. The selection and evaluation of projects funded by the Foundation is carried out by a teacher-led Project Review Committee appointed by the Board of Directors. Working with these three governing bodies are two part-time Coordinators.

Coordinators of the McDowell Foundation

- Verna Gallén, Research
- Harold Schultz, Public Relations and Fund-raising

Secretarial and Administrative Support

- Stacey Glauser

Board of Directors for 1999-2000

- Derwyn Crozier-Smith, STF General Secretary, President of the McDowell Foundation and Chairperson of the Board of Directors
- Rod Holowaty, STF Executive
- Gwen Dueck, STF Administrative Staff
- Teacher Representatives:
 - Alice Andreas
 - Ingrid Gabert
 - Earle Robertson
 - Joan G. Smith
 - Gordon Tamblyn
- Doreen Lloyd, Superannuated Teachers of Saskatchewan
- Foundational Donors:
 - Rex Beaton, Gauley & Co.
 - Fred Herron, Greystone Capital Management
 - Boyd Taylor, Teachers Credit Union

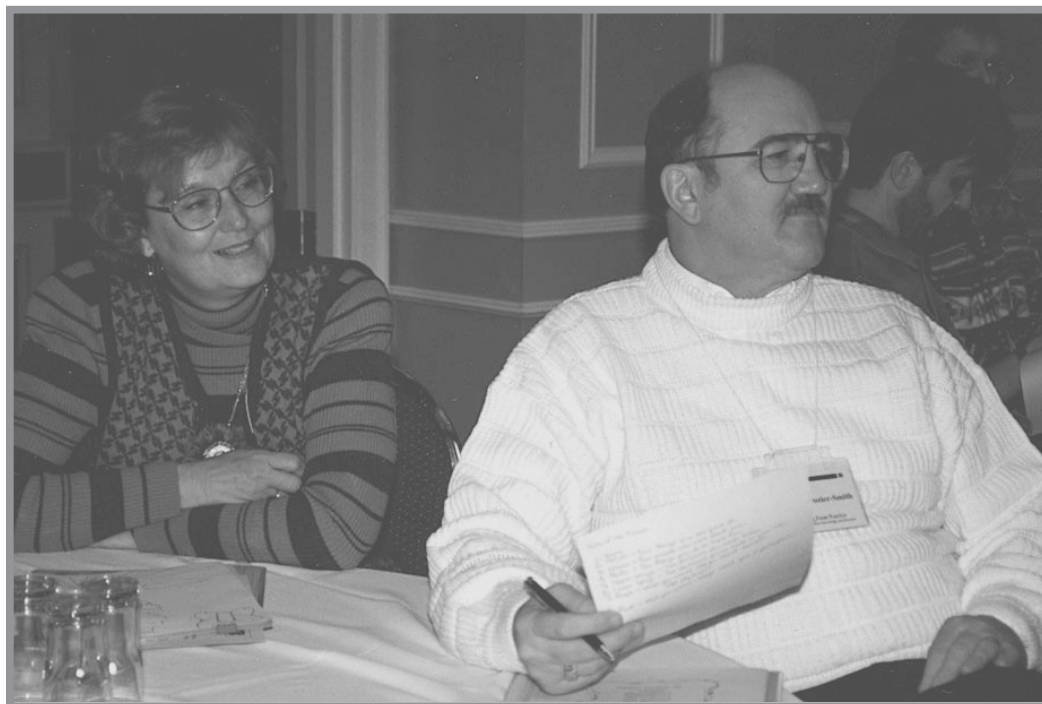
Advisory Committee for 1999-2000

- Tim Yee, STF Executive Assistant and Committee Chairperson
- Shirleen Vollet, STF Executive
- Teacher Representatives:
 - Lynn Brisebois
 - David Forbes
 - Noreen Jeffreys
 - Mel McCorrison
 - Patricia Scott
- Organizational Representatives:
 - Dr. Bernard Laplante, Faculty of Education, University of Regina
 - Marilyn Braun, Canadian Federation of Independent Business

Dr. Ralph Fram, College of Education, University of Saskatchewan
Delores Neil, Saskatchewan Association of School Councils
Dr. Margaret Lipp, Department of Education
Larry Lozinski, Superannuated Teachers of Saskatchewan
Lee Cummins, League of Educational Administrators, Directors and Superintendents
Alice Risling, Saskatchewan School Trustees Association

