

Editor's Introduction

John Pruitt, University of Wisconsin-Rock County

First an announcement: *Wisconsin English Journal* will be presented with a 2017 Affiliate Journal Award at this year's NCTE convention, and I'd like to thank all of our authors, readers, reviewers, and the editorial advisory board for this recognition!

And second, this double issue represents a significant transformation of WCTE's periodical, and we invite your direct participation. The new *WEJ* offers expansive and interactive features for both for readers and writers now given the opportunity to improve communication, inclusiveness, and connectedness.

Prior to this issue, WCTE published *WEJ* semi-annually as a collection of peer-reviewed submissions propelled by pedagogy, theory, and research. After publication, each journal remained static. Writers rarely, if ever, received feedback despite e-mail addresses listed at the end of each article.

To keep pace with the evolving landscape of our professions, *WEJ* must effectively mirror the needs and preferences of the organization and show current and prospective members of WCTE that they will have much to gain by reading, contributing to, and interacting with the journal.

Based upon the above discussions, the editorial board decided upon the following priorities:

1. Continue to peer-review longer, scholarly researched papers on theory and praxis;
2. Encourage pre-service and tenured teachers at all levels to share best practices, classroom narratives, and assessments in short and long experiential articles;
3. Request that teacher educators share the work of their students in themed sections;

4. Review new, revised, and re-released publications looking at education, learning, and the teaching of English in diverse ways;
5. Solicit opinion or issue-driven pieces of current interest to the profession.

In order to complete this transformation effectively, we turn to readers to communicate and continue the conversations begun by the writers. Therefore, each publication in *WEJ* will include a comment function that will animate and reveal the organic nature not only of the journal itself, but also of various pedagogies and classroom practices. We encourage our readers to express interest, offer suggestions for application, disagree with major premises while offering emendations, and indicating that the piece has been used with results that can be measured and shared.

We need you to do this! Welcome to the new *Wisconsin English Journal*!