

FROM THE EDITOR'S DESK

The *Journal of Teaching Writing* contributes to professional conversation about the quality of student writing and about the quality and methods of teaching writing. We are pleased to publish the work of teachers at every academic level who care about their teaching because they care about the learning of their students.

We teachers need to keep learning, too, of course. You probably have colleagues with whom you compare notes, or to whom you turn when something goes particularly poorly or particularly well in your classes. Yet, most of us yearn for more systematic ways of improving our teaching. How can we regularly collect information from students about what is working for them? How can we help one another collect information about the effectiveness of our teaching?

One national project trying to answer those questions is the American Association for Higher Education Peer Review Project. Teachers in colleges and universities across the country have developed ways to help one another through such practices as reciprocal visits, mentoring, course portfolios, teaching teams, collaborative inquiry, and external review. In the project's recent publication, *Making Teaching Community Property: A Menu for Peer Collaboration and Peer Review*, teachers report the use of these methods in many different settings. Authors of these reports have a theoretical reason for their choice of methods but focus on the practical consequences of their practices, as do authors of articles in *JTW*.

In a future issue of *JTW* I plan to cluster articles on classroom assessment that involve student input as well as peer collaboration and review featuring teacher interaction. What projects do you know of or are involved with that address peer and student interaction?

More and more teachers who revise articles for publication in *JTW* thank our reviewers for their help in improving the scholarship of teaching embodied in their articles. Clarifying our practices through writing about them is one form of continuing to learn. This issue includes work of your colleagues who are figuring out how to support learning between coauthors, within linked courses, and among prospective teachers. They focus on issues of students entering a new school environment and teachers using their own writing as a source of information for their teaching. I hope that this journal and the subjects it covers are a source of information and inspiration as you continue to teach and learn.

Barbara Cambridge

A special thank-you to Kelly Jones, whose intense labor has kept this issue on time, and to Professor Jon Eller, whose superb copyediting relieves editors' anxieties.