Project Review Committee for 1999-2000

- Sharon Compton, Director, Saskatchewan Professional Development Unit
- Gary Ferguson, STF Administrative Staff
- Joan G. Smith, Board of Directors (Acting Chairperson)
- Teacher Representatives:
 - Ted Green
 - Gordon Martell
 - Sonia Susut
 - Beryl Robinson
 - Gail Wall
- University Representatives:
 - Dr. Pauline Leonard, College of Education, University of Saskatchewan
 - Dr. Wanda Hurren, Faculty of Education, University of Regina
- Researcher Outside Education:
 - Dr. Terry Wotherspoon, Department of Sociology, University of Saskatchewan



Lynda McLean-Woodward, who piloted the Project Review Committee through its first five years of decision-making, retired from teaching this year. Her position as committee chairperson was ably filled on a temporary basis by long-time committee member, Joan G. Smith, who also retired at the end of the year. Here Lynda joins Derwyn Crozier-Smith in a session at the 1996 Learning from Practice seminar.

McDOWELL FOUNDATION RESEARCH

1. Research Coordinator's Report

In 1999-2000, the McDowell Foundation's research program enjoyed a year of growth and widening impact.

The number of applications for funding again increased markedly, as did the average size of the research grant that applicants were requesting. A larger number of potential applicants approached the Foundation for advice and assistance prior to submitting their applications, which may have been a factor in the generally high quality of project proposals. It was noticeable during the selection process that more applicants whose proposals are not accepted are choosing to meet with the Foundation to receive feedback with a view to submitting new proposals in the coming year.

The Project Review Committee was challenged to allocate the research money available effectively among the many exciting research ideas being put forward. For the first time, the Committee went slightly over its research budget in an effort to fund as fully as possible all worthy projects. In addition, as shown in Table 1, the Foundation's actual expenditure on research projects reached its highest level yet as the volume of research in progress continued to grow.

Table 1: Research Applications, Grants and Expenditures*

	2000-01	1999-00	1998-99	1997-98	1996-97	1995-96	1994-95	Total
Amount Available	\$ 75,000	\$ 75,000	\$60,000	\$50,000	\$30,000	\$ 35,000	\$ 60,000	\$ 385,000
No. of Applications	29	19	11	15	18	19	26	137
Amount Requested	\$417,796	\$177,448	\$79,980	\$95,597	\$78,580	\$116,543	\$252,425	\$1,218,369
No. of Awards	14	13	8	9	12	7	13	76
Total Awarded	\$ 76,726	\$ 63,518	\$56,217	\$42,365	\$29,970	\$ 29,753	\$ 52,220	\$ 350,769
Total Expenditure	?	\$ 61,200	\$42,849	\$25,605	\$29,850	\$ 24,974	\$ 39,411	\$ 223,890
* Applications include late applications, applications for major extensions, and development grants. Expenditures include conference presentation grants over and above the original award.								

Another first for the Project Review Committee was its decision to grant funding to a research project outside the borders of Saskatchewan. A group of teacher and university researchers in Edmonton successfully applied for a grant to support a project aimed at reshaping teaching and learning in an inner-city school to fit the cultural context of Aboriginal students and their families. The decision to widen the geographic bound-

aries of McDowell Foundation research reflects a growing awareness of the Foundation's work both nationally and internationally. The Foundation has been approached this year by a variety of individuals and agencies interested in its mandate, its structure, and the research it has produced. One tangible sign of this growing interest is the fact that the Foundation's website received 12,109 hits last year.

The efforts made by the Foundation to encourage teachers in towns, villages, rural areas, and the north to apply for research grants from the McDowell Foundation began to show some results in 1999-2000. Twelve grant applications were received from rural and northern educators, which resulted in the allocation of four project awards and one development grant for research (see Table 2). This success rate of 42% was below that of city applicants, who received grants in 9 out of 17 applications for a success rate of 53%. The Project Review Committee has noted that one of the significant needs of many potential teacher-researchers, perhaps particularly those who teach in rural areas, may be of assistance in acquiring an understanding of research, and particularly the kind of research that fits the McDowell Foundation's mandate. New ways of ensuring that rural applicants submit successful applications are continually being explored. For example, a luncheon presentation was made at this year's Rural Education Congress to draw attention to the McDowell Foundation and the need to support rural teachers interested in conducted research.

