

EDITOR'S INTRODUCTION

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, Rebecca Fredrickson, reflects on the 2021 conference theme, “#Teachers Can” *Passion, Positivity, and Perseverance*. As Rebecca reflects, “Educators in school settings at all levels continued to do what they do best: teach. They forged ahead to campuses across the country and continued to be beacons of life in students’ constantly changing, non-stereotypical environments. In other words, teachers tried to recreate a sense of normalcy.” The 2021 CSOTTE theme encapsulated the dedication and commitment of teachers to their craft.

The Texas Association of Colleges for Teacher Education (TACTE) is the invited organization representing CSOTTE in this year's journal. TACTE 2020-2021 president, DeAnna Jenkins, writes that Gen Z, the current generation in many of our EPPs across the state, have life experiences which often bring anxiety with them to the university experience. Dr. Jenkins offers several suggestions to support and lessen the stressors which may impact pre-service teachers in EPPs across Texas.

In *The Icarus Effect: Evidence of Possible Over-Commitment and Burnout Among Special-Education Teacher Candidates*, Fanni Coward, Doug Hamman, Deborah Brown, and DeAnn Lechtenberger consider the possibility that beliefs held by special education teacher candidates may impact their potential to burnout in the future.

Damon Adams and Brenda Morton conducted a phenomenological study to learn about the lived experiences of nine Hispanic teachers in Texas in their article, *Diversifying the Teaching Profession: What Led Hispanic Teachers to Become Teachers?*

A Process to Design and Deliver a Science Content Course for Elementary and Secondary Pre-Service Teachers is a practice-based contribution in which Doug Monk discusses his methodology for developing a science methods course that equips and prepares pre-service teachers to teach science well.

Sharon Vasser Darling, Shelly Landreth, Lindsey Balderaz, and Lorraine Spickermann provide a practitioner discussion of the importance of co-teaching, social and emotional learning, as well as professional development models to support teacher candidates and offer a rich student teaching experience in *Teachers Who Can: An Approach to Student Teaching that Promotes Perseverance and Teacher Quality*.

Holly Moore and Julie Combs provide an analysis of special education coursework of Texas pre-service elementary teachers in *Elementary Teacher Preparedness in Special Education in Texas*. The authors used a content analysis of the largest 19 educator preparation programs to examine the coursework in special education.

Defining Instructional Coach Roles to Provide Equitable Experiences for New Teachers, a qualitative case study to consider the impact of an instructional coach in one school district. Janet Kimbriel, April Sanders, Kathryn Dixon, and Laura Isbell report on the themes based upon the use of situated learning theory.

Mary Petró, Burcu Ates, and Helen Berg further expand on the conference theme: #Teachers Can: Passion, Positivity, and Perseverance with their article, *Teachers Can Teach Refugees: Making the Classroom a Welcoming Place for Refugees through Children's Literature* through the use of culturally relevant literature in schools.

In *Ahead of the Game: Support that Creates Positivity, Passion, and Perseverance*, C. Kelly Cordray discusses the supports provided to improve literacy instruction and results on a primary school campus struggling with literacy gains.

The CSOTTE Board is pleased to present the 2022 publication of TxEP. We invite Texas teachers, EPP representatives, and researchers to continue sharing their work and contribute to TxEP 2023.

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