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LANGUAGE ARTS JOURNAL OF MICHIGAN

VOLUME 31, NUMBER 2, SPRING 2016

MICHIGAN COUNCIL OF TEACHERS OF ENGLISH

Professional Development

**The Case Against the
Professional Readiness Exam**
Robert Rozema

Anna Meredith White and Brian
White
Take the Hogwarts Express

Cathy Fleischer
**On Why Graduate Programs
Still Matter**

**The Common Core,
Professional Development,
and Classroom Discourse**
Brienne Stephens

Erinn Bentley
**Moves Professional
Development to High School**

Poetry by Mitchell Nobis

**Rats, Anxiety, and Heartbreak:
What It Means to Teach in
Detroit Public Schools**
Essay by David Jagusch

And Much More . . .

Purple Robe and Anemones, Henri Matisse (1937)

Fall 2016: Open Issue
Deadline: July 15, 2016

In this open issue, we will feature scholarly articles that are relevant and meaningful to our audience of elementary literacy teachers, middle and high school English language arts instructors, and university English educators. Authors might consider one of the following questions:

- What inquiry work have you done that can stretch the field of literacy, language arts, and English?
- How are you rising up against new mandates and legislation to best meet the needs of students?
- What tensions do you see in literacy education today?
- What do readers of LAJM need to notice and think about?
- Describe your process of learning about literature, literacy, culture, social justice, and language.
- What new literacy practices do you see in communities and schools? What supports these practices? What hinders them?
- What connections are adults and children making as they engage in the art of language?

Please submit manuscripts through Scholarworks (<http://scholarworks.gvsu.edu/lajm>).

Spring 2017: Race and ELA
Deadline: March 15, 2017

As English language arts teachers, we are inundated with news of racism and racial strife. From Black Lives Matter to the Flint water crisis, we cannot help but recognize race as an invidious thread that binds much of these troubling issues together. And, of course, there are the concerns about linguistic fairness and students' right to their own language. This issue asks writers to consider the issue of race, difference, linguistic diversity, and equality as topics for teaching and writing:

- What can we learn from our students of various cultural and racial backgrounds?
- What pieces of literature offer the most hope and challenges?
- What assignments have generated the most authentic responses to the real controversies that swirl around us?
- Language instruction cannot be empowering unless it is inclusive, so how do we accomplish this and avoid political tumult?

This issue invites contributions that provide insight on the intersection between race, difference, change, and language arts pedagogy. Please submit manuscripts through Scholarworks (<http://scholarworks.gvsu.edu/lajm>)

The *Language Arts Journal of Michigan* is a peer-reviewed journal published by the Michigan Council of Teachers of English as a service to educators interested in literacy and the English Language Arts at all instructional levels. LAJM is published biannually. Its contents do not necessarily reflect the views of MCTE or its members.

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Lisa Schade Eckert, Northern Michigan University
Sarah Kooienga, Graduate Assistant, Grand Valley State University

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About the Cover

With its depiction of flowers in bloom, *Purple Robe and Anemones* by Henri Matisse is a fitting image for an issue focused on professional growth. Matisse was responsible for many of the innovations in Modernist art, and was himself deeply influenced by his mentors, including the Australian artist John Peter Russell. This image, like the others in this issue, celebrates spring and renewal.

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