Table 2: Distribution of McDowell Foundation Projects by Geographic Area, 1994-2000*

	2000 # (%)	1999 # (%)	1998 # (%)	1997 # (%)	1996 # (%)	1995 # (%)	1994 # (%)	1994-2000 # (%)
Saskatoon/Regina	6 (50)	7 (64)	2 (29)	3 (43)	8 (73)	4 (57)	9 (69)	39 (57)
Small City	2 (17)	1 (9)	3 (43)	1 (14)	1 (9)	2 (29)	2 (15)	12 (18)
Northern Areas**	0 (0)	2 (18)	1 (14)	1 (14)	0 (0)	0 (0)	2 (15)	6 (9)
Rural Areas	4 (33)	1 (9)	1 (14)	2 (29)	2 (18)	1 (14)	0 (0)	11 (16)
TOTAL	12	11	7	7	11	7	13	68
<p>* Does not include project development activities. ** Does not include Prince Albert, which is included in Small Cities.</p>								

Since the McDowell Foundation began to provide funding for research in 1994, the Project Review Committee has awarded 76 grants for the implementation and development of research projects. Thirty-seven projects have now been completed in all aspects, allowing an analysis of their duration and cost as shown in Table 3. This year a number of projects were completed that were a year or more overdue for a variety of reasons, leading to a sharp increase in average project duration. The average cost per project was up slightly, but the percentage of McDowell Foundation grants actually being spent on projects remained relatively steady at 88%. Unspent money from research grants is returned to the Foundation for use in future research allocations.



Three McDowell researchers involved in a project in Black Lake: Joyce Mercredi, Ann Alphonse and Sheena Koops. The project is focussed on implementing into the curriculum traditional Dene teaching methods, skills, and values.

Table 3: Duration and Cost of McDowell Foundation Projects*

	Finished 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

* Development projects 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.

The 1999 Learning from Practice Exchange of Teacher Research and Knowledge involved a number of innovations designed to increase teacher participation. No registration fee was charged, and the attendance costs of one person from each local association were covered upon request. As a result of these measures, the number of participants rose to 147, an increase over last year of approximately 25%. The seminar has developed three strands designed to meet a range of interests in teacher research: structured presentations of research findings, round table discussions on projects in progress and completed, and hands-on sessions focussing on research strategies and methodologies. All feedback indicates that the seminar is a growing success and will remain a pivotal event in carrying out the mandate of the Foundation. Deserving acknowl-

edgement for their part in building this success are the Saskatchewan Professional Development Unit, which organizes the event, and Marlene Panko, who is contracted to develop the program.

Again, a highlight of Learning from Practice was the presentation of the McDowell Foundation Award to an individual who has made an outstanding contribution to the Foundation and educational research. This year's recipient was Lillian Forsythe, a highly respected primary school teacher in Regina who conducted one of the first McDowell Foundation projects. Throughout her distinguished teaching career, Lillian has made action research an important part of her teaching practice and exemplified the teacher as researcher.

Promotion of the McDowell Foundation among potential teacher-researchers was made easier by the production this year of a 17-minute video entitled Learning from Practice. Developed by Jay Wilson of Appliance Productions, the video profiles a number of McDowell Foundation research projects and explains the mandate of the Foundation in encouraging and supporting teachers to develop and implement research projects. The video was first shown at the 1999 Learning from Practice seminar and has subsequently been used successfully at regional meetings, teacher conventions, and conferences. At the Rural Education Congress in March, the video was viewed on a large screen in a plenary session of conference participants from across Canada.

At the Advisory Committee meeting in June, plans were presented for an on-going study of the impact of McDowell Foundation projects on teacher-researchers and their schools. It is hoped that the information acquired from this study will inform future decisions about the direction of the research program. However, while acknowledging the value of the proposed study, the Advisory Committee expressed the general opinion that the Foundation has progressed rapidly in the six years that it has funded research and can already take pride in its role as a positive force for educational improvement.

