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Editors' Notes

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From the Editors

April 2015

Greetings. If you are working in K-16 settings, your semesters are beginning to wind down. However you contribute to the educational enterprise, we hope things are going smoothly. It is good to finally be rid of winter and see green grass and flowers beginning to sprout, rather than snow and ice.

We are pleased to be able to share, in this new issue, the winner of the MWERA Distinguished Paper Award for 2014: “The Simultaneity of Beginning Teachers’ Practical Intentions” by Aaron Zimmerman. This paper was selected for presentation at the American Educational Research Association conference in Chicago in mid-April as MWERA’s contribution to the Consortium of State and Regional Educational Research Associations (SRERA) Distinguished Paper sessions. Zimmerman’s work was selected as the representative for AERA out of many fine papers presented at the 2014 MWERA conference.

Zimmerman’s qualitative study of six math teachers describes new teachers’ “practical intentions”—in-the-moment goals and concerns—as a foundation for classroom decision making, and identifies the desires to maintain lesson momentum, to cover content, to support student needs, and to foster independent student thinking as frequent intentions experienced in the real-time act of teaching. He also discusses the implications of juggling multiple instructional goals within a given moment of instruction, both for the teacher and for considering teacher education in a new light.

Other Feature Articles

Lisa Pufpaff, Ruth Jones, and Laura Clarke share the results of their study of rater training in their paper “The Effects of Rater Training on Inter-Rater Agreement.” They find little to no improvement in inter-rater agreement on ratings of student learning outcome measures after raters are trained to administer rubric scoring guides. The authors discuss the implications of this finding and the need for additional research in order to improve rater training and the reliability of scoring guides.

Nicole Williams, with Michael Casale, sketches a picture of online teaching and learning with “The Preparation of Teacher Candidates for K-12 Online Learning Environments: A Case Study,” a selected paper from the 2014 MWERA conference. Williams observes one of her teacher education students for three months in order to examine how teacher education programs may better prepare candidates to be effective virtual teachers. She concludes that programs should offer field experiences in K-12 online learning environments and that teacher educators must learn, develop, and model the necessary knowledge, skills, and dispositions relevant to such environments.

Graduate Inquiry

Lead author Jennifer Shah, David Ensinger, and Kimberly Thier argue that “The Time for Design-Based Research is *Right* and *Right Now*.” They seek to acquaint readers with design-

based research, which addresses the complexity of education “by informing immediate practice, while simultaneously contributing to theoretical understandings in the field of education.” Using Stokes’ 1977 model of scientific research and knowledge generation, the authors situate DBR within Pasteur’s quadrant, describe how to increase its use, and recommend new means for dissemination.

Michael Schaaf, Robert Williamson, and Jeanne Novak ask the question “Are Mid-Western School Administrators Prepared to Provide Leadership in Special Education?” These researchers examined Ohio school administrators’ perceptions of how well their leadership preparation programs equipped them to administer special education programs and found that the majority of respondents felt inadequately prepared for the many tasks associated with educating this group of students. The implications for educational leadership preparation programs are addressed.

Special Issues

Articles submitted to *MWER*’s special issue on Midwestern perspectives on English language learner, immigrant, and bilingual education are currently in the review process and the issue remains slated for publication in Spring 2016.

If you have an idea for a special issue and would like to talk more about it, please contact the editors at mwer1316@gmail.com. We are open to a wide range of educational concerns and inquiry.

Opportunities with *MWER*

As always, we 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. With *MWER* online, there is more space to accommodate outstanding work and we will do our best to continue to offer a timely review and publication process. Please see our information for authors at <http://www.mwera.org/MWER/info-for-authors.html> and information for reviewers at <http://www.mwera.org/MWER/info-for-reviewers.html>, and let us know if you have any questions.

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