

**2009 CEE Conference**  
**June 18-21, 2009**  
**Chicago, IL**

***Fast Forward in English Education: Policy into Practice***

**1) 21st Century Literacies and English Teacher Education**

How can we prepare teachers who not only effectively integrate technologies into their own teaching but who also foster digital and media literacy in the adolescents that they teach? How can English teacher educators best utilize the proliferation of technologies available in the twenty-first century? What challenges do these emerging technologies lead to in English teacher education and in secondary school English teaching?

**2) Preparing Teachers to Teach Literature in a Globalized World**

How do we prepare teachers to foster critical thinking when they teach literature to adolescents? What place does young adult literature have in English teacher preparation programs? How can technology be utilized effectively in the teaching of literature? What is the relationship between the English major and English education? How is the literary canon expanding?

**3) Preparing Teachers to Teach Composition in a Globalized World**

What approaches to teaching teachers of writing work best? How can English teacher educators model the integration of writing and reading instruction in methods courses? What can programs do to support English teachers who struggle with writing themselves?

**4) Preparing Teachers to Close the Achievement Gap**

As the fields of literacy education and English education merge into one, how are we preparing English teachers to foster development of adolescent literacy? How are we facing the challenge of meeting the needs of a student population who are increasingly culturally and linguistically diverse? To what degree should standardized testing be addressed in English methods and curriculum courses?

**5) Teacher Mentoring and Professional Development in an Age of Accountability**

What role do teacher education programs play in the induction years of novice teachers? How does the mentoring of teachers in alternative route certification programs differ from that for traditional “student teachers”? How can English teacher educators become active partners with local schools to improve the professional development of all teachers?

**6) The Future of Graduate Studies in English Education**

Will English teacher education and literacy teacher education merge to become one field? What efforts can be taken to prepare more English teacher educators in doctoral programs? What evidence do we have that English teacher education at the graduate level is effective? How can graduate programs in English studies partner with those in English education to face the looming lack of English teacher educators?

**7) Effective Assessment and Accreditation of English Education Programs**

Do self-study and the accreditation processes foster stronger English teacher education programs? What are the challenges and benefits of assessment and accreditation? How can NCTE improve the process of reviewing English teacher education programs?

**Program Formats:**

- Roundtable (1 hour): A roundtable would be a group of 4-5 presenters who briefly present and then lead a dialogue about a conference theme and how it might be put into practice.
- Panel (1 hour): A panel presentation would involve 2-3 presenters who discuss a particular topic in depth related to a conference theme.