EDITOR'S INTRODUCTION

In last year's edition of The Forum on Teacher Education, the collection of research was reflective of the aftershocks of the COVID-19 pandemic. After what was arguably a massive turning point for the system of education we formally knew, the pandemic exposed and intensified student and school inequities and left behind a challenging path to recovery.

As is the promise of all educators, we rise to the task.

The articles within this issue offer a myriad of insightful opportunities for meaningful change to for the betterment of our work, to support and encourage effective educators, both pre-service and in-service, who consistently strive to deliver high-quality learning experience rooted in research-based strategies in order to ensure not only that all students' needs are met, but that our teachers are best-equipped to persist.

- *Abdelilah Salim Sehlaoui* brings attention to the need for quality professional development and support for teachers of English learners, highlighting concerns about a shortage of well-prepared teachers to provide quality educational experiences for a growing population of students.

- *Lucinda Juarez, Melissa Wetzel, Samuel Brower, Patsy Sosa-Sanchez, Criselda Garcia, Veronica Estrada, Denise Davila, Erinn Whiteside, and Kerry Alexander* share key findings gleaned from collaboration dedicated to strengthening field-based teacher education.

- *Crystal Hughes, Teri Bingham, and Raeley Bates,* in response to dwindling teacher workforce numbers, make the case for developing resilience in students through the teachers in the field.

- *Olivia Modesto* encourages educator preparation programs to incorporate research, detailing her experience with redesigning a course to meet institutional goals of increased student engagement and critical thinking skills.

- *Kimberly Reinhardt* points to the use of video feedback as a part of the core high leverage practices, which are the acts central to teaching, to impact learning outcomes across virtual and face-to-face instructional environments.

- *Michelle Parker, Amber Goodwin, and Lautrice Nickson* focus on the value and impact of interactive learning, especially for preservice teachers, as key for active engagement, ownership, and enriched learning experiences for all.

- *Elizabeth Lee and Desiree Hickman* underscore the importance of mentorship, professional development, and professional practice in the classroom as key to improving teacher retention rates.

- *Amber Goodwin and Alma Contreras-Vanegas* looked at one regional educator preparation program to learn how secondary education candidates' hidden identities impacted perception of global issues, cultural diversity, and others.

- *Lisa Castaneda, Daniella G. Varela, and Don Jones* studied the lived experiences and perceptions of kindergarten teachers in order to understand, and reiterate, the importance of meaningful and relevant professional development for job satisfaction.

- *Maria Peterson-Ahmad and Amanda Hurlbut* offer a guide for effective use of simulated learning opportunities for teacher candidates regardless of closures or limited in-person opportunities as a result of the pandemic.

- *Amanda Mendietta, Daniella G. Varela, and Don Jones* studied the perceived impact of Alternative Teacher Certification Programs' on the teacher shortage in South Texas from the perspective of hiring principals, and provide recommendations for practice in teacher education.

The editorial team received an overwhelming number of submissions for the Fall 2022 edition, an encouraging indicator of the tireless work of teacher educators across the state all in service to the future of our teacher workforce. Accordingly, a special Winter/Spring 2023 edition of *The Texas Forum for Teacher Education* will be published in February 2023.

A call for submissions for the Fall 2023 edition will go out in January 2023 with a deadline of **July 1, 2023.** Authors are asked to direct submissions Dr. Daniella G. Varela at (daniella.varela@tamuk.edu).

Respectfully submitted,
Daniella G. Varela
Managing Editor, *Forum* 2022