

## *Editor's Introduction*

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The 2019 issue of the *Texas Forum for Teacher Education* provides a glimpse into lessons learned as well as challenges faced by educators in both K-12 and higher education settings. The lessons and challenges discussed throughout this issue include demands for online courses and programs, implementing standardized performance assessments during clinical teaching, experiences of undocumented undergraduates, special education teacher preparation, principal perceptions of the Texas Teacher Evaluation and Support System (T-Tess), instructional strategies for preservice teachers, experiencing schools in high-needs contexts, teacher retention in rural schools, and preservice teacher efficacy in culturally responsive teaching and social-emotional learning. All of the contributions made to this issue will help to inform those involved in K-12 and higher education to better prepare them for the challenges ahead.

The issue starts with an article by Shannon Stoker that examines professor perceptions of training for the online classroom and sheds light on the importance and need for universities to prepare their professors for transitioning to the online format. Laura Allen and Courtney Crim's article discuss the lessons learned from implementing a standardized performance assessment during clinical teaching. An article by Franklin Allaire examines emergent themes from a case study of first-year experiences of three female undocumented undergraduates in Texas. Michelle Simmons, Laurie Sharp, and Franklin Goode examine the preparation practices teacher educators use to develop understandings for learner development, learning differences, and learning environments among preservice special educators. An article by Eddie Damien and Thomas Cothorn discuss elementary campus principal perceptions of the Texas Teacher Evaluation and Support System (T-TESS). Edward Steffek and colleagues discuss modeling instructional strategies for preservice teachers by using technology in the classroom to enhance student learning and engagement. An article by Jeffrey Keese and Andrew Kwok investigate preservice teacher field trips as opportunities to experience schools in high-needs contexts. Sandra Cerda, Veronica Estrada, and Velma Menchaca examine teacher retention in rural schools nested in large districts. The issue concludes with an article by Hersch Waxman and colleagues that examines preservice teacher efficacy in culturally responsive teaching and social-emotional learning.

In closing, I would like to say thank you to this year's editorial team, Associate Editor Karen Dunlap (Texas Women's University) and our Past Managing Editor, Dr. Sarah McMahan (Texas Women's University). Thank you for your commitment to ensuring the successful delivery of the 2019 Forum.

As we turn to our next edition, authors can find the 2020 call for papers at the end of the journal. The 2020 deadline for manuscripts is **June 12, 2020**. Authors are to direct submissions to the 2020 Managing Editor, Karen Dunlap ([KDunlap@twu.edu](mailto:KDunlap@twu.edu)). If you have any comments about this edition, please email me at [giles@uhcl.edu](mailto:giles@uhcl.edu).

Respectfully,  
*Dr. Michelle Giles*  
2019 Managing Editor