

2017

## Editors' Notes

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### Recommended Citation

Miretzky, Debra; Stevens, Sharon; Catalano, Chase; Bowers-Sharpe, Krista; Carncross, Mahrya; and Iadanza, Clinton (2017) "Editors' Notes," *Mid-Western Educational Researcher*. Vol. 29: Iss. 4, Article 1. Available at: <https://scholarworks.bgsu.edu/mwer/vol29/iss4/1>

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**Editors' Notes**

We hope the end of the year and semester went well for you and you are having a restful and happy holiday season. We are pleased to share the 4<sup>th</sup> issue of *MWER* with you as we move into a new year.

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**Feature Articles**

*Measuring Teacher Dispositions: Identifying Workplace Personality Traits Most Relevant to Teaching Professionals*, by Yuankun Yao, Alexander Pagnani, Matt Thomas, Luisa Abellan-Pagnani, Terrell Brown, and Dawna Lisa Buchanan of the University of Central Missouri, presents the analysis of the internal structure of a state mandated dispositions assessment that was adapted from the Workplace Personality Inventory II. The authors found the hypothesized factor structure lacked support. They then identified a measurement model consisting of select personality traits most relevant to teaching professionals.

In his article, Todd Reeves of Northern Illinois University examines *School Level and Other Differences in Illinois Teachers' Use of Data to Inform Instruction*. Multiple regression analyses revealed elementary teachers use data for ordinary classroom instructional decision making and for programmatic instructional decision making more than middle and high school teachers. Some data use practices also varied as a function of school locale, teacher experience, and teacher primary position.

With *Knots in Thinking and the Problem of Enactment: Exploring the Classroom Thinking of Three Novice Teachers*, Aaron Zimmerman of Texas Tech University explores the dilemmas of novice teachers who struggle to balance their classroom practices with the instructional ideals they hope to enact. Zimmerman argues that teacher educators must address the real-time negotiation between multiple goals and concerns that new teachers will inevitably face.

Jennifer D. Olson and Arthi B. Rao of the University of Illinois at Chicago examine Illinois responses to the edTPA in *Adopting the edTPA as a High-Stakes Assessment: Resistance, Advocacy, and Reflection in Illinois*. They explored how Illinois institutions have responded in varying ways to the adoption of edTPA as a high stakes assessment consequential for teacher licensure. The authors suggest that it is critical to encourage ongoing research and discourse to track emerging trends in edTPA implementation and its impact on the teacher workforce.

**Commentary**

Horace R. Hall of DePaul University offers a critique of the growing trend towards allowing private enterprises to become active players in the development and delivery of classroom learning in his commentary *Corporatizing Public Education—Problems, Pitfalls, and Questions to Consider*. Hall looks at the impact market encroachment, largely in the form of charters, is

having on traditional schools, as well as various social, political, and educational issues to consider as market-driven initiatives become increasingly part of the public school domain.

### **Book Review**

Jason A. Grissom's and Peter Youngs's edited volume, *Improving Teacher Evaluation Systems: Making the Most of Multiple Measures*, is reviewed by Jan L.H. Frank of the University of St. Thomas. The book provides an overview of the most common evaluations used in assessing teachers and the challenges related to appropriate implementation. Frank finds the volume to be a concise, comprehensive, and readable look at teacher evaluation, with its emphasis on multiple measures being particularly valuable.

### **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. We do our best to continue to offer a timely review and publication process. Please see our [information for authors](#) and [information for reviewers](#). Let us know if you have any questions.

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