

Position: Associate Editor, Materials Review

1. Description of Responsibilities

- The associate editor is given a three-year position. First year is 'training' or shadowing year.
- The position implies that the associate editor secures at least 1 review per issue, but ideally two: one K-12 and one for Higher Education concerns, including teacher education.
- Associate editor may do the following: pre-select most recently published academic texts, either K-12 or Higher Ed; then, reach out so scholars in the field and invite them to review the text.
- Associate editor may also decide to solicit from publishers some recent publications, very relevant to the Journal, and then create a call for reviews. Publications should span no longer than 3 years from present day. In some special cases, an expert in the field may review a book that was published earlier but is in a new edition.
- Associate editor can also select textbooks or academic books currently available to her/him and invite a colleague in the field to review it.

2. Call for materials reviews:

This file should soon be available on the journal's alternative site where all files are kept. For now, it is copied below with the review rubric.

Call for Reviews of books, textbooks, online resources, software, and other ESOL related teaching materials in press or online

NYSTESOL-J welcomes submissions of ESOL resources in print, e-version or web-based. The materials should be related to teaching practices. Currently, NYSTESOL-J encourages prospective reviewers to select the materials for review and check with the Review Editor for relevance. If you wish to review resources on technology or anything related to e-sources or software, please be mindful of the most recent editions or observe the up-to-two-year publishing date. For book/textbook reviews (both print or e-version) please read the Book Review Guidelines.

All submissions are peer-reviewed. You can consult the scoring grid for further guidance.

The following rubric will help guide the authors and the reviewers:

Introduction clearly states what type of material is being reviewed and its specific audience and purpose

Brief but relevant summary of chapters is offered

Specific strengths of some chapters are highlighted

Examples of useful chapters /activities are provided were relevant

If relevant, other currently available texts are mentioned and/or compared

Possible drawbacks of the text are mentioned (if relevant)

Conclusion suggests pertinent use