

EDITOR'S INTRODUCTION

In our most recent edition of *The Texas Forum of Teacher Education*, we benefited from research which evidenced the will of educators to rise to the challenge. In a post-pandemic world, we shared insightful opportunities for meaningful change for the betterment of our work, and innovative ideas about how to support and encourage effective educators, both pre-service and in-service, who consistently strive to deliver high-quality learning experiences rooted in research-based strategies.

This call clearly lit a fire! The editorial team received an overwhelming number of submissions for the Fall 2022 edition. We recognized this as an encouraging indicator of the tireless work of teacher educators across the state, all in service to the future of our teacher workforce. In addition to those published in Fall 2022, several others were deemed excellent contributions to teacher preparation in ways that are focused on how programs are working to address persistent and worsening teacher shortages.

- *Roberto Torres* calls our attention to understanding the nature and persistence of teacher shortages, in the most impacted areas, and programs needed to respond.
- *Olivia Modesto and Patricia Huskin* offer a literature review to synthesize current research on teacher resilience with a focus on the definition of resilience, and ways resilience has been currently investigated in the teacher education field.
- *Lisa Thompson Sousa and Barbara Tucker* illustrate an EPP's move away from compliance driven data and toward authentic assessment of students.
- *William Blackwell, Baburhan Uzum and Alma Contreras-Vanegas* examined how teacher candidates enrolled in a pre-service teacher preparation program with an intensive, year-long residency model, conceived their sense of agency and identity as related to teaching inclusive classrooms of both English learners and students with disabilities.
- *Andrea Foster and Julie Herron* highlight data collected from workshops that led to a sustainable in-person and virtual space to support novice teacher candidates throughout induction years.
- *Lisa Thompson Sousa* introduces evidence of the efficacy and value of screencasting to provide feedback during the assessment process.
- *C. Kelly Cordray and Abbie R. Strunc* used the knowledge of the Science of Teaching Reading to implement structured literacy professional development with all faculty serving grades K-2 at a rural primary campus, and report on the positive impact on student achievement.
- *Melanie Fields, Julie J. Williams Mills and Julie Quast* offer a follow-up study, a year after the pandemic all but forced remote learning, examining the roles and experiences of parents to determine how they influenced their children's mathematics learning.

- *Amber Wagnon, Chrissy Cross and Keith Hubbard* examined the experiences of STEM faculty who participated in a supplementary mentoring network to highlight the ways in which mentoring programs can positively impact faculty and the preparation of STEM pre-service teachers.
- *Daniella G. Varela, Matt Wiley, Christina Rodriguez-Gonzalez and Amber White*, focused on the value of effective leadership to best serve teacher preparation, interviewed staff members at high-achieving EPPs to determine what leadership practices influenced their successes.

The Texas Forum of Teacher Education welcomes submissions for the Fall 2023 edition. Please submit by **July 1, 2023** to Dr. Daniella G. Varela at (daniella.varela@tamuk.edu).

Respectfully submitted,
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Managing Editor, *Forum* 2023