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## Editorial Introduction: New Spaces for Ongoing Conversations

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*Editorial Introduction:*  
**New Spaces for Ongoing Conversations**

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*Editors*

This issue is a unique one for us. We have an extremely strong set traditional articles in this issue – scholarly discourse, research, and teaching narratives. Additionally, we also have an interesting mix of pieces from colleagues around the country who developed work to share at the 2020 National Council of Teachers of English (NCTE) Annual Conference, but later weren't able to present when the conference had to consolidate and move online.

Its rewarding be able to offer a venue for work that might have been hidden. And we mean this not only in the NCTE pieces we display in this issue, but in all the works. *Teaching/Writing* proudly exists as an opportunity for authors who might not find space for their focus on writing teacher education in related teacher education and English teaching journals. New journals such as ours provide new ways and new opportunities to think about publication and sharing in academic forums. In Spring 2020, we created a venue for writing teacher educators to share their Pandemic stories with a short turnaround and an ability to provide a snapshot of an important historical moment.

Knowing the quality of the work that was going to be excluded, we wanted to offer an opportunity:

*When NCTE moved to an all-online format in response to the COVID-19 Pandemic, like many of our colleagues, our presentations were cancelled. We're OK with this, and, make no mistake, we support NCTE's decision 100%. It's a wise decision, and we are still excited to attend online. That*

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*said, we were disappointed. But in our sadness, we came up with an idea as we remembered that we had our own journal: here it is ...*

*We do have a few caveats and requirements:*

- **Topics need to be appropriate.** *ELA Teacher education is still the focus – ELATE, NWP, ELA teacher leadership, are all good with us – but probably not straight-up teaching pieces for K-12 or college audiences.*
- **Submissions need to be articles.** *We aren't going to accept raw PPTs or other presentation-centric materials. The submission should look and read as an article or narrative. You'll need to translate your oral/visual presentation into a written genre.*
- **They need to be from NCTE Presentations that didn't make the cut.** *We'll trust you on this. We ask that you stay within the spirit and scope of your cancelled presentation.*
- **They need to be relatively short.** *About 2000 words or so. We also encourage collaborative pieces from an entire panel, including articles that would include multiple voices and roundtables.*

We are excited to have been able to present an alternative for these authors. We appreciate the extra work of these authors. It's not easy to take a conference presentation – an oral and visual genre – and translate it to a narrative/print format. We're a little bit in awe of how well these authors did this. We're really impressed with these articles and note how important and insightful their work is.

These eleven articles - six traditional peer reviewed articles and five repurposed and redeveloped NCTE presentations – all share the breadth and depth of writing teacher education in how it is practiced, advanced, and discussed among practitioners and scholars throughout our community. Repurposed NCTE pieces and traditional articles are spread throughout the issue and build on each other throughout the issue.

This issue includes narratives of community outreach and practice, research into elementary and secondary writing teaching and the implications for teacher education and teacher development, detailed research that creates new knowledge and directions on teacher growth, discussions of pedagogical practices and teacher identity, and narratives regarding key issues of writing and writing teacher education. It represents the breadth of the work in writing teacher education we admire, and the broad nature of the interests and discourse in the field. The combination of different voices and perspectives makes the group even stronger. We hope you enjoy engaging with these voices as much as we have.

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