

Solidarity in Supporting our Students

In this time of political tension, emphasis on testing, and funding deficiencies, it is important to continue to focus on our students. This issue, Volume 4, No. 1, highlights discussion on policy, research on learners from prekindergarten students to graduate students, and resources needed—from technology applications to textbooks—that will help us to better serve all our students.

The invited article by Susanne Marcus and Catherine DeFelice Box is a policy brief on the New York State Commissioners Regulations Part 154 (CR-154) for K–12 schools, looking at the revisions made in 2015 and their impact on schools and students. They conclude that the changes mandated in the regulations do not sufficiently meet student needs.

In Brief Reports, we have studies from two ends of the student spectrum: pre-kindergarteners and graduate students. Andrea M. Noel and Kathleen M. Lord explore the four state Common Core domains for prekindergarten from multiple perspectives (childcare providers, teachers, and administrators). Ari Sherris looks at the expectations for the reduction of subordinate clauses (and the subsequent expansion of noun phrases used) in journal articles and how to assist graduate students in learning to craft these types of phrases.

There are three materials reviews: one in-house review under our “Editor’s Choice” feature by *Journal* editor-in-chief Lubie G. Alatraste on the Oxford OUP series *Q: Skills for Success* (with a focus on level five), which is useful for those who teach college writing courses; a comparison from Wesley O’Morrow of textbook series used in EFL in China; and a review of the technology app Aurasma and its applications to teaching by Emily Lepkowski.

In the Readers’ Comments and Views section, author John Beaumont responds to a previous Reader’s Comments submission on his initial article (Vol. 2/1) by discussing a shift in college culture that is needed to better serve ESL learners. Neil Meyer responds to Jennifer Maloy’s article about placement, ESL designation, and students’ identities.

I want to acknowledge the work my fellow editors and our reviewers have done for this issue of the *Journal*, the detailed work done by our copy editor, Ceil Goldman, and the ready and able assistance of the NYS TESOL technology support specialist, Mark Aaron Polger.

Solidarity, fellow educators, administrators, and students!

Rebekah J. Johnson
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