

## **THE IMPACT OF THE STANDARDS MOVEMENT ON ENGLISH LEARNERS**

***NYS TESOL Journal*** is proud to publish this special topic as the second issue in its second volume. Almost two years ago, we put out a call for topics that would interest our readership in the form of a special themed issue. Overwhelmingly, we heard that addressing the linguistic challenges presented in the new Common Core State Standards was of concern to TESOL educators. We were very fortunate to have Dr. Luciana C. de Oliveira, a prolific and highly regarded scholar, become our guest editor for this special issue. Dr. de Oliveira is an associate professor of language and literacy learning in multilingual settings in the Department of Teaching and Learning at the University of Miami, in Miami, Florida. Her research focuses on issues related to teaching English learners (ELs) at the K–12 level, including the role of language in learning the content areas and teacher preparation for ELLs, second language writing in K–12, nonnative English speakers in TESOL, and the Common Core State Standards. Her work has appeared in *Teachers College Record*, *Journal of Second Language Writing*, *Journal of Teacher Education*, *Journal of English for Specific Purposes*, and other books and journals. She is also the series editor for *The Common Core State Standards and English Language Learners* (TESOL Press, 2014–2015). With her deep understanding of the framework of CCSS and her breadth of vision, we began a successful collaboration with the authors and many guest reviewers. Their expertise was invaluable in selecting and bringing this collection of papers to publication.

We hope that through these contributions, you discover new insights, make connections that resonate with your experiences, and consider ways to deepen your knowledge and skills as an EL educator. If you would like to share some of the ways these articles have shaped your thinking, please consider sharing your ideas. *NYS TESOL Journal* has created a new section called “Readers’ Comments and Views.” We invite readers to consider sending their responses or comments related to this special issue by September 30, 2015, so that your comments can be considered for publication in our next issue.

In closing, I wish to recognize the work of the *NYS TESOL* Advisory Board members and journal editors who served as reviewers, the many guest reviewers, our copy editor, Ceil Goldman, our technical support specialist Mark Aaron Polger, for managing our online journal, and especially Dr. de Oliveira. *NYS TESOL* will miss you, Luciana!

*Laura Baecher*  
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