Respectfully Submitted by



Verna Gallén



Lillian Forsythe, recipient of the 1999 McDowell Foundation Award

2. New Research Projects

In May, the Project Review Committee selected the following new projects for funding in 2000-2001:

- 1) *Project Q.E.: Encouraging Habits of Mind*. Queen Elizabeth School, Lloydminster. Amount: \$8,140.
- 2) *Montgomery Innovative School Project: A School-Wide Plan for Instructional Improvement*. David Wipf, Lori Hlady, Tammy Jung and the staff of Montgomery School, Saskatoon. Amount: \$10,000.
- 3) *Home Reading Program*. Brian Gislason, Grant Hansen, Cori Mee, Valinda Lawson, Stephanie Lewis, Susan Hyrask, Joanne Gislason, Shawna Maier and Nancy Goozee, Meadow Lake. Amount: \$8,050.
- 4) *Moving Together: Understanding the Implementation of the Elementary (Grade 1-5) Physical Education Curriculum*. Louise Humbert, Tammy Girolami, Dave Derksen, Rhonda Hardy, Ingrid Gabert, Juliette Denis, Sharon Biss, Val Regier, Roberta Irinici, Jana Scott, Rhonda Brown, Elaine Dubrey, Marie Gaudet, T. Michel and Grace Poettcker, Saskatoon. Amount: \$5,000.
- 5) *Learning to Learn in an Information Age*. Linda Nosbush, Kim Tadei, Rob Clarke, Carol Yeo, Donald Hansen and Karen Jasieniuk, Prince Albert. Amount: \$8,000.
- 6) *Beyond Duty: A Compilation of Teachers' Roles and Responsibilities with "At Risk" Youth in Saskatchewan Secondary Schools*. Sharlene McGowan, Regina. Amount: \$1,000.
- 7) *Writing Our Way: A Focus Group Experience*. Lace Brogden, Myra Froc, Laureen Hudyma, Gillian Lawson, Cheryl Mantei and Joan Sabo, Regina. Amount: \$5,000.
- 8) *Reshaping Classroom and School Contexts: Learning from Stories of Aboriginal Children and Families*. Cori Chuippi, Janice Huber, Marilyn Huber, Pam Steeves, Shaun Murphy and Karen Whelan, Edmonton. Amount: \$9,000.
- 9) *Teaching Strategies in a Multi-age Setting*. Westmount Community School, Saskatoon. Amount: \$10,710.
- 10) *Developing Secondary Students' Mathematical Understanding through Student Interaction*. Florence Glanfield, Darlene Baczuk and Ann Oviatt, Colonsay and Delisle. Amount: \$7,400.
- 11) *A Lifeskills Program: Meeting Diverse Needs in a Rural High School*. Arlene Kembell and Sharon Woods, Grenfell. Amount: \$1,200.
- 12) *Succeeding with Job Sharing*. Shannon Ochs, Kindersley. Amount: \$1,726.

The committee also approved two development grants for the further preparation of a research proposal to be submitted following the McDowell Foundation's call for proposals in 2001:

- 13) *Is Surviving Enough? A Study on Mentoring New Teachers*. Marea Olafson, Darryl Elashuk and Ellen Owens, Eston. Amount: \$1,000.
- 14) *French Immersion: A Renewal*. Janice Walker-Szaroz, Jacqueline Goshawk, Shelley Ekstrom, Raelyn Perrey, Josette Allen, Carmen Nahirney, Donna Arsenault, Ghislaine de Tilly, Anne Junk, Eugene O'Leary, May Cummings and Myrna Holm, Saskatoon. Amount: \$500.

PUBLIC RELATIONS AND FUND-RAISING

1. Public Relations/Fund-raising Coordinator's Report

The profile of the McDowell Foundation is gaining recognition in the education community. Increasingly the Foundation is seen as a positive force for education improvement. In large part, this is due to the growing body of research reports that have been completed by McDowell researchers. This year I have had numerous opportunities to present the Foundation at Teachers' Conventions, the Rural Education Congress, Administrator groups, and Special Subject Councils. The production of the video entitled "Learning from Practice" is valuable assistance in making presentations.

One specific area of focus is the Planned Giving Program. As a member of the Saskatoon Chapter of the Canadian Association of Gift Planners, the McDowell Foundation participated in their provincial Leave a Legacy Campaign. It was featured in the *Star Phoenix* this spring. More work needs to be done in this area as we still await the first donor through a bequest or will. The STF has shown leadership through gifts in memory and in honour of teachers who are deceased while they are active members.

