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Message from the President

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Message From the President

As I write this message, we should be together in beautiful Saratoga Springs, enjoying the gorgeous fall colors and crisp air, learning and laughing alongside our colleagues from across the state, and sharing our hopes, concerns, and best ideas for preparing the next generation of teachers. Unfortunately, as I wrote in my message to you in Spring, 2020, we had to make the difficult decision to cancel our annual NYSATE/NYACTE conference to which we all look forward every October. Even as we knew then that that was the right decision at the time, I know many of us hoped that by now our world would be well along the road to recovery. For a lot of us around the state, like myself in New York City, that is not the case.

Many of us continue to find ourselves partially or fully online and anxiously anticipating a possible “second wave” of Covid-19 in the next months. I myself have felt almost like I’m in a holding pattern for the past several months, waiting for life to return to some semblance of normalcy. The surge of energy that enabled us to quickly transition to a remote teaching and learning environment in March is, after seven months, nearly depleted. If you’re like me, you wonder some days how you’ll continue to provide the care and support in addition to the academic and clinical experiences that all of our students need right now. The needs of our students and our profession don’t allow us to place our work on hold.

Staying connected to our colleagues and relying on each other to share strategies that have worked during these challenging times are more important than ever as we continue the extraordinarily important work of teacher education. One source to help us meet both these goals is our NYACTE journal. As I read the abstracts of the articles of this latest issue of *Excelsior: Leadership in Teaching and Learning*, most of which were written during a pre-Covid world, I can’t help but think of each topic from the perspective of teacher preparation during and after a pandemic. In “Pathways to Teaching: The Cluttered Online Infrastructure for Potential Teacher Candidates,” Kim Wiczorek explores how teacher candidates use college and university websites to choose the programs in which they enroll. I wonder what aspects of our teacher preparation programs might be most important to our current and future candidates and what lessons we have learned from the pandemic that might change our program delivery permanently. Adam Huck asserts in “Teacher Candidates and the Open Classroom: Concerns for Professional Growth, Safety and Collaboration” that pre-service teachers in a literacy methods course were concerned about the physical safety of themselves and their students in an open-classroom environment, due to all-too-common instances of school violence; these same teacher candidates expressed the need for support for their own emotional safety and that of their students. Surely, concerns of pre-service and in-service teachers for both physical and emotional safety are even more pronounced now. How are we addressing them? Authors Elizabeth Bradley, Patricia Isaac, and Joseph King, discuss an instrument for assessing dispositions of pre-service teachers, a topic that continues to be widely discussed for more than two decades. Will the dispositions of promising teacher candidates change as a result of the pandemic and in what ways? Tiffany Coyle, Erica V. Miller, and Christa Rivera Cotto state that although burnout of P-12 teachers has been well-documented, burnout of teacher educators has not been thoroughly investigated. I would argue that *all* educators are experiencing more burnout than ever at the present moment. What can we learn from these authors that might help us take better care of ourselves and our colleagues? Finally, Cheryl L. Brown, in her book review of *Media and*

Moral Education. A Philosophy of Critical Engagement, explores the impact of living in a digital world on moral education. What are the implications of the dependence on technology we have all been required to embrace recently? These are just some of the questions that the current issue of *Excelsior* immediately brought to mind for me. I know that the thought-provoking articles in this issue will foster rich and meaningful conversations among our readers; I hope that engaging in these conversations will foster a sense of community, optimism, and inspiration for each of you as we face the current challenges together.

Wishing you all the best,

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