

CEE-GS Newsletter

CONNECT WITH US AT NCTE!

CEE-GS Session: The Future is Now: Connecting with the Next Generation of English Teacher Educators. 4:15-5:30pm, Saturday, November 17.

CEE-GS Social: 6:00 pm, Saturday, November 17. Location TBD

AN INTERVIEW WITH DR. ALAN BROWN

Makenzie Selland, University of Colorado at Boulder

Recently graduated from The University of Alabama with a Ph.D in English Education, Dr. Alan Brown has been an integral member and leader within the CEE-GS community for the past two years. Originally from Summerfield, North Carolina, Alan taught high school English and coached basketball before entering graduate school. As a doctoral student, Alan has distinguished himself by earning an honorable mention from NCTE for the 2011 English Leadership Quarterly Best Article,

Continued on p. 6

TAKEAWAYS

Kristin A. K. Sovis, Western Michigan University

My Secondary English Education undergraduate students and I speak often about “takeaways”—the things we’ll carry with us, the things that will inform what we do in the future. We discuss student takeaways, teacher takeaways, and life takeaways as we unpack our experiences as

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EDITORIAL TEAM

Lindy L. Johnson
Christy McDowell
Luke Rodesiler
Makenzie Selland
Stephanie Shelton
Kristen A.K. Sovis

NCTE 2012 ANNUAL CONVENTION

CEE-GS Session: 4:15-5:30pm, Saturday, November 17

The Future is Now: Connecting with the Next Generation of English Teacher Educators.

Abstract: In this wide-ranging session sponsored by the CEE Graduate Strand (CEE-GS), English education graduate students from across the nation will lead roundtables related to their teaching and research. Attendees are invited to join the conversation and learn more about the important work being carried out by members of the CEE-GS.

CEE & CEE-GS MEMBERSHIPS

As the fall semester approaches, we invite you to encourage colleagues studying English education at your institution to join the Conference on English Education (CEE) and, accordingly, the CEE Graduate Strand (CEE-GS).

We all benefit from a larger community of English education graduate students. By growing our membership we can increase the opportunities for collaboration and enhance our presence in the CEE.

Student members of NCTE can officially join CEE by subscribing to *English Education* at <https://secure.ncte.org/store/ee>, and student members of CEE are members of the CEE-GS by default. Spread the word and encourage your peers to join today!

Table	Topic	Roundtable Leader
1	Pedagogies and Methodologies in Secondary Writing Methods Courses	Kristin Sovis
	What Happens in the Classroom? The Influence of Professional Development Teacher Practice	Dawn Finley
2	Creating Learning Communities in the Classroom	Kelli Sowerbrower
	Mentoring Pre-service and Early Career Teachers in Online Environments	Luke Rodesiler & Lauren Tripp
3	Making Loves in English Class: The Potential of Literature to Challenge Heteronormativity in High School	E. Suzanne Ehst
	I'm Scared I'll Get Fired: Obstacles Facing Pre-service Teachers of LGBTQ Students	Stephanie Anne Shelton
4	Using Controversial Literature as Cautionary Tales in the Secondary English Classroom	Stephanie P. Jones
	Young Adult Literature and Literary Theory: Curriculum and Critical Connections	Sarah Maria Rutter
5	Developing Civic Literacies: Community Organizing, Teacher Preparation, and School Reform	Brian Charles Charest
	Words as Sparks: Using Artistic Response to Connect Community and Ignite Change	Amie Ohlmann
6	'What we teach is told to us': Pre-service Teacher Resistance to Meaningful Literacy Instruction in a Standardized World	Desi Krell
	Creating and Using Mentor Texts to Teach Grammar In-Context	Christy Doherty McDowell
7	Text Complexity and The Texts Youth Use: Incorporating Popular Culture in the Preservice Classroom	Lindy Johnson
	Co-Authoring Stories: The Student Teaching Seminar as a Socio-	Makenzie Selland
8	SIOP Strategies for the Remedial Writing College Classroom	Briana Barnett
	Student Perspectives on Their Development as Writers	Nicole Sieben

UPCOMING CONFERENCES

NCTE Annual Convention

Las Vegas, NV, November 15-20, 2012

NCTE Assembly for Research Winter Conference

Columbus, OH, February 15-17, 2013

CEE Summer Conference, 2013

Location and dates TBA

JOLLE@UGA 2013 CONFERENCE

Athens, GA, February 22-23, 2013

For more info visit: <http://jolle.coe.uga.edu/2013conference/>



CALL FOR PROPOSALS

CEE is pleased to announce the third year of its *Research Initiative*. We invite proposals for research projects that will advance the mission of the organization as articulated through our various [position statements](#) and [sponsored publications](#). Particular questions of interest include:

What constitutes an effective or innovative English/language arts education undergraduate licensure program and how do we know?

