

Writing for Statewide Education Journals—
Tips from the Editors

The WERA Educational Journal:
A WERA e Journal



Peter Hendrickson, Ph.D.
Union Hill Grassfed Beef
&
Evaluation, Research, Consulting

26th Annual
Washington Assessment Conference
December 8, 2011, Seattle, WA

Why do I write?

I do not fully understand what I think I know until I write (and rewrite).

- *UMass Collegian, Greenfield Recorder-Gazette, WMUA, WHMP, Amherst Record, Hartford Times, Prince Publications, ABC Scripts, Boston Globe, Springfield Daily News, THORN, Cotopaxi News, Oberlin History (2), Gifted Newsletter, Centralia, City at the Center, Centralia Tragedy, Artists in Motion (~50)*
- *The Standard Deviation, The WERA Educational Journal, NATD Newsletter, Mountaineer Scripts, Peds Brain Injury Paper, Latin America Research Culture Paper*

The WERA Educational Journal

Then and Now

Then:

Occasional papers in *The Standard Deviation*

WA DRE/OSPI colleagues

About 15-20 pages

Editor reviewed with assistance

Now:

E journal, twice yearly: Book Reviews, Research, Program Evaluation, Policy Analysis...

Themed with contributions across K-20, Northwest

About 25-60 pages

Many peer-reviewed papers

The WERA Educational Journal

Vision

- Occasional e Journal;
- Illuminate timely issues with NW focus;
- Promote scholarly writing among members;
- Promote research and program evaluation in the schools (see Division H, AERA);
- Provide encouragement, support to reluctant writers;

- Build network of peer reviewers;
- Build academic bridges K-12 and Higher Ed;
- Include developers, service providers

The WERA Educational Journal

Guidelines for Submission

- Submit manuscript in Microsoft Word, about three to five pages in length, (approx. 1500 words, maximum).
- Appropriate length depends on content and editor's judgment.
- Types of papers considered: research in the schools, program evaluation, assessment, policy analysis.
- Columns of opinion on timely issues are invited.

- Submit manuscript to a colleague(s) for critical review and proofread twice before submission.
- Follow *APA Publication Manual* (6th ed) guidelines for tables, figures, citations, references and other matters.

Submit manuscripts to the editor, Peter Hendrickson

p.hendrickson43@gmail.com.

Nurturing a Culture of Evaluation and Research

1. Find strong questions & generate Logic Model or Theory of Action.
2. Work with a partner(s) (classroom, school, department...)
3. Collect data and make information. Apply judgment.
4. Report.
5. Determine specific aims—what questions need answers?
6. Review the literature.
7. Design the experiment to provide highest (possible) level of evidence.
8. Collect data. Analyze. Discuss. Look ahead.
9. Write.

What Types of Evidence Are OK?

- WEAK: Expert opinion--I read it, saw it, or do it.
- MODERATE: Supports causal conclusion but weak generalization or strong generalizability but causality uncertain.
- STRONG: Design supports causal conclusions AND high external validity (broad range of participants and settings).

(AERA, APA & NCME, 1999)

How About Literature Reviews (or other meta analyses)?

- State of the evidence for XYZ practice, product or tool.
- Why do we continue with...
 - Word search
 - Spelling lists
 - Round Robin reading
 - Out of school suspensions
 - Repeating a grade
- But with local data...

(Dalton, 2010)

References

- American Educational Research Association, American Psychological Association, and National Council on Measurement in Education (1999). Retrieved from page 3
http://ies.ed.gov/ncee/wwc/pdf/practiceguides/rti_reading_pg_021809.pdf
- American Psychological Association (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.
- Dalton, E.M. (2010). Assistance technology standards for teachers, assistive technology implementation, and student performance in the context of evidence-based practice. ISTE, 3-4. Eugene, OR: University of Oregon. Retrieved from
http://center.uoregon.edu/ISTE/uploads/ISTE2010/KEY_50084195/Dalton_ISTEpaper2010FINAL_RP.pdf