

Letter From the Editors

With the spring semester in the rearview mirror, I think we can all agree that the word “unprecedented” has been used so often it is starting to lose its meaning. But we are truly living through unparalleled times and that is especially true in the education field. The impact of COVID-19 has been felt in very corner of our world. Classroom teachers had to turn on a dime and figure out to provide instruction to students that can no longer be in our school buildings, many of whom lack the resources to be able to fully access those learning opportunities. Higher education faculty had to shift to online platforms, without time or all the necessary know-how. Students had to adapt to entirely new ways or learning, without the routines and stability of school and the in-person support of teachers and peers. Given the enormity of the crisis and the continuing ramifications, it can be hard to think beyond today and the current challenges and pause to pull back the lens. The articles in the current issue do not address the current crisis—they are not related to virtual instruction or digital learning—but they are no less important.

We are pleased to share with you Volume 12, number two of *Excelsior: Leadership in Teaching and Learning*, our third issue published in a fully on-line and open access format. in an on-line and open-access format. Given all that is strange and ever evolving, we are thrilled to share this issue with all of you and acknowledge the outstanding work of these authors and reviewers that contributed to its development. The four articles address timely and important topics that touch on themes of engagement, collaboration, communication and in-service and pre-service education. Veyboda and Howerton address the connections between knowledge, attitudes and beliefs about linguistics for pre-service Speech-Language Pathology students, with important implications for recruitment and program development. Russell and Richey’s qualitative self-study turns the lens on their own courses and assignments to understand the role of the community asset inquiry model, an asset-based approach to engaging with families and communities. The research to practice brief by Ashby, Woodfield, Dickens, Vroman and Heath describes an approach to coaching parents in fostering meaningful, reciprocal communication through recreational activities as part of a larger physical activity program for parents and families of children with autism. Finally, Erin Faeth reviewed the book *Collaborative Lesson Study: ReVisioning Teacher Professional Development* by Vicki Collet, which describes one way to address this issue, and offers a comprehensive guide to implementing the professional development practice of Collaborative Lesson Study (CLS).

We hope you can take a break from the news and the worry to enjoy this issue and make space for thinking positively and creatively about the future of education. So much has been lost in terms connection during this crisis. We need a collaborative and supportive community of educators now more than ever. As we adjust to our new reality and look to the fall, please consider submitting a manuscript that highlights the ways you are moving forward, the ways you are engaging with school district and family partners, the new pedagogical tools you are incorporating, not as a replacement for what came before, but as additional tools in our repertoire. And while we know everyone is busier than ever, we urge you to participate in the review process - your feedback on submissions ensures the continued quality of the journal and helps us mentor future generations of scholars. We wish you health and peace during these turbulent times and hope you can sustain yourselves as you continue to support your students, your programs, and your local schools and communities. Be well!

Christy and Julia