

Message From the President

Colleagues and readers! Welcome to the first issue of Volume 16 of *Excelsior: Leadership in Teaching and Learning*, the professional journal of the New York Association of Colleges for Teacher Education (NYACTE). The collection of articles in this issue illuminates important matters of educational equity facing educator preparation and P-12 student learning. In many ways, this issue buttresses the theme of our 2023 NYSATE/NYACTE Fall Conference focusing on “envisioning the future of educator preparation.” Many of the articles point to the need for advancements in equity with implications for the future of practice and research within the profession. To envision the future of educator preparation requires taking keen stock of and learning from both the present and the past, to embrace the inevitability of change, and to recognize one’s role in championing the full potential of education in a democratic society. I believe envisioning the future is an act of hope—hope for greater equity, greater student achievement and learning, and greater belonging for all community members. May the theses, methods, and insights from this issue’s articles inform future practice, scholarship and advocacy and spark intellectual conversation for envisioning the future educator preparation.

Author Ross Russell investigates factors leading to undergraduate students’ decision to change their declared majors to pursue a career in teaching. While the study of entry into the professional is commonplace today, the author contents that less is known about degree major mobility as a pathway into teaching. LaRon A. Scott, Christine Powell, Lauren Bruno, Christopher J. Cormier, Kendra Hall, Katherine Brendli, and Joshua P. Taylor employ B. S. Billingsley’s career decision framework to examine persistence among special education teachers as they ascend the career ladder. Factors both internal and external to the professional work context were investigated. Kiersten Greene, Lizabeth Cain, Elizabeth Brennan, and Brianna Vaughan chronicle insights gained from university education preparation faculty and experienced P-12 teachers who reflect on the use of educational technology across the P-20 continuum in a post-Covid environment. They use the U.S. Department of Education’s 2016 guiding principles for educational technology in teacher education for data analysis with implications for education technology integration into pedagogical practice. Continuing the examination of the COVID-19 pandemic, author Deborah Greenblatt investigates equity conditions in teacher certification. Race and income are two factors addressed in relation to the pandemic and teacher certification attainment. Leanna S. Mellon, Noor Syed, and Lauren Lestremau Allen’s article draws concern from the shortage of licensed Applied Behavior Analysis (ABA) service providers in New York. The authors explain how such shortage impacts P-12 students with recommendations for increasing service accessibility. Lastly, authors Katie Newhouse and Lauri Rabinowitz tackle the challenges of *pull-out* and *push-in* instruction for P-12 students with disabilities. In doing so, they argue for inclusive practices and a rethinking of teacher education curricula.

Looking toward the future, NYACTE will soon announce new editorship of *Excelsior* from the NYS higher education community. With gratitude, we salute the fine work of co-editors Christy Ashby and Julia White who have curated each volume of *Excelsior* since its inception. The new editors will continue to work with Syracuse University for hosting the journal and ensuring seamless continuity for knowledge creation and dissemination to which the *Excelsior* community is accustomed.

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