

## EDITOR'S INTRODUCTION

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*TxEP: Texas Educator Preparation* is the official publication of the Consortium of State Organizations for Texas Teacher Education (CSOTTE). The journal is an extension of the annual fall conference. The conference and the journal serve to disseminate research and practices that support the preparation and development of Texas educators. Each year, TxEP invites editorials from the past conference chair and one of the CSOTTE organizations. This year's publication includes eight peer-reviewed manuscripts from our colleagues in teacher preparation.

Conference Chair, Glenda Ballard, reflects on the 2020 conference theme, "*Teacher Educators CAN and Have!*". In October 2020, educator preparation programs faced many challenges; little did we know what was to come. As Glenda shares, "Just as with every crisis in American history, educators continue to meet the challenges of the day. They have emerged from this crisis with new ideas, new technologies, and the same indomitable spirit to teach!"

The Education Deans of Independent Colleges and Universities of Texas (EDICUT) is the invited organization representing CSOTTE in this year's journal. The EDICUT officers, Cindy Savage, Suzanne Nesmith, Kylah Clark-Goff, and Neva Cramer, highlight "the resiliency of K-12 teachers, our preservice clinical teachers, our educational leaders (both in K-12 and higher education), and our EPP faculty, staff, and field supervisors". They observe the resiliency that emerged from all aspects of pandemic teaching.

Daniella Varela and LaVonne Fedynich consider the impact of teaching during a pandemic and share findings of their qualitative study in *Lessons Learned: Examining K-12 Teaching During the COVID-19 Pandemic*.

In *Student Teaching During the Time of COVID-19: The Impact on Preservice Teachers from a Regional Hispanic Serving Institution*, Daniella Varela and Mike Desiderio consider the impact of the pandemic on the student teaching experience.

*Texas Preservice Teacher Education: Hybrid Methods Course Model Implementation* is presented by the team of Emily Reeves, Christina McIntyre, Aliyah Christian, Daphney Curry, and Austin Kureethara Manuel. They share considerations for hybrid teaching with specific implications for teacher candidates.

Tingting Xu and Tracey Covington Hasbun share a case study evaluating their teacher preparation program using CAEP standards and empirical data sets in *Using Empirical Evidence to Evaluate Teacher Preparation Programs: A Case Study for CAEP Accreditation*.

Keith Hubbard, Chrissy Cross, Dennis Gravatt, Lesa Beverly, and Amber Wagnon consider the challenges of attracting, retaining, and graduating qualified science teachers in *Preservice Science Teacher Attrition: Critical Experiences, Relationships, and Timing*. Their study found that specific institutional supports, mentoring support, and peer relationships directly affect teacher candidate persistence.

Extending the conference theme, *Yes, We Can: Moving Educator Preparation Programs Forward to Multicultural and Multidimensional Programs*, presented by Jericha Hopson and Jennifer Hopson, offers a review of a new yearlong residency program at Tarleton State University and call on teacher preparation programs to consider bridging theory to practice in the teaching of culturally responsive pedagogy.

Puneet Gill, Filiz Shine, and Pamela Mills Wallace share various viewpoints of attendees at a STEM event intended to strengthen positive science identities and collaborations in their article, *Perspectives from a STEM Event: Increasing STEM Knowledge, Literacy Practices, and Bilingual Language Use for Preservice Teachers at Puerto Educativo*.

*Fostering Acculturation Via Culturally Relevant Practices to Enhance Second Language Acquisition in the Bilingual and ESL Classroom*, prepared by Brenda Juárez Treviño, Edith Nuñez, Roxanna Quintanilla, and Jorge Figueroa discuss assimilation and acculturation aspects of English learners' experiences.

The CSOTTE Board is pleased to present the 2021 publication of TxEP. We invite Texas teachers, EPP representatives, and researchers to continue sharing their work and contribute to TxEP 2022.

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