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Editor's Introduction

Jonathan E. Bush

Western Michigan University, jonathan.bush@wmich.edu

Tammie Pierce

Harris County High School, pierce-t@harris.k12.ga.us

Erinn Bentley

Columbus State University, bentley_erinn@columbusstate.edu

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Bringing Together a Field and a Community: Voices of Writing Teacher Education

Jonathan Bush, Erinn Bentley, Tammie Pierce, *Co-Editors*

It wasn't that long ago that there were few established places for discourse on writing teacher education. Even at conferences, writing teacher educators were hard-pressed to find a forum. Publishing work on writing teacher education could be even more difficult. Through the efforts of an entire generation of composition scholars, English educators, writing program administrators, National Writing Project site leaders, classroom teachers, and graduate students doing work in writing and teacher development, a vibrant, robust, and long-lasting community has developed. Throughout NCTE and elsewhere, there are now well-developed forums for collaboration, connections, and discussion.

This issue of *T/W* represents this vitality and the breadth and depth of the academic communities that have evolved in the past few years. We are privileged to include in this issue reflections and thoughts from literacy studies, early education, composition and rhetoric, English education, literature studies, creative writing, and elsewhere, all connecting their various discourses with the development, support, and preparation of writing teachers at all levels. Some articles include a focus on best practice in classroom pedagogy, alongside a conceptualization of a writing methods class; others highlight research and data analysis in both teacher education and teaching, and include discussions about new and innovative approaches of guiding teachers to better understandings of writing, literacy, and their own practices as writers. The articles span from early education methods, into regular composition classrooms, and throughout undergraduate and graduate work in teacher education and professional development.

We are excited in how our journal has helped provide a comfortable space for these voices and discourses – an academic home for writing teacher education that values all the perspectives and voices focused on teachers and the practices that support development and education in writing practices – and builds on the community that has developed over time in our professional organizations. We hope that others find value and validation in their own work in reading the outstanding authors in this issue, and we hope that validation can lead to continued innovation and discussion in our institutions and throughout the writing teacher education community. Enjoy!