

## Editor's Introduction

We are happy to present the Fall 2021 issue of the *Journal of Research in Education* (JRE) Volume 30, Issue 3. This issue includes four articles, and we believe each manuscript will contribute to the knowledge and literature for the respective topics studied.

Robert Ceglie and Ginger Black explored the competencies that pre-service teachers had for working with parents of school aged children through a post workshop focus group interview in “**Supporting Digital Literacy in School Communities: Build Skills in Working with Parents by Pre-service Teachers**”

Jill Channing took a qualitative approach to better understand the ways community college administrators navigate power, politics, and human relations in the workplace in “**Power, Politics, Foucault, and Community College Leadership**”

Haigen Huang and Vijay Kesharao Paralkar studied the mediating effect of student achievement in mathematics and science on intergenerational social mobility between their parental socio-economic status and their future occupational prestige in “**Better Scores, Better Jobs, An Untested Assumption: Social Mobility and Achievement in Mathematics and Science in the United States**”

Tim Pressley sought to gain insight into the impact of “**Elementary Hybrid and Virtual Teacher Stress during COVID-19**” through a mixed methods approach.

Despite the challenges of the last 18 months, our authors, reviewers, and EERA board members have been hard at work ensuring quality studies, which have undergone rigorous peer-review, are published, and made available to the education community. We are immensely grateful for the support of our Eastern Educational Research Association (EERA) President, Dr. Jia [Grace] Liang and our Director of Communications, Dr. Willy Williams. We hope you enjoy this edition, and we look forward to what the future holds for the JRE.

Our best,

Dr. Tracy Butler, PhD and Dr. Kristen McHenry, EdD, co-editors of the JRE

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