

## 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, both serving to disseminate research and practice associated with 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 seven peer-reviewed manuscripts, providing practice- and research-based insight.

Conference Chair, Tim Sutton, reflects on the 2019 conference theme, "Clinical Practice: Challenges and Celebrations". At the time, the importance of clinical practice and preparing teachers for the ever-changing needs of instruction and practice seemed evident. As Tim shares, "Never in our wildest dreams could we have imagined what would lie ahead of us in our preparation of educators."

The Associate and Assistant Deans and Directors of Texas (ADoT) represented this year's CSOTTE contribution. Jannah Nerren, 2019-2020 ADoT President, and Gina Anderson, 2019-2020 ADoT President-Elect, share their editorial, "The Year That Changes Us: Teachers CAN Use Adversity for Opportunity". They discuss the current societal needs and issues that impact the work of educational preparation program leaders and classroom teachers.

Anna L. Fox, Erin Pearce, Melissa Becker, and Lisa Colvin share "An Examination of Learning Assessment Techniques in a Blended Course". This piece presents an overview of their study, which examined traditional online learning assessments and recently developed Learning Assessment Techniques.

Val Hill-Jackson, Diana Wandix-White, and Taylor Gilley's article, "Teacher Residencies in Texas: Advanced Clinical Training for Preservice Candidates", examines teacher residencies. In addition to providing a brief history of residency models, they highlight the Aggie Teacher Education Residency Model.

Amanda Hurlbut and Sarah McMahan discuss teacher induction initiatives in their article, "Building Bridges: Strengthening New Teacher Induction through Digital Means". This article presents a university-based EPP's experience in expanding established induction support to include digital induction tools.

Lauren Kirk's article, "Effects of Primary Grade Literacy Field Experiences on Preservice Teachers' Self-Efficacy," presents a study that investigated preservice teachers' literacy field experiences and development.

Susan Reily, Deborah J. Williams, and Tracy Covington's case study on data collection for the assessment of their teacher preparation program is detailed in their article, "CAEP 4: An Exploration of Measures Used to Assess Teaching Effectiveness".

A history of policy changes governing Texas Educator Preparation Programs is provided by Toni Templeton, Sherri Lowrey, and Catherine Horn, in their contribution, "A Review of Texas Educator Preparation Program Policy".

Deborah J. Williams and Tingting Xu conducted a study of undergraduates' perceptions of research with implications for teacher education programs. Their study and findings are presented in their article, "Perceptions of Research: Comparing Preservice Teachers with Other Majors".

The CSOTTE Board is pleased to present the 2020 publication of TxEP. Texas teachers, practitioners, and researchers are encouraged to contribute to TxEP 2021.

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