The fund is showing steady growth at a time when the competition for charitable gifts is quite intense. Thankfully, the investment portfolio is showing improvement. The number of teachers enrolled in the Payroll Deduction plan continues to grow, primarily as a result of the efforts of the Saskatoon Teachers' Association. It is gratifying to see some Local Associations, Special Subject Councils, and individual school staffs making donations. Each year some corporations and businesses are contacted and we were pleased that James Evans and Associates joined the group of corporate donors this year.

The Direct Mail Campaign to teachers and superannuates has been postponed until the fall of 2000 due to various reasons. Greystone Capital Management has once again offered to underwrite this campaign. This is a fairly major undertaking and the McDowell Foundation greatly appreciates the financial and operational assistance to make the campaign possible.

Once again, thanks to all of you for your continuing support of the Foundation.

Respectfully Submitted by



Harold Schultz

Public Relations and Fund-raising
Coordinator Harold Schultz receives the
first cheque in a \$25,000 donation from
James Evans and Associates.



2. Fund-raising Results

Tables 4-6 provide an overview of the results of the McDowell's fund-raising activities to date. Table 4 shows how much money has actually been received in donations each year since the Foundation was established in 1991. Table 5 indicates the pledges and donations to date by teachers, superannuates, educational partners (individual donors who are not teachers or superannuates), educational organizations, small businesses and small organizations, and corporations and foundations. Table 6 outlines the results of fund-raising during the 1999-2000 fiscal year.

In comparison to last year, the number of donors remained steady in all fund-raising tracks, except the corporate track, where the number of donors doubled and the money from corporate donations rose sharply to five times the amount in 1998-99. This surge in corporate donations more than offset declines in the amount of money from other tracks for an overall small increase in annual donations.

Table 4: Donations to the McDowell Foundation: 1990-1991 to 1999-2000

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
TOTAL	\$1,224,225

Table 5: All Gifts and Pledges by Donor Group to June 30, 2000

Donor Group	One-Time Gifts	Pledges	Total Gifts & Pledges	Number of Donations
Corporations/Foundations	\$ 81,870	\$365,000	\$ 446,870	39
Educational Organizations	\$ 66,425	\$ 2,120	\$ 68,545	45
Small Businesses/Organizations	\$ 1,160	\$ 0	\$ 1,160	8
Educational Partners	\$ 91,423	\$172,779	\$ 264,202	217
Superannuates	\$109,646	\$ 82,081	\$ 191,727	847
Teachers	\$ 25,607	\$ 90,286	\$ 115,893	717
No Information	\$ 2,090	\$ 12	\$ 2,102	37
TOTAL	\$378,221	\$712,278	\$1,090,499	1,948

Table 6: Gifts and Pledges by Donor Group from July 1, 1999, to June 30, 2000

Donor Group	One-Time Gifts	Pledges	Total Gifts & Pledges	Number of Donations	Average Donation
Corporations/Foundations	\$ 21,250	\$ 25,000	\$ 46,250	9	\$ 5,139
Educational Organizations	\$ 735	\$ 620	\$ 1,355	4	\$ 339
Small Businesses/Organizations	\$ 550	\$ 0	\$ 550	2	\$ 275
Educational Partners	\$ 4,828	\$ 1,092	\$ 5,920	32	\$ 185
Superannuates	\$ 2,595	\$ 240	\$ 2,835	15	\$ 189
Teachers	\$ 963	\$ 9,244	\$ 10,207	130	\$ 79
TOTAL	\$ 30,921	\$ 36,196	\$ 67,117	192	\$ 350



Loretta Tetreault, Principal of Sacred Heart Community School in Regina, provides information about her school's McDowell Foundation research project on brain-based learning.

FINANCIAL STATEMENTS

Attached are the audited financial statements for the McDowell Foundation for the year ending June 30, 2000. In reading the statements, it should be noted that they do not include the amount of money the McDowell Foundation is obligated to pay under the terms of its contracts with researchers. At June 30, 2000, taking into account all granting decisions made by the Project Review Committee in May and all outstanding amounts that the Foundation may be required to pay from previous research grants, the Foundation had outstanding obligations totalling a possible \$51,751. Since that time, a number of new research contracts have been signed that have boosted the Foundation's total grant obligations to \$113,061.




Teachers-researchers engage in animated discussion in a round table session at the 1999 Learning from Practice seminar.


