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## Editors' Notes

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***Mid-Western Educational Researcher***


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**Editors' Notes**

We hope this autumn season brings you lots of enjoyment. We are pleased to share Issue 3 of the *Mid-Western Educational Researcher* with you.

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**Feature Articles**

Nicole Muth, Kathleen Kremer, Val Keiper, Richard Schnake, and Renae MacCudden of Concordia University Wisconsin explain their study in *Implementation of edTPA Completion Prior to Student Teaching*. Their pilot revealed an easing of tensions associated with edTPA completion, a positive impact on the student teaching experience, and the ability of teacher educators to use edTPA to formatively support candidate growth.

In an exploratory case study, Angela T. Barlow of the University of Central Arkansas, Alyson E. Lischka of Middle Tennessee State University, James C. Willingham of James Madison University, Kristin Hartland, and D. Christopher Stephens, both also of Middle Tennessee State University investigated *The Relationship of Implicit Theories to Elementary Teachers' Patterns of Engagement in a Mathematics-Focused Professional Development Setting*. Attention was given to their patterns of engagement in collaborative group settings as the participants moved through different phases of the professional development lesson. Results indicated that the engagement patterns of the two participants closely aligned with learning behaviors described in the implicit beliefs theory. In this way, the results suggested an extension of the implicit theories model to the relearning context.

**MWERA 2017 Annual Conference Distinguished Paper**

*Discipline with Emotion: Exploring the Influence of Teacher Tone on Elementary Students' Perceptions of and Responses to Teacher Authority* by Sarah Cashdollar is the MWERA 2017 Distinguished Paper. Her mixed-methods study provides compelling evidence that a "tough love" style of discipline, as espoused by Lisa Delpit, Jacqueline Irvine, and other Black scholars, deserves the attention of teacher educators who tend to encourage a nurturing or emotionally neutral style of classroom management. Cashdollar further discusses findings that provide clues as to why simply substituting a strict tone for a neutral one may not prove effective for all students.

**Commentary**

Aaron Zimmerman of Texas Tech University discusses *Expanding the Scope of Teacher Education in an Attempt to Prevent Burnout Contagion*. Zimmerman describes burnout as a significant problem that continues to plague the teaching profession and argues that burnout of early-career teachers is not solely a function of personal factors, but also a function of the organizational climates they enter when they begin teaching.

### Book Reviews

Julie K. Biddle of Antioch University Midwest reviews *The Importance of Being Little: What Young Children Ready Need from Grownups* by Erika Christakis. In her review she underscores Christakis's deep respect for young children and agrees with the author's deep concern about how early childhood education has been distorted in such a way as to reflect adults'—rather than children's—needs.

Jeff Cranmore of Grand Canyon University reviews *I Wish My Teacher Knew: How One Question Can Change Everything for Our Kids* by Kyle Schwartz. He recommends the book as a useful and accessible addition to teacher preparation programs as a means of helping teacher candidates understand the critical significance of deep relationships with students.

### 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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