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Cover, Editors' Note, Front Matter

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NEW JERSEY ENGLISH JOURNAL



Editors' Note

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It is our pleasure to introduce you to the 2021 issue of *New Jersey English Journal (NJEJ)*. This year's theme is "What's Working? What's Not?" In our call for submissions, we asked authors to consider the following questions:

- What should English Language Arts look like in 2022? In what ways should our classrooms and approaches evolve from past practices?
- What do we want to shift or let go of in our teaching and learning? Which of our widely-used or longstanding instructional strategies should be critiqued or overhauled?
- How can educators create more equitable, inclusive spaces and learning opportunities? How can we be more responsive to students' social-emotional needs and welcoming of their diverse cultural resources?
- How can we better prepare students not only to meet our curricular standards, but also to participate actively in their schools and communities, and/or on a national level? Curricula and standards aside, what skills and competencies do our students need?

This issue features work in three genres: poetry, reflective pieces, and research articles. This issue addresses a variety of topics, including culturally inclusive texts, climate change, teaching tragedy, and teachers' emotional regulation. We are proud to share work from writers across the country, including pieces by first-time authors and early-career teachers.

For example, in "Supporting Growth Mindset in the Post-COVID Classroom: A Case for Skills-Tracking and Goal-Achievement Strategies," Garrett T. Van Curen describes the benefits of a long-term goal setting and tracking system to create more equitable grading.

Lisa Wennerth's "Kairos: A Time for Educational Transformation" takes readers through her own journey to rediscover her purpose as an educator and the process through which she put this rediscovered purpose into action in her classroom.

In "Writing Our Climate Future," Shannon Falkner pairs infographics and narrative writing to expand students' background knowledge about the climate crisis and their imaginations in confronting it.

Annie Yon's students created podcasts to discuss how culturally inclusive texts help them learn about each other's diverse cultures and experiences and deconstruct stereotypes.

In “Identity Development to Support Disenfranchised Student Engagement,” Jessica Hadid argues that building congruence between students’ in-school and out-of-school identities through structured journal activities can enhance student engagement.

Poetic contributions from John Chorazy and Joseph Pizzo offer reflections on teachers’ experiences throughout the COVID-19 pandemic.

Next year’s theme will be “Reviving Engagement in ELA.” Find the full call at the conclusion of these introductory pages and on our website: <https://digitalcommons.montclair.edu/nj-english-journal/>

Since 2020, when we shifted *NJEJ* to a digital format and uploaded archival issues dating back to 2013, our journal has attracted a wide online readership. As of August 2022, prior to publishing the current issue, our 236 articles have 14,637 unique downloads from 148 different countries representing 964 institutions. We thank Montclair State University for hosting our journal on their library’s Digital Commons repository, which helps readers find our pieces through search engines, institutional databases, and keyword searches.

This year’s cover was designed by rising sophomore Noreen Hosny of Princeton University, winner of our 2020 cover design contest. We are grateful to have had our last three covers crafted by such a talented young designer.

We would like to thank and acknowledge those who contributed their time and expertise to this issue. We are grateful to the NJCTE Board for their support and recommendations. Special thanks to our reviewers for their quick and attentive work to our submissions. And finally, we thank Valerie Mattessich, our NJCTE President, for her leadership and support.



Attendees at the 2022 NJCTE Spring Conference, “Literacy for Living,” held at Pascack Valley High School.

New Jersey English Journal

2022 Issue, Volume 11

New Jersey English Journal is a peer-reviewed publication of New Jersey Council of Teachers of English (NJCTE). This journal is intended to serve our members through the sharing and showcasing of research, best practices, and ideas related to K–12 and college English Language Arts education, and to encourage diverse discussions and inclusion.

NJCTE OPPORTUNITIES

NJEJ REVIEWERS

NJEJ seeks educators with experience in P–12 and/or postsecondary English Language Arts to serve as reviewers. Reviewers are typically asked to read and evaluate 1-2 submissions per year.

Instructions to join our reviewer pool can be found on the journal’s website:

<https://digitalcommons.montclair.edu/nj-english-journal/>

WRITING CONTESTS

NJCTE offers several student writing contests. Please encourage your students to submit to them—and join us as a judge. For more information, see <https://www.njcte.org/writing-contest>.



