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**What does effective writing instruction look like? Practices of exemplary writing Teacher Education**

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Recent research indicates that pre-service teachers receive insufficient instruction in the teaching of writing (Graham, et.al, 2014). A study of 50 U.S. teachers in preparation found that only about 25% had a writing-intensive methods course in their program (Myers, et al., 2016). Using constructivist grounded theory, researchers investigated the modes and methods of 18 teacher educators across the U.S., the content of writing methods courses, how they structured learning experiences for new teachers, and the theoretical and practical models of writing that were employed. Data were gathered through collection of course syllabi and interviews with writing faculty. Data were analysed through open coding for themes. The research team triangulated the data for reliability and did member checks to refine the themes. Findings showed that exemplary writing instructors viewed writing as a tool of power for social justice. They sought to develop teacher candidates who saw themselves as writers by employing a process writing approach across a variety of genres, taught in writing methods classes. The implications and the applications to k-12 classrooms will be discussed in the session.