**DR. STIRLING McDOWELL FOUNDATION
FOR RESEARCH INTO TEACHING INC.
BALANCE SHEET**

as at June 30, 2000

	2000	1999
ASSETS		
Cash	\$ 17,064	\$ 14,573
Interest receivable	-	49
Accounts receivable	1,421	1,597
Pooled investment funds (Note 3)	1,357,833	1,166,644
	<u>\$ 1,376,318</u>	<u>\$ 1,182,863</u>
LIABILITIES		
Due to Saskatchewan Teachers' Federation	\$ 440	\$ 886
NET ASSETS (Note 4)	<u>1,375,878</u>	<u>1,181,977</u>
	<u>\$ 1,376,318</u>	<u>\$ 1,182,863</u>

APPROVED ON BEHALF OF THE BOARD





**DR. STIRLING McDOWELL FOUNDATION
FOR RESEARCH INTO TEACHING INC.
STATEMENT OF REVENUE, EXPENSES AND SURPLUS
year ended June 30, 2000**

	2000	1999
REVENUE		
Donations (Note 4)	\$ 80,572	\$ 79,707
Investment income	50,256	69,434
Other	-	2
	<u>130,828</u>	<u>149,143</u>
EXPENSES		
Fundraising campaign	21,476	18,561
Other	359	150
Research grants	61,200	48,240
	<u>83,035</u>	<u>66,951</u>
	47,793	82,192
CURRENT PERIOD CHANGE IN MARKET VALUE OF POOLED INVESTMENT FUNDS	<u>146,108</u>	<u>(45,583)</u>
NET REVENUE	193,901	36,609
NET ASSETS, BEGINNING OF YEAR	1,181,977	1,145,368
NET ASSETS, END OF YEAR	<u>\$ 1,375,878</u>	<u>\$ 1,181,977</u>

**DR. STIRLING McDOWELL FOUNDATION
FOR RESEARCH INTO TEACHING INC.
STATEMENT OF CASH FLOWS**

year ended June 30, 1999

	2000	1999
CASH FLOWS FROM (USED IN) OPERATING ACTIVITIES		
Net revenue	\$ 193,901	\$ 36,609
Non-cash item		
Current period change in market value of pooled investment funds	(146,108)	45,583
	<u>47,793</u>	<u>82,192</u>
Changes in non-cash working capital		
Interest receivable	49	(43)
Accounts receivable	176	21
Due to Saskatchewan Teachers' Federation	(446)	7,394
Accounts payable	-	(253)
	<u>47,572</u>	<u>89,311</u>
CASH FLOWS FROM OPERATING ACTIVITIES		
	<u>47,572</u>	<u>89,311</u>
CASH FLOWS USED IN INVESTING ACTIVITIES		
Pooled investment funds	(45,081)	(84,031)
	<u>2,491</u>	<u>5,280</u>
NET INCREASE IN CASH		
	<u>2,491</u>	<u>5,280</u>
CASH POSITION, BEGINNING OF YEAR		
	<u>14,573</u>	<u>9,293</u>
CASH POSITION, END OF YEAR		
	<u>\$ 17,064</u>	<u>\$ 14,573</u>

DR. STIRLING McDOWELL FOUNDATION FOR RESEARCH INTO TEACHING INC. NOTES TO THE FINANCIAL STATEMENTS

year ended June 30, 2000

1. DESCRIPTION OF OPERATIONS

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

Pooled Investment Funds

Pooled investment funds are stated at market value.

3. POOLED INVESTMENT FUNDS

	2000	1999
Fixed income	\$ 743,063	\$ 649,330
Canadian equities	542,400	407,104
Short-term	72,355	110,195
Other	15	15
	\$ 1,357,833	\$1,166,644

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, 2002	\$ 22,900
June 30, 2003	169,000
June 30, 2004	104,500
June 30, 2005	94,200
June 30, 2006	93,100
June 30, 2007	55,700
June 30, 2008	59,300
June 30, 2009	59,200
June 30, 2010	50,000
June 30, 2011	40
	<u>\$ 707,940</u>

5. GRANT COMMITMENTS

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

2001	\$ 49,818
2002	1,933

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, interest and accounts receivable and accounts payable approximate fair values because of short-term maturities. Pooled 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 for no consideration.

