From the Editors

The work of teaching illustrates the adage that change is a constant. Teaching is framed by many constants: schedules, rhythms, routines, and expectations based in national memory and local nostalgia. And teaching is also marked by change: different groups of students every year, not to mention every 42 minutes or so; different texts and expectations driven by technological and social innovations. Teachers practice in spaces of praxis, spaces of simultaneous constancy and change.

In our daily lives, we may become accustomed to living in flux while fixed in amber, but for many educators, summer offers a chance for reflection. Away from the days divided by bells and evenings filled with student papers to grade, teachers may have time to think about what to keep and what to change. With quiet space and time to read, teachers can consider new methods and explore new texts.

Authors in this issue stretch our imaginations and offer opportunities to reflect on what works. Themes featured involve enduring aspects of English classrooms, for example, teaching writing, which is examined from five perspectives. Authors in this issue emphasize authenticity in student writing, investigate teacher and peer responses to student writing, and analyze student and teacher perceptions of argumentative writing in the context of the Common Core. While all of the articles share the topic of writing, this constant is complemented by the lenses through which it is viewed. This issue offers a new approach to literature circles as well as articles that highlight the arts. Poetry, another staple of English classrooms, is amplified through spoken words, and video games extend our definitions of texts.

This issue, which is situated in decades of previous volumes of *EJ*, is focused on interactions of students and teachers as our lives intersect with one another and with classic and contemporary texts. We hope that the combination of constancy and change helps you find new perspectives on established practices, and imagine how democratic classrooms can prepare today’s learners to lead tomorrow’s world.

Former English teachers, Julie Gorlewski and David Gorlewski work with preservice and practicing educators, and with educational leaders, to create instructional opportunities that empower students with language.