

## Editorial: Dear Readers

Laura Levi Altstaedter, *Executive Editor, TPRE*

This is our third year publishing *Theory & Practice in Rural Education*. Our editorial leadership is honored to work with our authors, reviewers, and you, our readers, in fulfilling our mission to disseminate high-quality articles addressing theoretical, empirical, and practice-related issues in Rural Education.

In this issue, our authors explore timely topics across the rural education continuum. Our authors in the Research Forum report on studies carried out both in K-12 and higher education contexts, focused on the following areas: the relationship between high school sports participation and academic achievement, predictors for college enrollment and STEM major choice among rural students, rural teachers' perceptions of technology effectiveness and integration, the relationship between definitions of *rural* and university student success outcomes, and how prepared college students' were for the pivot to online learning during the COVID-19 pandemic. Our authors in the Practice Forum explore the following themes, within both K-12 and higher education contexts: lessons learned from the implementation of an alternative pathway to a teaching program, implementation of a professional development model for rural STEM teachers, and implementation of conspicuous collaboration in educator preparation programs. This issue also includes a book review on one of the field's first texts in rural teacher education.

TPRE is hosted by ECU Library Services and its publication is currently supported through East Carolina University's Rural Education Institute. All manuscripts submitted to TPRE undergo a double-blind review process, which involves the coordinated efforts of the staff, including the Journal's Executive Editor, Managing Editor, Assistant Managing Editors, Associate Editors, and Reviewers.

The following people and their continuous support for TPRE have contributed to the publication of this issue: Dr. Kristen Cuthrell, Director of East Carolina University's Rural Education Institute; Dr. Jan Lewis, Director J. Y. Joyner Library; Dr. Diane Kester, Managing Editor; Dr. Robert Quinn, Associate Editor for the Research Forum; Dr. Martin Reardon, Associate Editor for the Practice Forum; Dr. Irina Swain, Associate Editor for Digital Projects; Ms. Hannah Shano, Assistant Managing Editor; Ms. Marisa Faulkner, Assistant Managing Editor; Joseph Thomas, Assistant Director for Collections and Scholarly Communication, Joyner Library; and John McLeod, Director of the UNC Press Office of Scholarly Publishing Services. We are especially grateful for the reviewers on our editorial board and the authors who contributed their work to this issue.

We are currently considering manuscripts for our next general issue, which we publish every Spring, and our exciting guest-edited special issues on *Equity, Inclusion, and Diversity in Rural Schools and Communities* (forthcoming in Fall 2021) and *Rural STEM Education* (forthcoming in Fall 2022). We invite scholars and practitioners in the field of Rural Education to contribute their work for the Research Forum, the Practice Forum, the Digital Projects Forum, or the Book Reviews Forum. Manuscripts for our general issues are typically due in the fall with publication dates expected in May. Manuscripts for our special issues are typically due in late winter with publication dates expected during the fall.

If you are interested in becoming a peer reviewer, please go to the journal's website (<http://tpre.ecu.edu>) to register. Edit your profile and navigate to the tab "Roles" where you may select "Reviewer" and submit your interests concerning rural education.

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