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# Teaching/Writing

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Submission information for *Teaching/Writing* is available at <http://scholarworks.wmich.edu/wte>. All submissions undergo a peer-review process.



## Opening Editorial

Jonathan Bush and Erinn Bentley, Co-Editors

When we first came up with the idea of having a journal dedicated to writing teacher education, we were worried about the number of submissions we might receive. We knew that we were dedicated to these topics, and we knew that there was a vibrant community of writers, teachers, and scholars in both the Conference on English Education and in the Conference on College Composition and Communication, but we didn't know how that would translate into the productivity of a journal. As part of these communities, we knew that people would read the journal (and they have, with nearly 5,000 independent downloads for the journal since the launch of our inaugural issue in Winter/Spring 2012), but we weren't as sure that this would translate into submissions for consideration.

We tentatively planned on publishing *Teaching/Writing* annually – publishing somewhere between 5-7 articles each year. We figured that even in a worst-case scenario in which we didn't get enough solid submissions, we would be able to prevail on our professional connections to provide additional pieces to ensure full issues. Happily, our concerns proved to be unfounded. In the past 18 months, since we first solicited peer-reviewed articles, we have been the recipients of a large number of excellent submissions – most in areas we consider to be the realm of writing teacher education. So, we had a problem on our hands – a good problem. And our solution was to publish a second issue of *Teaching/Writing* for this year.

In this issue, we are pleased to present such a strong and varied set of articles on writing, teaching, and teacher development that range from elementary school pedagogical practices through university-level, both in composition studies and beyond.

The issue begins with “The Knowing/Doing Gap: The Challenges of Effective Writing Instruction in High School.” In this piece, Sylvia Read and Melanie Landon-Hays provide a cogent and well-developed study and discussion with practical and theoretical implications not only for teachers and secondary school teaching, but also for teacher education programs and providers of professional development. The second piece, Heather Camp's “Exploring Identity-based Challenges to English Teachers' Professional Growth” provides an engaging and focused exploration of writing teacher development and the importance of identity in their growth and development as teachers and thinkers. In the third article, “Listening Across the Curriculum: What Disciplinary TAs Can Teach Us About TA Professional Development in the Teaching of Writing,” Tanya Rodrigue gives insight into the commonalities and complexities of writing teacher development across the curriculum at the university-level. Jennifer Good and Kevin Osborne continue the issue and extend the conversation into program assessment and writing program administration work in “Making the Most of Existing Resources: An Online Rubric Database in University-Wide Program Assessment.”

We then present our first article from an international venue. In “Student Teachers' Comments' Type on Children's Writing: Practices and Perceptions of Their Role as Writing Facilitators,” Esther Sayag-Cohen, Merav Asaf, and Nurit Nathan, all from the Kaye College of Education (Israel), explore writing teacher development in relation to ways young teachers learn to respond to student writing. Our final article is “Embracing a Productive Rhetorical Pragmatism: Teaching Writing as Democratic Deliberation” by Jennifer Clifton. Clifton enhances our understanding of rhetoric as it applies to all teaching.

We look forward to publishing our next issue in Winter/Spring 2014. We continue to encourage submissions that enhance the discussion, scholarship, and instructional practices within the community of writing teacher education at all levels.