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Letter from the Editors

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Letter From the Editors

I have to admit that it was a challenge to write this letter, and I kept finding myself putting it off. Like many of you, Julia and I are exhausted - physically, mentally, emotionally - trying to do too much with too little time. The stress and strain of the COVID-19 pandemic, racial violence, and political tension has left our reserves depleted. Teachers across New York are struggling to meet the needs of students both in school and at home, with insufficient resources, constantly changing demands, and no guidebook to follow. Colleges and universities are trying to provide opportunities for teacher candidates to develop their craft when we can't be together in person and clinical practice opportunities are limited or even absent. Many of us feel cut off and isolated from family, friends, peers, colleagues and typical routines. These are truly challenging times. And yet, we keep showing up, for one more zoom meeting, one more phone call with an anxious student, one more meeting with a field partner. And we will continue to do so - with circles under our eyes perhaps - but the work of education goes on.

So, we are pleased to share with you Volume 13, number one of *Excelsior: Leadership in Teaching and Learning*, our fourth issue published in a fully on-line and open access format. We are grateful to the authors who submitted manuscripts and the reviewers who gave up precious time to review submissions and help craft this issue. We feature topics including pathways to teaching, open classroom formats, assessment of dispositions, teacher burnout, and a review of the book, *Media and Moral Education. A Philosophy of Critical Engagement*, all of which are incredibly relevant to the current state of teacher education. We are excited by the response to recent issues, encouraged by the increase in submissions to *Excelsior*, and grateful for all of you that have contributed to the success of the journal. We hope you continue to send us your scholarship and encourage your colleagues, students and field partners to do the same. We also welcome additional reviewers as our number of submissions continues to increase.

We have received a number of submissions for the special issue on teaching during a pandemic, and we look forward to publishing that issue this winter, so that we will have a total of three issues this year. So please look for that issue in a couple of months, just in time for the third wave of this "new normal."

During these difficult times, it is more important than ever to stay connected, to find strength and inspiration from our fellow educators and researchers. We hope you find some of that connection and energy in the pages of this issue. Take care of yourselves and each other.

Christy and Julia