Editors' Notes

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Editors' Notes

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This editors' notes is available in Mid-Western Educational Researcher: https://scholarworks.bgsu.edu/mwer/vol33/iss3/2
We are pleased to present the final issue of the *Mid-Western Educational Researcher* for 2021. There are two feature articles, one commentary, and one mentoring corner article in this issue. We are very proud of the wide range of interests and educational research that is the strength of the Mid-Western Educational Research Association, and our goal is to continue to present issues of our journal that reflect this diversity.

Please note that the call for manuscripts for the special issue to be published in Summer 2022 that will focus on anti-racist education is still open. We are seeking scholarship from a variety of diverse academic perspectives. Recognizing that the challenge of racism in educational institutions is systemic in nature, there is a need for anti-racist work to be equally systemic to dismantle the harmful status quo. The manuscript submission deadline for consideration for this special issue is February 15, 2022. Please see the complete Call for Manuscripts for details.

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

**Feature Articles**

Craig Howley, Aimee Howley, and Marged Dudek of WordFarmers Associates, along with Amy Farley and Courtney Gilday of the University of Cincinnati present *Fairness, Voice, Dialogue: Measuring Collective Social Justice Practice in Schools*. Adequate measures of collective social justice practice in schools have not been developed for use with teachers. Based on a conception of social justice as a three-part structure, authors report progress on developing a 22-item instrument to measure collective social justice practice in schools, using data from teachers about their schools. Although additional validation studies are certainly necessary to more fully establish validity for its intended use, the considerable work thus far completed on assessment items should prove helpful to other researchers struggling to measure social justice practice in schools in an historic era of increased concern for equity.

Iwona Lech of the University of Illinois – Chicago and James Cohen of Northern Illinois University present their study *Voice for Change: Model of Investment Theory in Professional Development for School Administrators*. This qualitative case study focuses on the experiences of one person who participated in an intensive four-day summer academy designed for administrators and auxiliary staff to introduce participants to the world of the English Learners. Grounded in Investment Theory (Darvin & Norton, 2015), authors describe how the participant’s experiences shaped his work with others across: (a) the personnel in his building, (b) the immediate surrounding community, and (c) other summer academy participants and presenters.
Commentary

Joe Cook, Stacey Skoning, Tom Fischer, and Denise Clark of the University of Wisconsin – Oshkosh present their commentary The Implementation of edTPA in Special Education Teacher Training Programs: Putting Teacher Development Over Passing Scores. Authors describe the experiences in their special education teacher preparation program with the national assessment when it was required for state teacher licensure. They go on to discuss the unique nature of IEP delivery across various points on the continuum of placements, frequent mismatch between student teaching placements and environments conducive to high edTPA scores, and implications of the requirement for passing scores in this era of special education teacher shortages.

Mentoring Corner

Natasha Gerstenschlager of Western Kentucky University and J. Vince Kirwan of Kennesaw State University present Addressing Conflicting Reviewer Feedback. In this Mentoring Corner, authors provide an example of manuscript feedback, including conflicting feedback, to describe a procedure for processing and organizing reviewer feedback. They describe how this process can be used to distill and address reviewer feedback in a way that may help new scholars progress manuscripts further in the publication process.

Call for Manuscripts for Special Issue

The Mid-Western Educational Researcher and Guest Editors Starr E. Keyes, Kate Brodeur, and Kristina N. LaVenia have issued a call for manuscripts that focus on anti-racist education from diverse academic perspectives. Editors seek feature articles and commentaries exploring challenges to and opportunities for the momentum of anti-racist work.

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)

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