**Editorial: Educator Residencies in Rural Spaces Across the United States**

**Kristen Cuthrell***, Professor and Chair, Clemson University, Dean’s Fellow in Rural Education and Outreach*

The publication of *Theory & Practice in Rural Education* enters its sixth year, marking a significant achievement. The editorial leadership feels privileged to collaborate with authors, reviewers, and readers to fulfill the journal's mission of publishing high-quality articles that address theoretical, empirical, and practical issues in rural education.

As Reagan et al. share (2024), for almost 70 years, advocates of rural education have called for specialized preparation of teachers for rural schools (Azano & Stewart, 2015; Yarrow et al., 1999). While each rural community is distinctly unique, rural schools tend to face similar opportunities. The breadth of manuscripts in this issue offers a collection of work reflecting how educator residencies across the United States in our rural schools and communities partner with university-based teacher preparation programs. This issue explores the development and study of rural residencies built upon asset-based windows into the lived reality of people in rural places by privileging their knowledge, focusing on their empowerment, and disavowing deficit-oriented narratives of rurality. These manuscripts explore the co-design and, in some cases, return on investment of rural-focused residencies. Residencies partnering with institutions inclusive of Hispanic-serving institutions, Historically Black Colleges and Universities, and Predominately White Institutions, along with unique school partners, share stories and findings of impact, strategy, and discourse. From Texas to North Carolina to New Hampshire to Kansas, these experiences capture the multivocal complexities of rural empowerment, rural educational justice, the power of place, and the promise of partnership with international teachers. The authors present qualitative and descriptive studies focused on these areas.

TPRE is supported by ECU Library Services and the Rural Education Institute. All manuscripts undergo a double-blind review process coordinated by the staff, including the Journal's Executive Editor, Journal Manager, Assistant Editors, Associate Editors, and Reviewers.

The publication of this issue would not have been possible without the continuous support of various individuals. Special recognition goes to Jennifer Williams, the Managing Editor; Arleth Medal, the Assistant Editor; Dr. Robert Quinn, an Associate Editor; Dr. Jan Lewis, the Director of J. Y. Joyner Library; Joseph Thomas, the Assistant Director for Collections and Scholarly Communication, Joyner Library; and Nick Crimi, the OJS Administration, Joyner Library. The journal extends its gratitude to the reviewers on the editorial board and the authors who have contributed their valuable work to this issue.

Looking ahead, the journal is currently accepting manuscripts for the next general issue, which is scheduled for publication in the spring as per tradition. Additionally, a guest-edited special issues topic on community schools is being prepared for fall 2025. Scholars and practitioners in the field of rural education are invited to submit their work to the Research Forum, the Practice Forum, the Digital Projects Forum, or the Book Reviews Forum for 2025 issues. Manuscripts for general issues are typically due in the fall, with expected publication dates in May. Special issues topic manuscripts are typically due in late winter, with publication expected in the fall. Our Fall 2026 special issues topic is yet to be determined.

Those interested in participating as peer reviewers can register on the journal's website (http://tpre.ecu.edu). By editing their profile and navigating to the "Roles" tab, individuals can select "Reviewer" and specify their interests related to rural education. The journal is also seeking an Executive Editor to oversee the review, editing, and publishing process. The Executive Editor will serve as a leader and collaborative member of the TPRE team, with primary responsibilities including the initial manuscript review, providing authors with feedback in collaboration with section editors, and conducting the final proofreading. Letters of interest should be addressed to Robbie Quinn, Executive Editor, and Jenn Williams, the Managing Editor, at tpre@ecu.edu

**About the Author**

**Kristen Cuthrell**, EdD, is a Professor and Chair at Clemson University in the Department of Education and Human Development. She serves as a Dean’s Fellow in Rural Education and Outreach. Previously, she was at East Carolina University in the Department of Elementary Education and Middle Grades Education and served as Director of the Rural Education Institute. Her research interests include rural educator preparation, innovation through rural research-practice partnership, and community engagement in rural spaces.

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**Mission:** Initiate and facilitate partnerships and research-driven innovations that enhance holistic development and opportunities for pk-16 students and their families in rural communities. Collaborate with stakeholders towards positive transformation in families and schools.

**Vision**: Be a place where educational stakeholders in rural communities come and feel at home in accessing resources and support to address the issues that confront us.

**Goals:** Improve educational outcomes for rural students, school, and communities through

* ECU Next Gen: We grow the next generation of rural educators and researchers.
* Local and Regional Development: We collaborate with schools and communities to build capacity for all.
* Rural Education Promotion: We articulate and advocate the importance of rural schools and communities.
* Research and Evaluation: We study our practice and investigate what works in rural schools.

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