

EDITOR'S INTRODUCTION

Educator preparation programs are challenged with addressing and persisting through teacher shortages, achievement gaps, mental health concerns, and stability of the teaching profession. *The Texas Forum of Teacher Education* prides itself in publishing practice-based research intended to continuously improve the teacher preparation experience. The response to the Fall 2023 call for proposals revealed that teacher educators across the state recognize the complexity of those challenges, and just as our classroom teachers do every day, rise to the task every single day.

From innovative solutions to advocacy for those foundational tried and true methods, the 14 articles within this issue offer a myriad of insightful opportunities for meaningful changes in teacher education to support and encourage the development of highly-effective educators for current and future classrooms.

- *Julie Mills, Laura Isbell and Melanie Fields* highlight reflective practice as a means of building preservice teachers' capacity.
- *Jamie L. Thompson, Victoria Hollis, Kimberly LaPrairie and Jaime Coyne* explored the integration of a video recording device to support continuous and enhanced accessibility, flexibility, and authentic appraiser feedback for first-year teachers.
- *George Wiley* analyzed teacher candidates' perceptions of how they gain knowledge of the Texas Teacher Evaluation and Support System (T-TESS) during their internship year.
- *Jaime Coyne, Tori Hollas, and Jamie Thompson and Chase Young* examined the differential effects of the 4+1 TEACH pathway to a Year-Long Residency model.
- *Christina Tometchko and Sarah M. Straub* highlight the importance of helping students to become more civically engaged through the use of rhetorical analysis to implement culturally relevant lessons in their own classrooms.
- *Jalene P. Potter, Daphne D. Johnson, Rebecca A. Wentworth and Dustin M. Hebert* present a comprehensive analysis of a biannual longitudinal study which began over 43 years ago, focusing on Texas teachers' moonlighting practices and career considerations.
- *Kayla Abshire, Jodi Pilgrim, Jared McClure and Brian Guenther* discuss the results of a study of teachers' perceptions of the challenges experienced while delivering instruction remotely during the pandemic.
- *Maggie Bryant and Camille Talbert* reveal the results of survey research on pre-service teachers to explore their perceptions about the teaching profession and their roles as emerging professionals in the field.
- *Gina Garza-Reyna, Brent Hedquist and Haibin Su* present the findings of a grant funded cross curricular effort to address low performing scores on the Social Studies (SS) portion of the EC-6 TExES Content Exam.

- *Stacey Gonzalez, Daniella G. Varela, Don Jones and Elvira Sanatullova-Allison* present the findings of a qualitative study which analyzed the perceptions of teachers who were trained as part of a 2+2 teacher preparation program.
- *Amy Corp and Carol Revelle* analyze student teachers' interactions with ChatGPT to help student teachers work smarter and become critical consumers of AI responses.
- *Dustin Kirkpatrick, David Chorney and Douglas Leong* posit that it is vital to equip pre-service teachers (PSTs) with knowledge of mental health literacy, enabling them to recognize and effectively manage mental health issues as they embark on their teaching careers
- *Mayra Vargas, Alma Contreras-Vanegas and Francisco Usero-Gonzalez* present an exploratory study that delves into the experiences of bilingual teacher candidates after participating in Club Leo, a book club designed to enhance academic Spanish proficiency to help them succeed in the BTLPT state exam.
- *Chrissy Cross, Amber Wagnon and Keith Hubbard* examine the journey of one STEM undergraduate, how the Noyce program responded to the participant's individual challenges, and the success and persistence of that Noyce recipient in the STEM classroom.

We appreciate the willingness of all these authors to share their works and continuously support Texas teachers and schoolchildren. A call for submissions for the next issue of *The Forum* will go out in January 2024 with a deadline of **July 1, 2024**.

Respectfully submitted,

Daniella G. Varela, Ed.D.
Managing Editor, *Forum* 2023