

# Editors' Introduction

We are pleased to present Volume 26, Issue 1, of the *Journal of Research in Education (JRE)*. This issue includes four articles from scholars working in both educational practice and academic positions at a range of institutions and institution types.

In *A National Survey of Teaching Artists Working in Schools: Background, Preparation, Efficacy and School Experiences*, Scott Snyder and Timarie Fisk present an overview of the current population of teaching artists working in schools, focusing on their professional roles, skills, and needs.

In her article *Exploring the Literacy Beliefs of Refugee Mothers: Implications for Research and Practice*, Nicole Taylor examines the literacy beliefs of refugee mothers of preschool-aged children and considers how an improved understanding of those beliefs may improve teaching and learning partnerships between schools and families.

In *Revisiting Retrospective Miscue Analysis to Support Students and Teachers During an Action Research Project*, Stephanie Bradshaw and Margaret Vaughn report findings from an action research project that explored students' reading growth during a modified version of Retrospective Miscue Analysis.

In *Effectiveness of a Constructivist-Based Science Camp for Gifted Secondary Students*, Hope Wilson and Brian Zoellner investigate the effectiveness of a residential constructivist-based summer learning experience in aquatic biology and biomedicine for gifted secondary students.

The publication of new knowledge is not possible without many collaborative efforts, particularly on the part of submitting authors and peer reviewers. As a publication of the Eastern Educational Research Association (EERA), the *Journal of Research in Education* is made possible through the support of its members and Board of Directors. The support of Dr. Michael Miller, former Editor of *JRE* and current President of EERA, and Dr. Shawn Fitzgerald, President-Elect of EERA, is fundamental to the success of the journal. We look forward to highlighting the good work of educational scholars and practitioners in future issues of *JRE*, and the continued support of EERA. Thank you to all who have worked to advance the journal.

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