

## Editorial Introduction

**Over the last three years, educators have been fighting** new and unexpected barriers to provide the best opportunities for success of their constituents. We believe the Spring 2023 issue of the *Educator Perspectives* offers an opportunity for the intentional discussion of issues on the front burner for educators. It is our hope that this edition will further equip our community with research and best practices that amplify the cultivation, sustainability, and stewardship of our profession.

The diverse selection of articles following this introduction display the dynamic reach educators have across various fields. These articles showcase multilevel initiatives and innovations educators are producing to persevere during challenging times. Cisneroz et al., in *Supporting New Teachers Through a New Teacher Academy*, shares the knowledge the researchers gained from conducting a new teacher workshop that worked. They show us the path to nurturing new teachers with role playing, self-care, and satisfied stomachs. The article, *Leveraging the Power of School-Family-Community Partnerships to Support and Sustain Socially Just and Equitable Schools* by Williams, seeks to offer guidance on leveraging the assets of families and communities to support educational equity and sustain social justice in our challenging times. In *Understanding the Impact of Co-Teaching on the First Year Teacher Preparation*, Akerson et al. share the potential of quality mentors partnering with pre-service teacher candidates to increase teacher support and longevity. Edinburgh and Flores, in *The Underrepresentation of Females in Special Education*, provide an overview of the biases present in categorizing the special education population and give recommendations to prevent further discrepancies that provide barriers to learning for women and girls. In *The Triad of Success Factors that can Strengthen Student Teacher Mentoring*, Glover, et al. expand on the need for proper mentoring of student teachers to further strengthen the teaching profession. The authors postulate that success is best fostered when the relationship between mentor and mentee is not only engaging, but also when critical conversations take place to provide professional growth. Finally, the article *Hearing and Seeing: Principals' Perspectives and Observations of an Indigenous Summer School Program* by Stall-Meadows, explores fifteen principals' perspective of the intervention summer learning program at 19 different sites in the rural tribal reservation. She postulates that the success of the program lays within tribal values and a focused curriculum that ensures a sustained tribal people, culture, and heritage.

Each of these articles display the wealth of knowledge, practical experience, and unique perspectives that educators bring to the profession. The ability for professionals across disciplines to share their work is critical in the development of better practices and the improvement on current learning environments. We encourage you to correspond with the authors regarding their work.

Brook Dickison, Editor

### *Educator Perspectives* Editorial Team

Kinsey Hansen  
Leah Carruth

Brook Dickison  
Tia Agan

Carlos A. Flores Jr.  
Marva J. Solomon