

## Letter from the Editors

Greetings! We are pleased to share the Spring 2024 issue of *Excelsior*. Included in this issue are five articles covering a wide range of topics: examining the barriers to and support for effective implementation of multi-tiered systems of support; mediating inequities in special education through culturally responsive and sustaining social and emotional learning practices; using play and puppetry to support students' socio-emotional learning; reducing math anxiety in elementary preservice teachers; and evaluating teachers' classroom dispositions. We would like to express our gratitude to the former editors, Christine E. Ashby and Julia M. White, who supported this issue in its early stages. The quality of these manuscripts is a testament to the scholars' commitment to knowledge dissemination in teacher education. We also want to thank the many reviewers who willingly volunteered their time to ensure that the articles featured in this issue met the standards befitting a journal of this caliber. *Excelsior* has grown under Christy and Julia's editorship these last five years. We are excited to inherit this journal, serving as capable stewards and building upon the legacy of previous editors in supporting scholars at various stages in their career as they share their work and the knowledge gained from their scholarship with a broader audience. Please continue to support the journal with your submissions, your editorial service, and by sharing the published manuscripts with others.

Take good care,

Jesslyn, Joelle, and Stephanie