



2020

Editors' Introduction

Tammie Pierce

Harris County High School, pierce_tammie@columbusstate.edu

Follow this and additional works at: <https://scholarworks.wmich.edu/wte>

Recommended Citation

Pierce, Tammie (2020) "Editors' Introduction," *Teaching/Writing: The Journal of Writing Teacher Education*: Vol. 9 : Iss. 2 , Article 1.

Available at: <https://scholarworks.wmich.edu/wte/vol9/iss2/1>

This Article is brought to you for free and open access by the English at ScholarWorks at WMU. It has been accepted for inclusion in *Teaching/Writing: The Journal of Writing Teacher Education* by an authorized editor of ScholarWorks at WMU. For more information, please contact wmu-scholarworks@wmich.edu.





Editor's Introduction: Changes, Hope, and Ongoing Journey

Tammie Pierce, *Co-editor*
Harris County (GA) High School

In our last special issue, we shared stories of how the larger communities of writing teacher educators were working in the midst of unprecedented times to transform their classrooms, instruction, programs, and practices. Within our field we understand the importance of reflective practices; documenting the struggles, acts of perseverance, the successes and accomplishments experienced last spring was an important step in the process of adapting to the new environment in which we found ourselves. As educators and students return to their classrooms this fall, they do so in a landscape that has changed dramatically from the one they knew in the spring. We are seeing seismic shifts in the goals of our institutions; we are realizing that digital technologies and multimodalities are not simply a best practice, but an essential necessity. These changes to pedagogical beliefs and instructional delivery have a multi-tiered impact on teacher educators, pre-service and in-service English teachers, and their students.

Despite the rapid and unexpected challenges we now face, we can be fortified by the fact that these changes have crystalized the importance and significance of the approaches that have been the focus of ongoing English education research and study. In this issue, contributors examine the importance of teachers' and students' writing identities; the impact and importance of technology in the writing process; and how quality communication and collaboration play a vital role in educator and student success, self-efficacy and mental health. These topics are now playing out in classrooms across the country. As we work to navigate the new terrain of education this fall, we should remember that these times reemphasize the importance of our field, and the ongoing need to continue research and reflective practice focused on writing teacher education.

This issue begins with our contributors examining the broad, and intimate, impacts and importance of teacher/writer identities. Anne Elrod Whitney reframes the idea of the teacher-writer identity as one that can be restorative, resilient in the face of new challenges and obstacles, and resistance to the conditions of inequality in “Teacher Writing, Healing and Resisting”. Shari Daniels and Pamela Beck examine the habits of mind and cultivation on the part of teachers to sustain a writing practice and identity as a teacher-writer in “The Dimensions of Teachers Who Write: The Essences of a Sustaining Writing Life”.

As English teachers enter the classroom this fall, their role as teacher-writers not only has implications for their professional development as they reflect on their pedagogical choices, but on the future practice of preparing pre-service teachers to understand the complex process of professional growth, as examined by Jessica Muller in “Connecting Our Pedagogical Questions and Goals: An Exercise for Writing Teacher Development”. Elizabeth Bifuh-Amben examines the teacher-writer identity and feelings of self-efficacy in relation to student achievement in writing through a mixed methods study on writing professional development in “Examining Elementary Teachers’ Feelings of Self-Efficacy as Writers: Do the Writing Samples Tell More Compelling Stories?”. In “Reaching Across the High School-College Divide to Represent the Other: A Meta-Analysis of the Literature”, Jessica Campbell emphasizes the importance of collaboration and communication between English educators at the postsecondary and secondary levels in order to dispel stereotypes and misconceptions regarding each other’s role and approach to writing education, in order to have the greatest impact on the students each group of educators share.

Our contributors also engage with how the current climate facing English pre-service teachers emphasizes the need to examine their writing processes and practices in order to be successful in the new landscape of the English classroom. Amber Jensen’s article, “Pre-service English Teachers’ Evolving Conceptions of 21st-Century Writing”, explores how the new approaches, modalities that technologies are rapidly incorporating into our classroom instruction impact pre-service teachers’ understanding of themselves as educators and writers, and the need for English education programs to incorporate more opportunities for reflective experiences with 21st Century forms of writing. A focus on multimodal writing and how it shapes the identity of pre-service English teachers, as well as how teacher education courses need to work to prepare pre-service teachers beyond the traditional literacy and composition experience, is examined by Mike Cook and Brandon Sam in “(De)Valuing Multimodality: Exploring One Teacher-Writer’s Uneven Development in a Multimodal Composition Course”. Turning to the experiences of writers in the P-12 classrooms, in “Building Writing Identities: Integrating Explicit Strategies with Authentic Writing Experiences to Engage At-Promise Writers”, Robert Griffin, Morris Council III, Tamra W. Ogletree, Jennifer

K. Allen and Bethany L. Scullin share a variety of strategies to build students' identities as writers through creativity and critical thinking, and stress the importance of providing authentic experiences in the English classroom in order to engage and empower young writers.

As we all work to navigate the new spaces that make up English education this fall, we look forward to our next special issue where we will provide an outlet for all the presentations and workshops in that were accepted, and then, by necessity, left out of the final program at NCTE in Denver. Be on the lookout for a call soon!