Editors' Notes

Brooks R. Vostal
Bowling Green State University, bvostal@bgsu.edu

Jonathan D. Bostic
Bowling Green State University, bosticj@bgsu.edu

Christy Galletta Horner
Bowling Green State University, cgallet@bgsu.edu

Sherri Horner
Bowling Green State University, shorner@bgsu.edu

Kristina LaVenia
Bowling Green State University, klaveni@bgsu.edu

See next page for additional authors

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Editors' Notes

Authors
Brooks R. Vostal, Jonathan D. Bostic, Christy Galletta Horner, Sherri Horner, Kristina LaVenia, and Jeanne Novak
Happy Spring! The Editorial Team from Bowling Green State University is pleased to present the first issue of the *Mid-Western Educational Researcher* for 2022. There are four feature articles and one commentary in this issue. Once again, this issue demonstrates the broad base of educational research that exemplifies the Mid-Western Educational Research Association.

We are pleased to draw your attention to the call for proposals for the 44th Mid-Western Educational Research Association Annual Meeting, to be held in Cincinnati, Ohio from October 19 – 21, 2022. This year’s theme is Education and Covid-19: Changing Demands on Education. **Proposals should be submitted by May 1, 2022.** The link for information about the conference and proposal submissions is here: [https://www.mwera.org/program-information.html](https://www.mwera.org/program-information.html)

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

**Feature Articles**

Vanessa M. Rigaud, Jody Googins, and Brett A. Burton of Xavier University present *The Untold Stories from Covid-19: The Calamity of Implementing Curriculum During a Pandemic*. This narrative study draws on the lived experiences of six K-12 teachers in Southwest Ohio urban school districts. Data are examined through the lens of the Science of Learning and Development framework, and findings highlight the impact of Covid-19 on curriculum implementation. Results indicated that unprepared teachers could not pivot to online learning effectively, which may have intensified educational gaps and inequities among students in these districts in Southwest Ohio.

Brad M. Uhing and Michelle Powers of Augustana University examined the **Effects of State-Level Funding Systems on Rates of Students Identified as Other Health Impaired**. States use a variety of special education funding formulas and federal funding has never approached the benchmark required in legislation, forcing states to creatively supplement federal dollars. The authors explored the relationship between school funding formulas and identification of students with other health impairment (OHI) and per pupil spending (PPS). Results indicated no formula was predictive for identification; however, PPS correlated to OHI identification rates. Understanding of special education funding formulas is important for special education policymakers at the state and federal levels.

Aubrey M. Madler of Texas Tech University-Costa Rica, Sarah K. Anderson of the University of Glasgow, Steven D. LeMire of the University of North Dakota, Kayla Smith of Mayville State University present their work examining **Perceptions of Teacher Preparation for Classroom Diversity**. Authors explored new teachers’ perceptions regarding their preparation for teaching diverse learners through a secondary data analysis that was derived from survey responses completed by teachers immediately after graduation and again after one year of teaching, as well as survey responses from these teachers’ supervisors. Data indicated that teachers might not be...
as prepared as they originally thought they were after facing diverse classroom realities. Yet, teachers’ supervisors perceived a higher level of preparedness than the teachers claimed.

Meghan B. Scrimgeour and Haigen H. Huang of the Wake County Public School System present the article *A Comparison of Paper-based and Computer-based Formats for Assessing Student Achievement*. Given the trend toward using technology to assess student learning, they compared student achievement scores obtained from paper-pencil and computerized assessments of statewide End-of-Course and End-of-Grade examinations in the subject areas of high school biology and eighth-grade English Language Arts and math. Using propensity score matching to generate comparable groups of students who were assessed using both formats, their analyses revealed a small test mode effect for all three subjects indicating that students using the paper-based format achieved higher scores than students using the computer-based format.

**Commentary**

Andrew G. Benson from the University of Cincinnati presents a commentary titled *The Paradox of Charter Schools: How Charters Get Support Despite Poor Performance*. He argues that U.S. charter schools enjoy support and advocacy despite 30 years of lackluster performance. This disconnect has serious consequences for families and students in charter schools that are underperforming. This article traces the history of charter schools and compares the mixed performance of charters to the strong support from researchers, advocates, and funders, while making the case that neoliberals more effectively present their case for innovation, freedom of choice, and liberty than do social justice advocates who oppose charters. He proposes an alternative role for charters that builds on and strengthens their original role as laboratories of innovation.

**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.

**MWER Editorial Team (2019 – 2022)**

Brooks R. Vostal, Editor  
Jonathan Bostic  
Christy Galletta Horner  
Sherri Horner  
Kristina LaVenia  
Jeanne Novak  
MWER1922@gmail.com