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Opening Editorial

Jonathan Bush

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Opening Editorial

Jonathan Bush and Erinn Bentley, Co-Editors

We are pleased to present our first peer-reviewed issue of *Teaching/Writing: The Journal of Writing Teacher Education*. When we began to think about this journal, growing out of our own scholarship and work with the Conference on English Education, the National Council of Teachers of English, the Conference on College Composition and Communication, and the National Writing Project – and all the major study and advocacy groups for writing teacher education within all each – we envisioned a place where scholarship and research could be shared on a wide range of topics and issues of interest to those in writing teacher education and beyond. With this issue, we are continuing our journey of bringing forward ideas of writing pedagogy, teacher education, composition studies, and English education as they apply to issues of practice and theory. We are pleased with the range of articles in this issue -- research studies, discussions of pedagogy and practice, and personal reflections. We are also enthused by the ways they show the breadth of writing teacher education -- from English education through composition studies, and National Writing Project collaborations and more. We hope that this free scholarly resource continues to encourage publication, conversations, and collaboration and contributes to the academic ethos of the greater community of writing teacher education.

Since the publication of our inaugural issue last February, we have had over 1500 unique downloads of the journal. In the big scope of things, that isn't a huge number, but in the specialized academic world we live in, we think that's quite impressive – and a bit unexpected. We also have received over 40 unique submissions for publication. These articles have been submitted by a wide range of scholars and teachers of all levels and at different stages of their careers. We're excited to provide an outlet for these voices – some new and some established. We look forward to upcoming issues and our ability to provide continued venues for this community.

For us, an interesting aspect of this issue is just how much we both learned about the area that we study. We have both been active in this discipline for awhile, but, in these articles, and in the citations they have used, we have both found new things to add to our reading lists and idea archives. That's exciting to us. Taken as a whole, this entire set brings a much-needed conversation to the forefront. We are pleased to present these articles, encompassing formal research, pedagogical discussions, personal and professional reflections, and collaborative writing.

Beginning with “Negotiating Expectations: Preserving Theoretical Research-Based Writing Pedagogy in the Field,” Margaret Finders, Virginia Crank, and Erika Kramer present a cogent discussion of one of the key challenges of all teacher education – how to help new teachers stay true to their concepts of theory and practice when confronted with negative and atheoretical contexts. They offer an important investigation of this challenge and implications with value that goes far beyond writing teacher education.

In “Gatekeepers and Guides: Preparing Future Writing Teachers to Negotiate Standard Language Ideology,” Melinda McBee-Orzulak discusses writing teacher education within the context of language ideology. She shares the complexities of preparing future teachers to understand and take intellectual positions in standard language debates. Alison Bright then draws on concepts of teacher identity, alternate field experiences, and growth through practice in “Becoming Peer Tutors of Writing: Identity Development as a Mode of Preparation.” Her article reminds us of the importance of all experiences in the development of young teachers and how that identity can be encouraged through practice and reflection. In “Content Area Teachers as Teachers of Writing,” Angela Kohnen considers the importance of writing across the curriculum and how writing teacher education can encourage teachers in all disciplines to consider themselves as teachers of writing, a concept that becomes even more important in the age of the Common Core State Standards. In “Positioning Preservice Teachers as Writers and Researchers,” Jason Wirtz then reflects on his own teacher education and the mentors he encountered, both in person and in print, and then applies those lessons to his own students and how to approach their development as teachers, learners, writers, and researchers.

In “What are Preservice Teachers Taught about the Teaching of Writing,” Christine Tulley presents a detailed research study of methods courses in the State of Ohio and provides a strong framework for understanding trends and guiding practices in all writing methods classes. Jennifer Cook and Becky Caouette then present their work as they bring together high school teachers and university adjunct instructors for a professional development experience in “All Hands on Deck,” providing an outstanding example of cross-level collaboration. The final piece is “Collaboration: Talk. Trust. Write,” written collaboratively by Mark Letcher, Kristen Turner, Meredith Donovan, Cathy Fleischer, Jim Fredrickson, Nicole Sieben, Laraine Wallowitz, and Sarah Andrew-Vaughn. The authors, all teachers and English teacher educators, describe their collaborative process and provide models for professional collaboration across and within disciplines and developmental levels.

Finally, we want to thank our editorial board and all those colleagues and scholars who helped us review (and edit!) the articles in this issue. This is a grassroots effort and we appreciate all the support we get from all our colleagues. We look forward to putting together the next issue of *Teaching/Writing: The Journal of Writing Teacher Education* and hope that we continue to provide a growing voice for scholarship in all aspects of teacher development, writing pedagogy, and literacy.