

## Message From the President

Colleagues and readers! I write this introduction as the new president of NYACTE, a state affiliate of the American Association of Colleges for Teacher Education (AACTE). The 2023 NYSATE/NYACTE Fall Conference theme is *Envisioning the Future of Educator Preparation: Fostering Belonging, Equity, and Excellence*. The theme focuses on an inflection point within the profession as we plan for a future beyond the COVID-19 pandemic and amidst many pressures that might reverse strides made toward more diverse, equitable, and inclusive campuses. As you engage with the content of this issue, I invite you to consider how you might share your research and ideas regarding the future of educator preparation by submitting a manuscript to *Excelsior* or a proposal for our annual conference.

In this issue, you will find papers that address important issues for educator diversity and development. Kathleen A Gomley and Peter McDermott investigated the use of narrative analysis to learn about the saliency and emotional effects of social justice events in teacher candidates' lives to suggest ways programs might improve to better prepare future candidates for teaching in today's racially and culturally diverse schools. Stephen J. Caldas and Gina M. Pin contribute to the profession by creating a validated, synergistic, and higher-order factor of analysis they call *invicti anima*. Their research offers implications for the professional development of educators in dealing with stress, longevity in their positions, and positive outcomes for the students and others under their direction. Jacob Easley II explores the historical and contemporary contexts of teacher diversity and outlines considerations to advance racial parity in the teacher workforce beginning with preparation. Jennifer Sharples Reichenberg and her colleagues examine the experiences of graduate-level teacher candidates enrolled in teacher residency programs. Informed by role theory, identity work, and culturally responsive pedagogy, the authors suggest that programs may benefit from negotiating tensions of conflicting roles and identities among teacher candidates, their balanced demands of different classroom settings, lack of access to knowledge and materials, and more. Claudia M. Bertolone-Smith and her colleagues analyzed self-reported critical experiences of undergraduate pre-service teachers when creating self-portraits of math learning experience. The authors explored the relationship between the categories of critical events and teacher candidates' mindsets. Lastly, Cesar C. Navarrete and Minaz Fazal present a case study investigating instructors' perspectives of changes in online education. Their findings highlight the importance of supporting student engagement for autonomous learning in courses using online flipped learning approaches.

I want to offer special thanks to *Excelsior* editors, Christy Ashby and Julia White, whose outstanding work make the publication of this journal possible. Additionally, I thank Syracuse University for hosting the journal. Their leadership and support have been the engine for the journal's evolution for online accessibility and growth in readership over the years. Within this issue you will find the invitation for proposals for new editorial leadership and institutional hosting. We encourage New York-based higher education institutions and their faculty to consider supporting NYACTE for the ongoing editorship of *Excelsior*.

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