

STETSON UNIVERSITY

***Voices of Reform: Educational Research to
Inform and Reform***

Volume 5 • Issue 1 • Editor Statement

December 2022

Voices of Reform: Editor Statement

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Recommended Citation

Sabina, L. L. (2022). Voices of reform: Editor statement. *Voices of Reform*, 5(1), 2-4. Retrieved from <https://www.voicesofreform.com/article/70415-editor-statement-volume-5-issue-1> doi: 10.3626/5.00002
<http://dx.doi.org/10/32623/5.00002>

Revisions

Publication date: December 28th, 2022

Voices of Reform: Editor Statement

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With COVID-19 seemingly less threatening to higher education than it was the last two years, we are excited to publish our first and only issue of 2022. Our submissions have increased significantly as scholars from all over the United States are submitting to the journal. Our journal is now recognized by ERIC, and downloads have nearly tripled in the last year. This issue is interesting as we have new authors who have not previously submitted to our journal. These new authors provide new perspectives that address various issues of educational reform.

Our first article is written by Shaun M. Black, Michael A. Owens, E. Vance Randall, Brod Boxley, and Willie L. White, who examine how an emergency manager law enabled takeovers of three school districts in Michigan in 2009. State takeover has been a highly contested issue from both major political parties and this article offers an analysis of how Michigan was impacted between 2009-2018.

Amanda Frasier offers our next article on the perceptions of secondary math and English teachers on classroom feedback from formal observations. In most states, classroom observation is a required part of a teacher's contract, both for tenured and non-tenured teachers. This article provides insights that may help improve the process for classroom observations in the future.

We follow our article on classroom observation with a unique article entitled *Toward Distributive Classroom Management: Cogenerative Dialogue and Cooperative Inquiry* from Edward Lehner and Tonya Johnson. Their article demonstrates a way to empower marginalized populations to have shared authority and agency in classroom communication, which can support both human capital and learning development.

Trauma is a recent and prevalent phenomenon in educational research. Eleni Pappamihel, Carol McNulty, and Aitza Galarza-Hernandez address how general education teachers can integrate trauma-informed practices to support English Language Learners. Their perspectives can be used for both school-wide reform and district-wide reform.

Matt Townsley and David Schmid challenge how higher education institutions utilize assessment and grading practices in *Faculty Grading Practices and Competency-Based Education: Challenges and a New Opportunity*. They discuss how focusing on criterion-referenced

assessments instead of the traditional grading system may be more beneficial and supportive of student learning.

Our *Voices from the Field* article comes from Jennifer Gonzalo, an Associate Professor of Education at Seminole State College of Florida. Jennifer was a former school administrator in Volusia County Schools, Florida, and writes about making the transition from AP to AP (Assistant Principal to Associate Professor).

We close with a book review from Ashley Wicker and Evan Mense, faculty at Southeastern Louisiana University. Ashley and Evan review Julie Wilson's *The Human Side of Changing Education: How to Lead Change with Clarity, Conviction, and Courage* (2018). Wilson's book offers a practical framework to help others understand the learning process associated with change, which can be difficult at times for aspiring educational leaders.

We hope you enjoy the diverse types of articles in this issue. We look forward to publishing additional issues in 2023.

Dr. Lou L. Sabina

Editor-in-Chief

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