

## Letter From the Editors

Happy New Year! We hope that 2023 brings you all good things! No doubt, whether you have submitted a manuscript to *Excelsior* or to another journal, you have noticed that there is a longer delay between submission and notification regarding your manuscripts. One of the impacts of the global pandemic is that there are fewer scholars willing to review for journals. *Excelsior* already has a limited pool of reviewers, and we have noted that more and more reviewers are declining or simply not responding to requests to review. This has translated into a much longer review process, as we need to invite many more reviewers than in the past as fewer individuals accept the requests. While other journals have stopped accepting submissions because of the shortage of reviewers, we do not want to do that as we would like to continue publishing two issues per year. So, if you have reviewed for us in the past two years, thank you so very much for your service to the profession. If you have not reviewed for us, please consider doing so. The strength of the journal is dependent on the engagement of a wide range of scholars and reviewers. If you have submitted a manuscript, we appreciate your patience as we push the manuscripts through the review process.

The five articles and one book review featured in this issue highlight a variety of challenges in the field with the common thread of the need for attention to systems to address these challenges. Hinman and her colleagues present findings of a self-study group related to habits of mind dispositions needed to support anti-bias anti-racist work in teacher preparation, including the need for activism to work to transform systems of oppression. Wolfe and colleagues analyzed how district, building, and teacher instructional leaders think about their roles and responsibilities and the systemic challenges inherent in instructional leadership. Sockman and Lwanga present their investigation of the development of teachers' identities from traditional teachers to facilitators in classrooms with ubiquitous computing, that is, in classrooms where every student has a computer; these findings around identity development can inform the work of school systems that implement ubiquitous information communications technology. Chambré and Ness examined the impact of multimodal asynchronous modules on preservice teachers' knowledge of dyslexia, and the potential impact of this on teacher preparation systems that use online modules. Chen-Worley investigated the knowledge, perceptions, and attitudes of teachers around English learners and language acquisition and the need for systems-wide professional development related to working with English learners and their families. Finally, Serure reviewed *Thinking About Teaching*, a first-person account of working within different systems (classrooms, districts, state education department, teacher education) through various education reform efforts.

Although our reviewer system is taking longer than usual, we would still like to invite proposals for special issues and guest editors. The recent NYSATE/NYACTE Fall Conference had so many wonderful sessions—it would be great if folks could build on the presentations and propose a special issue of *Excelsior* based on the sessions. It might take a little longer for reviews, but we are committed to not interrupting the publication schedule of the journal.

Best Wishes,

Christy and Julia