What constitutes an effective or innovative English/language arts education graduate program and how do we know?

How does English/language arts education practice compare to various accreditation agency expectations?

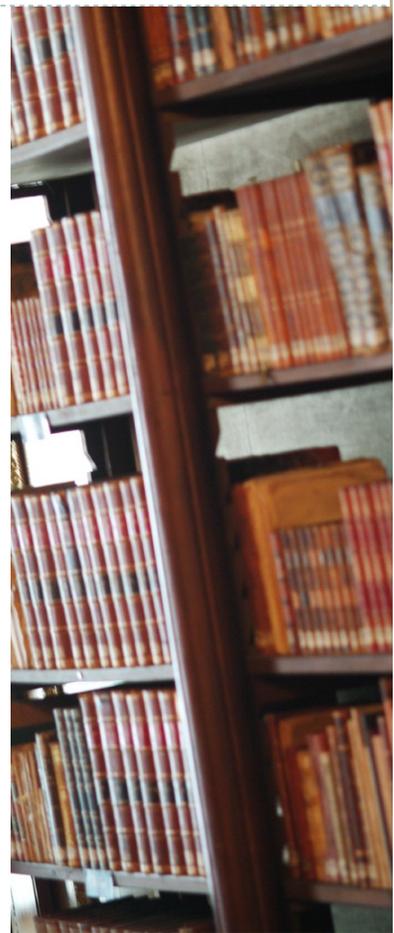
What are the relationships between research-supported English/language arts education pedagogies and effective secondary teaching?

What is “teacher quality” and what does it mean to be an effective English/language arts teacher?

What are the connections/disconnections between the Common Core State Standards and research-based English/language arts teacher education?

We hope that research conducted through this program will support CEE’s efforts to communicate more effectively with state and federal policy makers, accreditation agencies, and school/department administrators. We welcome proposals from applicants representing all levels of instruction, preK-college/university.

For more information visit <http://www.ncte.org/cee/researchinitiative>



CEE-GS MEMBER ACCOLADES

CEE-GS IN THE CONNECTED COMMUNITY

The CEE-GS is active in the NCTE Connected Community, and we'd like you to join us there at <http://bit.ly/vCo3NR>.

Joining our group in the Connected Community gives you a way to keep up with the latest announcements and upcoming events related to the affairs of the CEE-GS.

It also provides you with a venue for discussing ideas with other members, helping you forge connections and foster collaborative partnerships as you advance through your graduate program. Don't miss out—find us in the Connected Community today!

SEND US YOUR GOOD NEWS!

We'd love to share your good news with the CEE-GS community in our next newsletter. If you've had an article published, made a presentation, received a grant, or accepted a job, please email Lindy Johnson at mlj34@uga.edu.

Alan Brown presented at the following conferences:

Brown, A., De La Peña, M., Crutcher, C., Scherff, L. et al. (2011, November). The intersection of sport, education, and society in young adult literature. Panel presentation at the 2011 annual meeting of the Assembly on Literature for Adolescents (ALAN), Chicago, IL

Brown, A., & Sieben, N. (2012, April). Core content area pre-service teachers: Experiences, motivations, and perceptions that affect willingness to coach athletics. Paper presentation at the annual meeting of the American Educational Research Association (AERA), Vancouver, Canada.

Brown, A., & Sieben, N. (2012, February). The culture of sports in the Deep South: Implications for English educators. Paper presentation at the annual meeting of the National Council of Teachers of English Assembly for Research (NCTEAR), Tuscaloosa, AL.

Brown, A., Mitchell, J., Merlino, D., Newkirk, T., Crutcher, C. et al. (2011, November). The intersection of sport, education, and society in English education. Conversation session at the 2011 annual meeting of the National Council of Teachers of English (NCTE), Chicago, IL.

Brown, A., & Mitchell, J. (2011, November). Engaging American novels: *The Chocolate War*. Roundtable session at the 2011 annual meeting of the National Council of Teachers of English (NCTE), Chicago, IL.

