

Editor's Introduction

We are happy to present the Summer 2022 issue of the *Journal of Research in Education* (JRE) Volume 31, Issue 1. This issue includes seven original research articles. We believe each manuscript will contribute to the knowledge and literature for the respective topics studied.

Nicholas Elam delved into **“Principals’ Approaches and Perceptions Toward Teacher Evaluation in a Virtual Setting during the COVID-19 Pandemic”** to discover the impact of COVID-19 on the evaluation process.

John C. Gillham and Nicole V. Williams sought to understand the impact of effective online course design strategies on an online graduate program in **“Online Course Reviews and the Student Experience: A Case Study.”**

Katie Leckenby researched how mindfulness practices in a classroom could transfer to self-care outside of the classroom in **“Pre-Service During a Pandemic: College Students’ Perceived Effects of Mindfulness Practices: A Mixed Methods Study.”**

Nicole L. Lorenzetti and Helen Johnson in **“It Starts in the Classroom: Teacher Education Students’ Decisions About Classroom Disciplinary Referral”** took a quantitative approach to determine if there was a connection between implicit racial bias and classroom disciplinary decisions.

Refika Turgut and Margarita Huerta conducted a qualitative study to ascertain whether secondary content teachers viewed themselves as capable teachers of English Learners in **“Examining Secondary Content-area Teachers' Identity Positionings as Teachers of English Learners.”**

Carol Watson, Jenna Plump, and James Durham explored gender bias through the lenses of both teachers and students in **“Gender Bias in the Middle-Level Classroom: The Intersection of Observation, Teacher Self-Perception, and Student Perceptions.”**

Michele White observed first graders to determine the impact of STEM lessons in **“Making a Move: Investigating the Responses of Children in First Grade Engaged in STEM Lessons.”**

Our authors, reviewers, and EERA board members have worked hard to ensure 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. Kristen McHenry, EdD, and Dr. Tracy Butler, PhD, co-editors of the JRE

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