Author and Keynote speaker Jeff Zetner accepting the Muriel Becker Award at the 2022 NJCTE Spring Conference.

AWARDS

NJCTE offers several awards for teachers and authors. Please consider making a nomination. More information about these awards and past award winners are listed on our website:

<https://www.njcte.org/awards>.

- The Marcia Holtzman Pre-Service Teacher Award honors preservice teachers aiming to work at the elementary, middle, and high school levels.
- The M. Jerry Weiss Early Career Teacher Award honors teachers with one to five years of teaching experience.

- Our Educator of the Year Award recognizes an exceptional English/language arts educator—a dedicated, innovative, dynamic Pre-K–12 teacher, university teacher, supervisor, or administrator—whose activities have significantly and widely impacted New Jersey ELA.
- The Patricia L. Schall Visual Literacy Award award recognizes the significant impact of authors and illustrators who create works for young people.
- The Muriel Becker Award is the highest honor bestowed on a writer by the New Jersey Council of Teachers of English. It has been given annually since the 1980’s to a writer deemed by the Becker Award committee to be someone who reflects the best of positive ideals that inspire young readers to high achievement.

BLOG

Please consider sharing your work—a project, an anecdote, some words of inspiration, a classroom story—with our members around the state by becoming a "teacher who writes" for our NJCTE blog. Read the blog at <https://njcte.wordpress.com>. Email njcteblog@gmail.com to share your ideas.

CONFERENCES & PROFESSIONAL LEARNING

NJCTE hosts two conferences a year. We hope you will join us as an attendee or presenter! Learn more at <https://www.njcte.org/>.

Additionally, NJCTE offers professional learning opportunities throughout the year. In 2022, we co-hosted an author talk with Jeffrey Craft, and hosted a virtual Summer Learning Series covering topics such as “ELA Strategies for Productive Disagreements” and “LGBTQ+ Inclusion in the ELA Classroom.”

Looking to connect with New Jersey ELA educators and access high-quality, local professional development opportunities? Join NJCTE. Read more about member benefits at <https://www.njcte.org/member-benefits>. Subscribe to our mailing list at <https://www.njcte.org> for information about NJCTE membership and future events.



Photos from the 2022 NJCTE Spring Conference.



CALL FOR MANUSCRIPTS **2023 Issue of *New Jersey English Journal***

New Jersey English Journal, a peer-reviewed publication of New Jersey Council of Teachers of English, invites you to share submissions on the theme, “**Reviving Engagement in ELA.**” This year, we ask writers to consider ways to revive both student and teacher engagement in English Language Arts. For students, what strategies and content can promote their love of learning and literacy? For teachers, what practices can schools adopt or abandon to reduce burnout, reignite passion, and attract and retain new educators?

We seek research and practitioner-oriented pieces (~1000–2000 words), as well as personal essays (~700–1000 words) and other creative responses related to the theme and geared towards an audience of P–12 and postsecondary English Language Arts educators. In addition to submissions that respond to the theme, we also welcome poetry related to the theme. We welcome single and co-authored submissions from both veteran and early-career teachers, and we especially invite new writers, pre-service teachers, and graduate students to develop submissions. Writers are urged to read past issues at <<https://digitalcommons.montclair.edu/nj-english-journal/>> to review successful submissions.

We invite you to respond to the theme “**Reviving Engagement in ELA**” by considering such questions as:

- What gets in the way of student engagement in today's P–12 and/or higher education ELA classrooms? How can we revive it for our students, and perhaps ourselves as well?
- What do we need to change in ourselves as teachers to revive student engagement? What do we need to change for our students?
- Which practices and policies help new, mid-career, and veteran educators to thrive in their ELA classrooms? Which do not?
- How can schools, school leaders, and educators create more equitable, inclusive and inviting learning spaces?

Submissions will be accepted until **Wednesday, December 28, 2022**, via <<https://digitalcommons.montclair.edu/nj-english-journal/>>. All submissions will be reviewed through a double-blind process by multiple peer reviewers. Submissions should not have been previously published or under review elsewhere. Manuscripts should follow current MLA guidelines for citations. All writing should appear in Times New Roman 12 pt. font, and authors' names and identifying information must be removed from all submissions. Send any queries to <njenglishjournal@gmail.com>.