

2017

Editors' Notes

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We are pleased to share 2017's Issue 1 of the *Mid-Western Educational Researcher*.

Congratulations to Gary L. Johns and Rachel D. Roegman of Purdue University on the selection of their MWERA 2016 conference paper, *Convergence, Divergence, and Epistemologies: Connections between Teachers' Subject Domain and Their Understanding of Data*, as the MWERA Distinguished Paper to be presented at the AERA 2017 conference in San Antonio.

Feature Article

With [*Contradictions of Adolescent Self-Construal: Examining the Interaction of Ethnic Identity, Self-efficacy and Academic Achievement*](#), Margaret Zoller Booth, Sara Abercrombie, and Christopher Frey highlight, through a mixed-methods analysis, the complexity of the relationship between youth ethnic identity on an individual level and within the context of school climate and community.

Voices from the Classroom

MWER is very pleased to continue to share the work of Chicago Public School teacher-researchers, based on their action research in the classroom.

In her feature [*"Teacher Centered Coaching": An Instructional Coaching Model*](#), Sonia Wang sketches an overview of her work as a teaching coach to colleagues, and how her study of the coaching process led her to develop a model that put teachers at the center of the process.

Leah Guenther's article, [*"I Have Shakespeare in My Blood": Reading Intervention with Middle School Boys*](#), describes this language arts teacher's exploration of how below-grade-level readers on Chicago's South Side were able to make their way into Shakespeare's complicated text and become readers at or above grade level.

Commentary

Aaron Zimmerman explores the theory of "core reflection" in his commentary [*Core Reflection as Self-Fulfilling Prophecy: Implications for Teacher Education*](#) and makes a provocative suggestion: that teacher educators can potentially cultivate desirable dispositions in aspiring teachers by suggesting that they already possess said dispositions. Is there a placebo effect that can result in changes in behavior? Zimmerman suggests there is.

Book Reviews

Reviews of two different books on data literacy give us a varied take on learning to analyze and use data.

[*How to Become Data Literate: The Basics for Educators*](#) was reviewed by Marcia Gail Headley. Headley states that the book intends to be a user-friendly and conceptually accessible introduction to basic data analysis that avoids unnecessarily complex statistical jargon and equations.

[*Data Literacy for Educators: Making it Count in Teacher Preparation and Practice*](#) discusses the step following analysis and was reviewed by Todd Reeves. According to Reeves, this book tackles the instructional practices to help teachers learn to use data to make informed decisions.

Reviewer Acknowledgements

We would like to [thank our reviewers](#) for their important contributions during the year 2016 to our authors and to the journal.

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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