

Message From the President

Greetings colleagues and readers! I'm delighted to welcome you to the first issue of Volume 14 of *Excelsior: Leadership in Teaching and Learning*, the professional journal of the New York Association of Colleges for Teacher Education (NYACTE). This issue marks the start of the fourth volume of *Excelsior* since its move to an open-access, fully online format in 2018. The task of transitioning a print-only journal to a brand new online structure was not without its challenges. Yet, in developing this new structure, *Excelsior* editors Christy Ashby and Julia White have made sure to establish a strong organizational system that maintains high editorial and content standards while at the same time provides support to authors throughout the publication process. I am incredibly grateful to Christy and Julia for their enormous commitment and dedication to their work on *Excelsior*, as well as to the many audiences this journal serves.

The papers in this issue reflect the broad scope of *Excelsior* which provides a reliable and thought-provoking forum for exchanging information, sharing experiences, and publicizing findings on various aspects of teacher education. For example, in the paper written by Michael Rosenberg, Sunny Duerr, Kate Ingraham, Karen Bell, and Art Gould, the authors report on their findings related to the impact of a multi-platform intervention for helping candidates develop strong classroom management skills. Many teacher preparation programs struggle to support candidates in developing these skills. This paper provides suggestions for addressing this issue, especially when programs struggle to find opportunities for candidates to actually practice these critical skills.

Authors LaRon Scott, Lauren Bruno, Philip Gnilka, Linday Kozachuk, Katherine Brendli, and Vivian Vitullo share findings from their study of the personality profiles associated with special education teachers. This piece provides some thoughtful analysis of the different characteristics beyond personality traits that may influence an individual's choice to pursue a career in special education. This information will be helpful to teacher education programs and schools providing support to these teachers.

In another piece about supporting practicing teachers, Kathleen Gormley and Peter McDermott discuss their content analysis of top literacy journals in an attempt to determine how much of the content in these journals speak to issues of critical literacy theory. Given that many K-12 teachers rely on professional journals to stay current in their fields, and the importance of critical literacy in pursuit of equity initiatives in schools, the author's findings reflect the need for journals to consider the professional development needs of practicing teachers in selecting the content they publish.

As many of us found in the pandemic, not all effective instructional strategies that we typically used in our in-person teaching translated well to an online environment. In examining the use of the well-known "Think-Pair-Share" technique in virtual spaces, Philip Sembert, Paul Vermette, Frank Lyman, Mary Ellen Bardsley, and Carolyn Snell provide an analysis of how they adapted this technique in an online graduate class. In this piece, the authors share insights they gained in using this strategy in a new environment.

This issue of *Excelsior* ends with a thoughtful book review written by Kate Hoskins and Sue Smedley of the book, *Let the Children Play: How More Play Will Save our Schools and Help Children Thrive* (Sahlberg & Doyle, 2019). This review provides a comprehensive overview of a text that puts forth a passionate argument for re-thinking how play is integrated into school curricula.

The work of the colleagues whose pieces appear in this issue demonstrates our profession's commitment to sharing what we learn to benefit the broader enterprise of teacher education. I hope you will find information in this issue that will support and extend your own work in our profession.

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