

## In This Issue

Samuel Hinton, Eastern Kentucky University

Chris M. Cook, Penny B. Howell, and Shawn A. Faulkner submitted **Middle Level Teacher Preparation: Principals' Perceptions of New Teacher Preparedness**. This interpretive, exploratory study utilized survey methodology to analyze 38 middle level principals' perceptions of effective teaching practices and the preparedness of newly hired middle level teachers.

Lisa Conn's article is titled **How well is Mathematics Common Core Standards Reflected in Mathematics College Readiness Expectations?** In this study, she compared content assessed on course finals from Kentucky public universities in highest level remedial mathematics courses with content assessed on college placement examinations.

Dottie Willis authored **Collaborating to Meet Challenges of Co-Teaching Common Core Standards**. This article reviewed experiences of teacher educators from four Kentucky universities that are collaborating to ensure both quality and consistency in Co-Teaching Training, a new state requirement for all P-12 cooperating teachers and university supervisors who mentor student teachers.

Lynne Patterson, Meagan Musselman, and Joel Rowlett authored **Using the Depth of Knowledge Model to Create High School Mathematics Assessments**. Their study examined the midterm examinations of six high school math teachers and sought to (a) determine if teachers could accurately identify which level of Norman Webb's Depth of Knowledge (DOK) model their test items aligned with, and (b) compare the actual percentage of test items at each DOK level to the targeted percentage based on Webb's research.

Laura S. Clarke, Dusty Columbia Embury, Anna Epperly, and Jennifer Christensen wrote **Pre-service teachers' perceptions of disability as represented in children's television programs**. Their research investigated pre-service teachers' understanding of proportionality and equality in children's television programming.

Jaesook L. Gilbert and Helene Arbouet Harte shared the process and experience of a university community partnership to improve the quality of care and education in the region by enhancing the early childhood knowledge of teachers in **Promoting Excellence within Early Care and Education Providers: A Teacher Education Program Story**.

Winston Vaughan's article is titled **Using Critical Self-Reflection and Resistance Strategies in Preparing Culturally Responsive Teachers**. He discussed strategies used in a foundations cultural diversity course in the teacher education program at a Midwestern university. He suggested that the strategies helped "privileged" students to self-reflect, and counter fear and resistance to concepts of diversity and social justice.

Theresa Quigney submitted a commentary titled **Evaluating Co-Teaching in Performance Incentive Systems: Implications for Teacher Education**. She argued that collaboration, specifically, should be a primary focus of preparation programs for special and general educators. The concept and practice of collaboration should be approached from a programmatic viewpoint, not just restricted to nominal discussions in individual courses.

Jennifer R. Wies, Caroline Reid, and David C. May contributed **Holistic Responses to Campus Violence in the United States: Understanding the Needs of Campus and Community-Based Service Providers**. They stated that campus violence is a significant social and public health problem in the United States and poses a unique situation for service provision.

Their research identifies knowledge and service delivery needs among service providers to support a comprehensive approach to ending campus violence.

Tara Shepperson indicated in **Defining Actions and Values: Participatory Logic Modeling by Alternative School Teachers** that when compared with other descriptive data about the school, teachers were cohesive in their focus on building supportive relationships with students, but the connection from relationship building to engaged learning to academic performance had not yet been realized.

William D. Bowling and Sherwood Thompson contributed: **Are We Helping? A Discussion of the Effects of TRIO Program Intervention on K-12 Appalachian Seniors.** Their article focused on a group of graduating high school students who participated in a TRIO program. It examined factors such as demographics and TRIO program participation. The study provided additional questions concerning more effective support for these students.

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