Brian Charest presented at the following conferences:

Charest, B. C. (2011, November). Authorizing ourselves to act: Teachers, community organizing, and school reform. National Council of Teachers of English, Chicago, IL. Presenter.

Charest, B. C. (2011, November). A responsibility to act: Preservice teachers organizing for change. National Council of Teachers of English, Chicago, IL. Chair.

Charest, B. C. (2011, October). Troubling Pre-Service Intersections: Uncertainty and Anxiety in English Education. National Association of Multicultural Education, Chicago, IL. Presenter.

He also had a hand in the publication of the following items:

Charest, B. C., (2011). Toward a theory and practice of radical pragmatism. In B. J. Porfilio & H. Hickman (Eds.), *Critical service-learning as revolutionary pedagogy: a project of student agency in action* (pp. 294-314). Charlotte, North Carolina: Information Age Press.

Miller, s., Bieler, D., Bolf-Beliveau, L., Charest, B., George, M.A., King, J., & Williamson, P. (2011). Beliefs about social justice in English education to classroom praxis. *English Education*, 44 (1), 63-82.

CEE-GS MEMBER ACCOLADES

Lindy L. Johnson had the following article published:

Johnson, L. L. (2012). An inquiry into inquiry: Learning to become a literacy researcher. *English Teaching: Practice and Critique*, 11.

She also presented at the following conferences:

Johnson, L.L. (2012, February). The perils and promise of literacy research: Becoming literacy scholars. National Council of Teachers of English Assembly for Research, Tuscaloosa, AL.

Johnson, M. L. (2011, November). Teachers speaking up and out. Paper presented at the annual fall convention of the National Council of Teachers of English, Chicago, IL.

Johnson, M. L., & Smagorinsky, P. (2011, June). Service-learning and mentoring in a public alternative high school. Paper presented at the bi-annual conference of the Conference on English Education, Bronx, NY.

Desi Krell contributed to presentations at various conferences, including the following:

Dana, N.F., Dawson, K., Wolkenhauer, R., & Krell, D. (2012, April). Using action research in professional development for virtual school educators: Exploring an established strategy in a new context. American Educational Research Association, Vancouver, Canada.

Pace, B.G, Krell, D., & Rodesiler, L. (2012, February). Negotiating troubled fields: Hybridity and opportunity in English teacher education practicums and internships. National Council on Teachers of English Assembly for Research, Tuscaloosa, Alabama.

Krell, D., Wolkenhauer, R., & Dana, N.F. (2012, February). Action Research Goes Virtual: Strategies for Coaching the Action Research Process in Online Spaces, Association of Teacher Educators. San Antonio, Texas.

She also contributed to the publication of the following items:

Krell, D.E., & Dana, N.F. (2012, April). Facilitating action research: A study of coaches, their experiences, and their reflections on leading teachers in the process of practitioner inquiry. *Professional Development in Education*, 1-18.

Dana, N.F., Krell, D., & Wolkenhauer, R. (2012). Taking action research in teacher education online: Exploring the possibilities. In R. Hartshorne, T. Heafner, & T. Petty (Eds.), *Teacher education programs and online learning tools: Innovations in teacher preparation* (pp. 357-374). Hershey, PA: IGI Global.

Luke Rodesiler participated in sessions at various conferences, including the following:

Koro-Ljungberg, M., Acosta, M., & Rodesiler, L. (2012, January). Silent decisions: What to consider when selecting qualitative data analysis methods? *The Qualitative Report*, Fort Lauderdale, FL.

Rodesiler, L. (2011, November). Screencasting technologies and critical online reading. In E. McGrail (Chair), *Literacy with digital media technologies: Living the future now*. National Council of Teachers of English, Chicago, IL.

CEE-GS MEMBER ACCOLADES

Rodesiler, L. (2011, November). Surviving the novice years of teaching and coaching: Implications for English teachers, athletic coaches, and teacher educators. In A. Brown & J. Mitchell (Chairs), *The intersection of sport, education, and society in English education*. National Council of Teachers of English, Chicago, IL.

He contributed to the publication of multiple items, including the following:

Rodesiler, L., & Pace, B. (2012). Preparing pre-service English language arts teachers to support literacy learning with interactive online technologies. In R. Hartshorne, T. Heafner, & T. Petty (Eds.), *Teacher education programs and online learning tools: Innovations in teacher preparation* (pp. 318-334). Hershey, PA: IGI Global.

Rodesiler, L. (2011). "Sensible sequencing": Traditional and popular texts sharing space in the ELA classroom. *Utah English Journal*, 39, 11-15.

