

Editor's Introduction

We are pleased to present the Fall 2020 issue of the *Journal of Research in Education* (JRE), Volume 29, Issue 2. This issue includes five articles representing a wide range of topics in the field of education, covering the span from preschool childcare through higher education.

In *Childcare directors' comfort and interest in technology and professional development*, Jade Burris, explored how the demands of Quality Rating and Improvement Systems (QRIS) are being met by childcare directors and in what ways existing professional development (PD) is supporting the acquisition of these new skills.

In *"It was just the right thing to do": Women higher education administrators theorize ethical leadership*, Jill Channing, sought to better understand women higher education administrators' theorizations of ethical leadership and their ethical leadership philosophies as reflected in their leadership practices.

Rachel Geesa, Burcu Izci, Shiyi Chen & Hyuksoon S. Song investigated the role of fourth and eighth graders' gender attitudes toward science in science achievement in the Trends in International Mathematics and Science Study (TIMSS) in *The role of gender and attitudes toward science in fourth and eighth graders' science achievement in South Korea, Turkey, and the United States*.

David Marshall, Divya Varier, Samantha Hope & Lisa Abrams explored teacher residency programs who match a pre-service teacher with a mentor through the triangulation of multiple data sources from a longitudinal evaluation study examining the development of secondary residents in one urban teacher residency program in *The role of mentor-resident match in a teacher residency program*.

In *Effect of a self-advocacy intervention on the GPA of students with disabilities*, Alyssa Robert and Forest Parker III, compared student grade point averages (GPA) prior to and after the implementation of an integrated program to teach self-advocacy techniques to students with disabilities in one Louisiana school district.

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Co-editors: Dr. Tracy Butler, PhD and Dr. Kristen McHenry, EdD

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