

Editorial Introduction

We are pleased to present this compelling issue of our journal, which brings together a diverse array of articles exploring the intersections of policy, practice, and innovative teaching strategies in the education sector. These contributions illuminate critical pathways to enhance learning experiences for both students and educators.

Our first piece, "Graffiti Writing: Unlock a Creative Strategy to Encourage Text Interaction" by Dana M. Evans, introduces graffiti writing as a form of visual notetaking. This study highlights how creative expression can enhance preservice teachers' engagement as well as meet the new challenges presented by Science of Teaching Reading (STR) mandates. Next, "The Mandated Guidelines of the STAAR Redesign: A Focus in RLA Instruction on Text-Based Evidence" by Stephen Winton, explores how the new emphasis on text-based evidence can be leveraged to improve instructional practices while encouraging students to critically examine source reliability. In "Revisiting Policies Surrounding Class Size: An Advancement for Students and Teachers," by Sherri Herrington, the author argues for a re-evaluation of existing policies, providing evidence that smaller class sizes can significantly improve student achievement and teacher retention, which are essential for effective learning environments.

We also address the challenges faced by nursing education in "Through Policy and Practice Changes," by Denise Goddard, where the article highlights critical areas such as diversity, equity, and inclusion; technological advancements; and regulatory shifts impacting nursing educators. This discussion is of vital interest to a broad audience, as it underscores the changes affecting healthcare education today. Lastly, "Bilingual Special Education in Texas: An Opportunity for Getting Policy and Practice Right," by Eric Lopez delves into an exciting new certification program designed to meet the needs of bilingual special education students. This article expresses the hope that this program will succeed in meeting the needs of diverse learners, where past initiatives have failed.

Together, these articles provide a rich tapestry of insights that can inform and inspire educators, policymakers, and researchers. We hope you find these contributions as enlightening and motivating as we do in our collective pursuit of effective education.

Warm regards,

Dr. Brook R. Dickison
Editor

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