Luke was also the recipient of a 2011 Conference on English Education Research Initiative Grant.

Nicole Sieben presented at the following conferences:

Sieben, N., & Rose, S. (2012, August). Self-regulation, self-efficacy, and hope as predictors of writing ability. Paper session at the annual meeting American Psychological Association (APA), Orlando, FL.

Sieben, N. (2011, November). Silence of the past gives way to strategies for the future. Panel presentation at the annual meeting of the National Council of Teachers of English (NCTE), Chicago, IL.

Sieben, N. (2011, November). Living leadership in the experiential college classroom. Workshop session at the annual meeting of the Conference on English Leadership (CEL), Chicago, IL.

Nicole was also the Recipient of the Research Focus on Education and Sport SIG Travel Grant, American Educational Research Association (AERA), (April, 2012).

Lauren Tripp presented at the following conferences:

Tripp, L. (2011, November). From deconstruction to construction: Creating computer animated videos with Xtranormal. In E. McGrail (Chair), *Literacy with digital media technologies: Living the future now*. National Council of Teachers of English, Chicago, IL.

Rodesiler, L., & Tripp, L. (2011, November). Engaging pre-service English teachers in professional, networked learning. National Council of Teachers of English, Chicago, IL.

She also contributed to the publication of the following book chapters:

Bondy, E., Tripp, L., & Caron, A. (2012). Learning about learning in relationships: Novice teacher educators give transformative dialogue a try. In C.J. Boden & S.M. Kippers (Eds.) *Pathways to Transformation: Learning in Relationship*. Little Rock, AK: Information Age Publishing.

Rodesiler, L., & Tripp, L. (2012). It's all about personal connections: Pre-service English teachers' experiences engaging in networked learning. In V. Dennen, & J. Myers (Eds.), *Virtual Professional Development and Informal Learning via Social Networks* (pp. 185-202). Hershey, PA: Information Science Reference.

ENGLISH JOURNAL: CALL FOR MANUSCRIPTS

General Interest Submissions

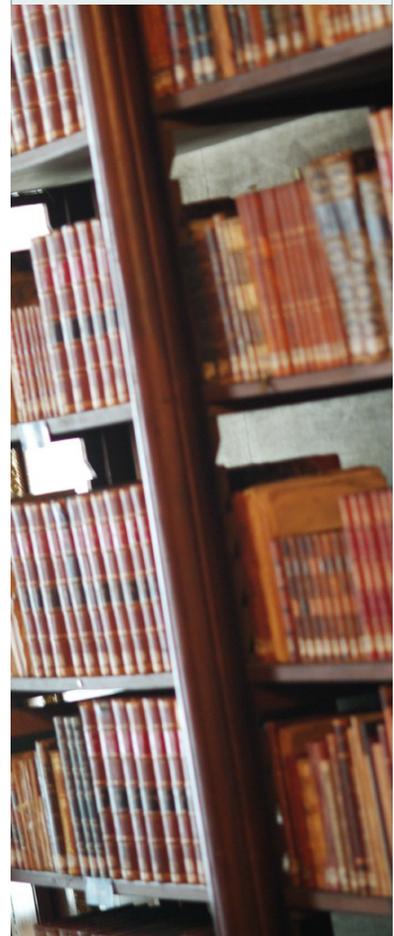
We publish articles of general interest as space is available. You may submit manuscripts on any topic that will appeal to *EJ* readers. Remember that *EJ* articles foreground classroom practice and contextualize it in sound research and theory. As you know, *EJ* readers appreciate articles that show real students and teachers in real classrooms engaged in authentic teaching and learning. Regular manuscript guidelines regarding length and style apply.

Upcoming Themes

The Capacity and Audacity of English

Deadline: November 15, 2012, Publication Date: July 2013

English is a wide-reaching field and one that takes some cheek, or chutzpah, to teach well. This final issue of Ken Lindblom's editorship explores these aspects of English teaching and learning. Connected with all human communication, the field of English includes literary study, linguistic knowledge, philosophical speculation, psychological exploration, composing in written and in new visual and aural forms, arts of presentation, developing literacy skills for critical citizenship in a democracy, the ability to debate and convince, habits of mind that encourage reflection and openness to new learning and change, and much more. What is the new territory and outer landscape of the field of English, and how have you encouraged your students to explore it? With so much within our purview and within the present climate of financial and educational reform, it takes a certain amount of audacity to teach English well. How have you helped students learn to take risks in their research, writing, and presenting? What books have you found worth fighting to include in your curriculum? What challenges do you still face in your curriculum? How have you emphasized real education in the face of higher-stakes testing? What advice do you have for new teachers in the present political environment? How can we help students to develop the skills required to take a stand in difficult circumstances? How do we continue to motivate ourselves as English teachers?



