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## Letter from the Editors

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## Letter From the Editors

Fall is here, bringing with it changing leaves, cool evenings, and new beginnings for those of us who live by an academic calendar. The 2019-2020 school year is well underway and we take this opportunity to pause and reflect on the state of teacher education. As the key outlet for publishing work in teacher preparation for the New York Association of Colleges for Teacher Education, *Excelsior* has enjoyed over a decade of reporting research across content disciplines, research methodologies, theoretical perspectives, and current issues in the field. We are excited to welcome you to the second edition of *Excelsior: Leadership in Teaching and Learning*, published in an on-line and open-access format and hope you will find the contents informative and thought-provoking. We appreciate the contributions of all of our authors and reviewers as we compiled this issue.

The four articles included in this issue address timely and compelling topics related to teaching and teacher education. In recognition of the importance of social and emotional learning and explicit instruction in affective skills, Alexander and Vermette address the Social and Emotional Learning standards and the connections with the Habits of Mind framework. Thomas, Clayton, Huang and Garcia highlight patterns and tensions in the perspectives of teacher education faculty related to the meaning of social justice. In a second manuscript by Alexander and Vermette, they illustrate the application of the 2016 book *The ABCs of How We Learn. 26 Scientifically proven approaches, how they work, and when to use them* by Schwartz, Tsang, and Blair to a model lesson in a compelling illustration of a research to practice linkage. Finally, Sturm examines pre-service teachers' perceptions of entering the teaching profession and teaching English language arts.

As we prepare to attend the NYACTE/ NYSATE Conference, we are excited by the range of topics and presentations and the engagement with key issues in teacher preparation. *Excelsior* is another outlet for that energy and innovation. We need your involvement as we continue to develop the journal as a premier outlet for scholarship related to teaching and teacher education. We hope you consider turning your conference presentations into manuscripts for submission. We also hope you encourage your university colleagues, field partners, and students to consider *Excelsior* as an outlet for sharing the great work you all are doing. And we urge you to participate in the review process - your feedback on submissions ensures the continued quality of the journal. We see great potential for this journal, both within New York State and beyond and we want you to be a part of that. Thank you for reading, and we welcome your feedback on this issue and your input into future issues. If you have ideas for a special issue, please let us know!

Christy and Julia