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## Letter From the Editor

Shannon Tovey  
*Kennesaw State University*, [showrey@kennesaw.edu](mailto:showrey@kennesaw.edu)

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Happy Fall, Readers!

Among the challenges that Covid-19 has put upon educators, there are many things to celebrate. Chief among them are the unsung heroes who led efforts to devise novel ways of teaching literacy online. Our Voices section for this issue features an interview with one such hero, Alice Ensley, District Literacy Coordinator at Dalton County Schools, who explains how Dalton County was able to leverage the digital initiatives they had in place in developing teacher/family partnerships for literacy.

Another hero is Dr. Anne Katz, who describes how she adapted to the digital platform with her pre-service teachers in both an online family literacy project and in fostering authentic conversations about writing with middle-school students.

Similarly, Dr. Virginie Jackson, Dr. Stacy Delacruz, and Dominique Harry describe how they incorporated culturally relevant practices amongst pre-service teachers in as they tutored students remotely.

Family involvement, partnerships, and diverse delivery methods also underscore the novel approaches devised by Samantha Bart Addison and Dr. Robert Griffith for striving readers. Their article explains how research-based methods for transitional readers can be implemented within the parameters of secondary contexts.

Each of the articles in this issue highlight the heroes who rose to the many challenges that educators face, not just as a result of unforeseen events like pandemics, but on an everyday basis. We have much to celebrate – our students, our teachers, and our resilience.

Shannon Tovey  
Editor-in-Chief  
Georgia Journal of Literacy