

Exploring Identity, Curriculum, and Assessment: Insights for TESOL Professionals

Welcome to Volume 12, Issue 2 of the *NYS TESOL Journal*! We are excited to present our second issue hosted on the new online platform. This issue also marks a further development in our editorial team: we are delighted to welcome two new associate editors from schools in New York, Mark Emerick from Vassar College and Keirah Comstock from the University of Rochester. Their contributions will undoubtedly strengthen our connection to the vibrant TESOL community across the state.

This issue of the journal brings together three manuscripts that explore fundamental aspects of language teaching and assessment for TESOL professionals. These contributions address key challenges faced by educators while emphasizing the importance of professional identities, designing effective curricula, and implementing meaningful assessments to support diverse learners.

The first manuscript examines the professional identities of translingual teachers. It focuses on how these educators navigate challenges and leverage their cultural and linguistic capital in teaching. Through case studies, the article highlights the dynamic nature of professional identity and demonstrates how translingual teachers transform their experiences into pedagogical strengths. This work underscores the importance of recognizing the value of multilingual educators and the resources they bring to their classrooms.

The second manuscript calls for the development of robust, standards-aligned stand-alone ENL curricula in New York State schools. It critiques the inconsistent and often fragmented nature of existing curricula, advocating for content-rich, rigorous instruction tailored to support multilingual learners' academic success. The manuscript provides actionable recommendations for creating and implementing well-structured curricula that align with state standards while addressing the needs of both students and teachers.

The final manuscript reviews *Language Classroom Assessment, Second Edition* by Liying Cheng, presenting it as an essential resource for educators tasked with designing and implementing assessments in language classrooms. The book bridges theory and practice, providing strategies to foster learner autonomy, promote equity, and integrate assessment seamlessly into teaching. It emphasizes the transformative potential of assessment when used as a tool for learning rather than solely as an evaluative measure.

These manuscripts provide an exploration of identity, curriculum, and assessment relevant to contemporary English instruction. We encourage you to read them closely, reflect on their implications, and consider how the insights shared can inform and enhance your own teaching practices.

Erik Voss
Editor-in-Chief