AN INTERVIEW (CON'T)

as well as through numerous other presentations and contributions to the field. This July, Alan will begin a position as Assistant Professor at Wake Forest University where he will be teaching ELA methods and action research as well as supervising pre-service teachers. In response to a few questions below, Alan shares some of his graduate school story and offers some advice on the dissertation and job search process. An avid baseball and Chicago Cubs fan, Alan says he realizes that “we’re cursed by a billy goat, and I’ve accepted that we may never win a World Series. On the bright side, we have eternal optimism on our side because there is always next year.”

What led you to enter your graduate program?

Ever since I decided to pursue teaching as an undergrad at Appalachian State University, I have been fascinated by the thought of what it means to be a teacher. As much as I enjoyed teaching high school English, I enjoyed learning and sharing ideas about teaching even more. I first met my doctoral advisor, Dr. Lisa Scherff, at the 2007 NCTE annual conference in New York. I was entertaining the idea of pursuing a Ph.D., and she convinced me The University of Alabama was the place for me. The rest is history.

“The best advice I can offer is to start planning as early as possible...”

What is the topic of your dissertation?

Have you ever met a teacher who is more interested in coaching sports than actually teaching in his or her content area (e.g., English, math)? Probably so, although I hope you’ve also seen educators effectively balance these two roles as well. Either way, this is the topic of my dissertation. While there has been plenty of research about teacher-coaches within the field of kinesiology, the responsibilities of someone like me (i.e., an English teacher/basketball coach) are often overlooked in educational research. The title of my dissertation is ‘The Occupational Socialization of Novice, Core Content Area Teachers/Athletic Coaches’, and it includes case studies of first-year teacher-coaches.

What advice, tools, resources, routines were most effective in helping you complete your dissertation?

I was fortunate enough to find a dissertation topic I enjoyed early in my doctoral experience, which allowed me to utilize class assignments to build a research base, write literature reviews, sample various methodologies, and conduct a pilot study prior to starting my actual dissertation. The best advice I can offer is to start planning as early as possible, block off periods of time to devote to the dissertation on a weekly basis, and expect dissertating to take longer than you first anticipate.

What tips can you give to other graduate students who are finishing up their dissertations, and starting the job search?

My main advice for the job search is to do your homework. Know as much as possible about the city/university/college/department/faculty before you arrive. It is amazing how much more engaging conversations become when you have some prior knowledge to fall back on. These understandings will allow you to focus on selling yourself as a worthy can-

AN INTERVIEW (CON'T)

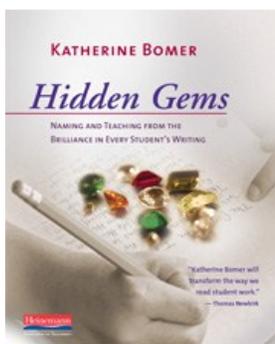
didate instead of searching for answers to questions you should already know.

What role has NCTE and CEE-GS played in your graduate school career?

NCTE has played a major role in my graduate student experience. Some of the closest friends I've made over the past few years are graduate students in English education, and NCTE is one of the few events where I get to see them all in one place. Many of them are also members of CEE-GS, which is truly amazing because when I look at our group, I see the future of English education. Long after my graduate student days are over, I will actively recruit for CEE-GS because it has opened so many doors in such a short period of time, and I wish all graduate students could have such an opportunity. *Thank you for your insights, Alan. We wish you the best in your new position!*

BOOK REVIEW: *HIDDEN GEMS* BY KATHRYN BOMER

Reviewed by Christy McDowell, Western Michigan University



Katherine Bomer's book, *Hidden Gems*, is a tool for helping teachers find the beauty in every student's writing. A former teaching consultant and elemen-

tary school teacher, Bomer is passionate about finding the "long language" necessary to help students embrace the writer within. Recounting her own experiences with teachers' comments, she emphasizes the impact that the words teachers use can have on students. "Teachers can help create kids who love to write and try to improve their writing by naming their hidden gems, their particular gifts as writers. Or we can destroy any desire to write by constantly pointing out what is wrong or what is missing."

