

## Introduction to the 2023 Conference Proceedings

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The ultimate goal of teacher preparation programs and professional development is to improve student outcomes and educational experiences. Yet, in the design of courses and programs and plans for ongoing professional development, we often don't situate the said learning experience within the larger learning context for teachers and teacher candidates (TCs). In this 2023 issue of ATE's Conference Proceedings, the authors emphasize the importance of listening to all stakeholders in the design of learning experiences and highlight other sources of teacher and teacher candidates' professional learning.

In *Voices of the Residents: A University-based Teacher Residency Program as a Retention Strategy for High-Need School Districts*, Hill-Jackson and colleagues point out that TCs in a residency model express the impact of the sense of belonging on their development and that the year-long placement helped them settle into the community and gain instructional self-efficacy. Mayne and colleagues in *Ask the Parents*, underscored the power of parent voice and expertise about their children to shift special education TCs' confidence in learning how to support inclusive practices. Lastly, in *Knowing Better, Doing Better: Using Lessons from COVID-19 to Build a More Resilient Education System* Luther and Morrissey sought the voices of teachers on how to build a more resilient educational system that can respond and pivot quickly with faced with crises (i.e., COVID, extreme weather events). Given these findings we challenge teacher educators to consider the voices of all stakeholders in designing courses, programs, and professional development.

Teachers and teacher candidates learn and grow from a variety of sources beyond their courses. In both Willey's *An Analysis of Alternative Certification Candidates' Perceptions on the Texas Teacher Evaluation System (T-TESS)* and Hill-Jackson and colleagues *Voices of the Residents*, mentor teachers and other colleagues at their school sites played critical roles in their acquisition of knowledge and development. More specifically, Olokunde and colleagues found the peer-collaboration during learning was vital to teachers' learning in *Building virtual reality Skills in STEM Teachers Through Professional Development*. This research encourages us to reflect on how we might capitalize on these other sources of development to improve teacher and TCs' overall development.

Although these conference proceedings highlight the importance of stakeholders in our design and the consideration of the range of sources of teacher development, we must also pause to consider the importance of time in teacher development. In *What Beginning Teacher Candidates Think They Need to Learn to Engage in Culturally Responsive Teaching: Implications for Teacher Educators* Cheek and colleagues point out that TCs need time to unpack the essential elements of culturally responsive teaching and develop a deep understanding of the relevance of the essential elements to becoming culturally competent teachers. As teacher educators are we recognizing the importance of time in candidate development? Are we taking the time to listen to the voices of all stakeholders? Are we taking the time to integrate all sources of teacher development in our overall program?