

Editor's Notes

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I am pleased to introduce the 2012 spring edition of *The Researcher* showcasing a variety of cross-disciplinary work that will advance knowledge and inform our work. In their article entitled *The Role of Visual Art Instruction in the Special Education Classroom*, researchers Ann Bingham, Heidi Hubbard, and Julie Pennington report findings from an exploration of how visual art instruction in the special education classroom impacts behavior, communication, and learning.

John Cannon, Allen Kitchel, and Dennis Duncan identified the teaching and learning professional development needs of Idaho Career Technical Education Teachers presented in *Perceived Teaching and Learning Professional Development Needs of Idaho Secondary Career and Technical Education Teachers*. Their study concluded the most critical training areas needed were 1) teaching students to think critically and creatively, 2) motivating students, 3) designing and developing digital-age learning experiences and assessments, and 4) utilizing website development software.

Using Test Blueprints to Measure Student Learning in Middle School Science Classrooms by Pamela Cantrell describes how test blueprints can be used as a method for developing end-of-unit assessments as one measure of the effect science teacher professional development has on student content knowledge.

Penny Tenuto, Kathy Canfield-Davis, and Russell Joki employed a case study approach to examine how using a professional learning community model can help teachers build capacity for leadership and strategic change in a rural public high school. *Using a Professional Learning community to Build Capacity for Teacher Leadership and Systemic Change* supported the notion that allowing teachers to assume leadership roles within a learning community can effectively advance the efforts of school reform.

Finally, I am pleased to congratulate Jayne Hellenberg, Margaret Hudson, Kimberly Miller, and Liann Brenneman with the 2011 NRMERA Distinguished Paper award. Their study, *Wyoming Teachers' Perceptions of Teacher Quality: Effects of National Board Certification and Teacher Education Level* used a thematic approach to investigate the relationship of certification level and teacher education level with four correlates of teacher quality including instructional practice, classroom management, teacher efficacy, and teacher leadership.

On behalf of The Researcher Editorial Board, I extend sincere appreciation to our contributors, and their collective exceptional work completed on behalf of our profession.

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Editor