At the end of the year, the amount due to Saskatchewan Teachers' Federation is \$440 (1999 – \$886).

8. Uncertainty Due to The Year 2000 Issue

The Year 2000 Issue arises because many computerized systems use two digits rather than four to identify a year. Date-sensitive systems may recognize the year 2000 as 1900 or some other date, resulting in errors when information using year 2000 dates is processed. In addition, similar problems may arise in some systems which use certain dates in 1999 to represent something other than a date. Although the change in date has occurred, it is not possible to conclude that all aspects of the Year 2000 Issue that may affect the entity, including those related to customers, suppliers, or other third parties, have been fully resolved.

LIST OF PUBLICATIONS

1. Research Reports

Aboriginal, Northern and Cross-Cultural Education

- 1) Caleval, Tim.
A Process Approach to Reading and Writing: The One-Year Journey of Eight Northern Middle Years Students. September, 1997. Project #6.
- 2) Detchon, Sherry, Sandra Harris, Bernice Odeen and Lucy Howes.
Aboriginal Students' Writing. November, 1995. Project #8.
- 3) Friesen, David W. and Jeff Orr.
Voices of Northern Teachers. November, 1995. Project #7.
- 4) Taras, John.
Urban Aboriginal Students and ESL. March, 1996. Project #13.
- 5) Ward, Angela and Linda Wason-Ellam.
Supporting Literacy Instruction in Cross-Cultural Classrooms. September, 1995. Project #5.
- 6) Wason-Ellam, Linda, Lynn Fraser, Cort Dogniez, Donna Heimbecker, Ann Tracey, Theresa Mudrik, Leo Yahyahkeekoot, Angela Ward and Karla Jessen Williamson.
Teacher Mentors: Teachers in Conversations. October, 1997. Project #28.
- 7) Wason-Ellam, Linda, Bev Adolph, Sue Barrett, Jan Butler, Sharon Champ, Ruth Elliott, Betty Ferster, Betty Field, Lynn Fraser, Brett Jones, Alanna Lyle, Shelley Marciniak, Brenda Merasty, Bonnie Stephenson, Edith Robinson, Ann Tracey and Angela Ward.
Giving Voice to Intercultural Teachers: Finding Common Ground Through Action Research. October, 1999. Project #45.

Curriculum Development and Implementation

- 8) Braun, Maureen, Jan Duncan, Marlyn Keaschuk, Greg Trithart and Bonita Tucker.
I'm Glad to Hear That: Listening, Learning and Lending in the Language Arts 10 Curriculum. April, 1999. Project #38.
- 9) Little, Melanie.
Implementation of the Grade Four Saskatchewan Arts Education Curriculum: An Action Research Study. August, 1997. Project #25.

Educational Philosophy

- 10) Molnar, Tim.
Teaching Ecologically. May, 1996. Project #11.

Gender Equity

- 11) Avery, Patricia, Tammy Girolami and Louise Humbert.
Closing the Gap: Addressing the Attitudes and Experiences of Young Women in Physical Education Classes. April, 1998. Project #14.

- 12) Blair, Heather, Agnes Rolheiser and Susan Reschny.
Adolescent Girls and Classroom Discourse. November, 1995. Project #10.
- 13) Francis, Gillian, JoAnn Bergsma, Ling Zhang, and Lorraine Cathro.
Two Teachers' Classroom Practice of Gender Equity. October, 1996. Project #16.

Instructional Strategies

- 14) Amos, Roberta, Darlana Bailey, Elaine Beres, Michael Gatin, Charlene Hickie, Susan Muir, Bev Podborochynski and Paul Watson.
An Examination of Teaching Affective Skills in Isolation Using the "Quality Intelligence Connection" Program. January, 2000. Project #23.
- 15) Beyak, Tim, Terry Cook, Cheryl Erlandson, Cathy Klombies, Russ Kushniruk, Gail McKenzie Wilcox and Lori Woelke.
Talking in Circles. May, 1999. Project #40.
- 16) Forrester, Stewart, Kevin Leschyshyn, Joann Simon, Connie Tenaski, Dr. B. Randhawa and Thelma Gunn.
Strategic Learning in Middle Years Basic Skills. 1997. Project #18, in memory of Dorothy Christie.
- 17) Forsythe, Lillian and Vi Maeers.
Collaborative Manipulative Mathematics Research: Teacher Role. June, 1996. Project #1.
- 18) Hendry, Janice and Beth Warkentin.
Collaborative Action Research Investigating the Impact of an Experiential Learning Environment on Secondary Students. August, 1996. Project #15.
- 19) Kroeger, Laura.
Planning Integrated Thematic Units of Study. 1995. Project #4.
- 20) Latshaw, Jessica.
The Pedagogical and Practical Implications of Using More Children's Literature in the Language Arts Program at Perdue Elementary School. May, 1999. Project #24.
- 21) Noble, Debby.
Access to Art Through Viewer Response. June, 1999. Project #37.

