

2020

Editors' Notes

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Editors' Notes

We are pleased to present 2020's summer issue of the *Mid-Western Educational Researcher*. Each of the five feature articles in this issue present topics that cross boundaries of MWERA's divisions.

While the 2020 Annual Meeting of the Mid-Western Educational Research Association has been postponed until 2021 due to the COVID-19 pandemic, opportunities to share your scholarship are still available through our journal. Each year at the conference, a Distinguished Paper is selected; these papers are automatically accepted to be presented at AERA through the Consortium of State and Regional Educational Research Associations. For 2019, the award went to Min Xia, Kelly Bradley, and Jungmin Lee of the University of Kentucky; their paper will be published in this fall's issue of the *Mid-Western Educational Researcher*.

We will offer a Distinguished Paper competition for 2020; the winning paper will be automatically published in our journal. To be considered for this competition, you should submit a complete paper by **October 26, 2020**. Email your paper to the MWER editors at mwer1922@gmail.com. Indicate that you want your paper to be considered for the **2020 MWERA Distinguished Paper Competition**. At least one author of the winning paper must commit to attend AERA in 2021 (assuming that it takes place as planned) to present.

Thank you for your continued support of our association and our journal. Be well.

Feature Articles

Jeong-il Cho of Purdue University Fort Wayne, Jo M. Hendrickson of the University of Iowa, and HyunSook Yi of Konkuk University examined ***Cross-informant Agreement on Bullying and Victimization of Middle School Students with and without Behavioral Disorders***. They found that the level of agreement between self-, peer-, and teacher-ratings of bullying and related behaviors was generally significant for peers (i.e., students without behavior disorders). However, agreement between self-ratings and ratings of other informants for the behaviors of students with behavior disorders was limited or non-existent.

Lance Kruse of North Carolina State University, Whitney Impellizeri of Drexel University, Claire E. Witherel of the University of Pennsylvania, and Toni A. Sondergeld of Drexel University present ***Evaluating the Impact of an Assessment Course on Preservice Teachers' Classroom Assessment Literacy and Self-Efficacy***. In a quasi-experimental study, they explored the impact of an applied assessment course on preservice teachers' assessment literacy and self-efficacy. Results indicated that assessment literacy and self-efficacy held a significantly negative relationship at pre-test and a significantly positive relationship at post-test.

Kat R. McConnell of Marquette University, *Rachel Louise Geesa* of Ball State University, *Renae D. Mayes* of the University of Arizona, and *Nicholas P. Elam* of Ball State University present ***Improving School Counselor Efficacy Through Principal-Counselor Collaboration: A Comprehensive Literature Review***. The authors noted that a pressing conflict within principal-

counselor relationships is disagreement over the appropriate role and function of the counselor. They suggest that a lack of communication, understanding, and respect between school principals and counselors may underutilize the counselor's specialized skills, and they make recommendations for the training of both principals and school counselors.

Robin M. Dufresne of Bowling Green State University, Eric R. Baltrinic of the University of Alabama, and John M. Laux and Jennifer Reynolds of the University of Toledo explored mental health counselors' perceptions of suicidal ideation. Their study, **Is Counseling Ready for Rational Suicide? A Study of Perceived Competence**, found that participants with more education, more years of service, and more experience with terminally ill clients rated themselves more competent to work with rationally suicidal clients. They discuss implications of these findings for the professional education of mental health counselors.

Anna Schwann of Northern State University presents **Trilateral Perceptions of the Importance of Instructional Leadership Behaviors**. Her study investigated the perception of research-based instructional leadership behavior functions through a triangulated lens of teacher candidates, teachers, and principals. Respondents consistently rated all behavior functions as important, but differed in their perceptions of importance. The data are reported as a rank of importance that could be utilized as a priority list for a school principal.

Opportunities with *MWER*

As always, *MWER*'s editors continue to look for strong scholarship, both quantitative and qualitative, and extend an invitation to you to submit your work for publication, to serve as a reviewer for the journal, or to do both. The editors continue to aim to offer a timely review and publication process. Please see the [information for authors](#) and [information for reviewers](#) pages.

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