Organization and Administration of Schools

- 22) Anton, Philip.
Initial Perceptions of an Alternate School Year Pilot. March, 1995. Project #3.
- 23) Forbes, David, Kit Loewen, Sue Kargut, Dennis Flaherty, Katherine Flaherty, Alicia Klopoushak, Sue Brooks and Lorraine Stephanson.
The Development of Collegiality in Specialized Educational Programs. 1997. Project #22.
- 24) Hudson, Jayne.
Dynamic Harmonization in a School Restructuring Endeavour. August, 1997. Project #31.
- 25) Mitchell, Coral, Irene Friesen, Joel Nostbakken and Crystal Torgunrud.
Organizational Learning for School Effectiveness. November, 1995. Project #2.

Outdoor and Environmental Education

- 26) Forsberg, Nick, Twila Wilson and Nancy Morrell.
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- 27) Pennington, Gary and Aline Wilkie.
“Welcoming Back the Wilderness”: Impact of a Naturalization Project on a School and Its Community. January, 2000. Project #30.
- 28) Stephanson, Lorraine and Louise Jones.
Hearing from Our Kids: An Environmental Study. July, 1997. Project #20.

Special Education

- 29) Baldwin, Bruce, Sandra Garratt, Brenda Martin, Terri Mayne, Colleen Meyer, Ronna Schweitzer and Marg Smith-Windsor.
Reaching and Teaching Students At Risk: Voices from the Classroom. December, 1999. Project #35.
- 30) Falk, George D. and Faithe C. Daniels.
Improving the Social Skills of Children with Moderate Cognitive Challenges Using Self-Evaluation Via Videotape Feedback, November, 1995. Project #9.
- 31) Finney, Sandra, David Friesen, Caroline Krentz, Sandra Garratt, Brenda Martin, Terri Mayne and Dianne Stark.
“Together Against All Odds”: Learning from Portraits of Teachers of ‘At Risk’ Students. October, 1997. Project #26.
- 32) Shinske, Bobbi.
Sexual Victimization: Prevention and Support Strategies for Teachers to Use When Teaching Children and Adolescents with Mental Retardation. May, 1996. Project #19.

Student Management and School Atmosphere

- 33) Gareau, Majella, Mary Koenig, Linda Cairns, Eric Harder, Rosella Nelson and the Staff of St. Louis School.
Improving Self-Esteem: A Handbook for Teachers. January, 1998. Project #29. Sponsored by Metropolitan Life.
- 34) Macleod, Jane, Callie Bourhis and Megan O’Shea.
A Control Theory Approach to Student Management: A Report from Vincent Massey School. September, 1999. Project #21.
- 35) Tenold-Phillips, Brenda.
Implementation of “A School-Based Anti-Violence Program”. November, 1995. Project #12.
- 36) Tetreault, Loretta and Sacred Heart Community School Staff.
Project “X” (Excellence): Our “Jacob” Became Our “Jesus”. August, 1999. Project #43.

Technology in Education

- 37) Hanson, Diane.
The Internet as a Teaching and Learning Tool. March, 2000. Project #33.

2. Bulletins and Newsletters

Learning from Practice: A Bulletin of Teacher Research (distributed to all schools), Vol. 1, Nos. 1-5, 1995-1999

Update (newsletter distributed annually to all donors in January or February)

3. Pamphlets and Information Sheets

Planned Giving

Life Insurance

Gift of Will

Funds Research into Teaching

List of McDowell Foundation Research (updated regularly)

How Do I Make Sure My Research Is Ethical?

Awards Guide and Application Form

4. Audio-Visual Materials

Learning from Practice. Videocassette (17 minutes)