Bomer provides strategies for breaking down and enhancing a writing curriculum, beginning with what should be the most basic of strategies, through reading. Borrowing from Katie Wood Ray, Bomer emphasizes that students need to read like writers, paying attention to techniques that authors employ. She then

strategizes how to help students develop a discourse for talking about their writing.

A significant section of the book is devoted to unpacking the common vocabulary used with teaching writing in accordance with the six traits of writing. Bomer argues, however, that the traits need to be expanded. "My hope is to take some of the more overused categories...and try to move us away from those sterile descriptions toward a more tactile, more elegant, and certainly more enlivening language for writing." Throughout this section, she provides strategies for encouraging student growth in each of these areas, while also providing ideas for commenting on student papers. These comments are meant to be supportive, engaging, and instructive.

While Bomer's concepts are engaging and her passion is contagious, her ideas also get repetitive. Her subsequent chapters break down her strategies for digging deeply into student writing. With her inclusion of sample writings and an appendix of reproducible graphic organizers, this book would be ideal for use in a methods course.

TAKEAWAYS (CON'T)



learners, teachers, and human beings. These classroom “takeaways” discussions along with informal one-on-one discussions with incredibly brilliant preparing ELA teachers always leave me thinking about what I—what we as English Educators—can continue to do and begin to do in best supporting both ELA students and preparing ELA teachers.

Takeaway One: my learning and teaching experiences, along with my reflections on practice are important. My time as a secondary ELA teacher and my reflections on my own practice are important to my work as a teacher educator. In fact, my methods (rooted largely in best practices and a collaborative pedagogy) that I developed over my years in the high school ELA classroom, are those

“My time as a secondary ELA teacher and my reflections on my own practice are important to my work as a teacher educator.”



that I use now. Process, student choice, collaboration and authentic and relevant classroom activities are the cornerstones of what I’ve observed to help students, both secondary and post-secondary, as they learn and find success. This notion of providing students with relevant contexts in which to learn is critical. As McCann, et al. note in *Supporting Beginning English teachers: Research and Implications for Teacher Induction* (2005), a major contributor to beginning secondary ELA teacher attrition is that many novice teachers, while knowing what they believe and what they want for their students and selves, struggle to enact the means to get where they want to go. In other words, struggling novice teachers don’t know what to *do* in the classroom. This challenge of finding ways to teach, assess, and manage a classroom of students, along with complex and challenging institutional factors—such as having a limited voice in one’s beginning teaching schedule, little administrative and collegial support and mentoring, and large class sizes—leaves many talented beginning teachers at a loss in achieving their teaching potential.

In reflecting on my own development as a teacher, I know this to be true. Fortunately, through my methods courses, I acquired a solid grounding in best practices of teaching writing and in culturally relevant pedagogies, especially as related to teaching literature. I also had opportunities to teach: to muster courage to

TAKEAWAYS (CON'T)

be in a room with students as their teacher; to plan lessons I'd actually carry out; and to "test out," reflect upon, and refine these practices in the future. Without this experiential learning, I would have been at a loss for what to do in the classroom and how to make the hundreds of teaching decisions per day that I needed to make, all in an attempt to facilitate my students' learning. In navigating difficult teaching situations involving an abused student, a disruptive student, a reluctant student, a disappointed parent, an inquiring administrator, or a non-participatory colleague—I always had the practices that I had enacted and in so doing supported students with, to frame my thinking and decision-making.

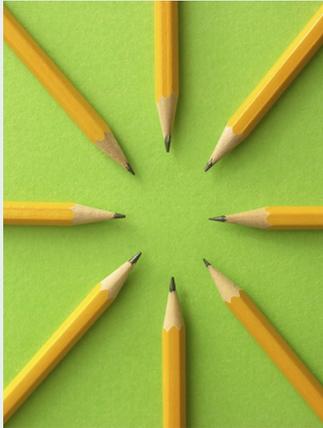
Takeaway Two: my students' learning and teaching experiences, along with their reflections on practice are important.

Given my experiences as a teacher and developing teacher educator, I've made it a point to grant my preparing teachers access to authentic student bodies and to practicing teachers in preparing, enacting, and reflecting on their teaching methods. And in so doing, my students have articulated the greatest takeaways of the semester. For instance, after students in *English 4790: Writing in the Secondary Classroom* completed guest teaching in first-year writing classrooms at Western Michigan University, their reflections were culminations of that which we had worked to do all semester: find ways to blend our own personalities with both best practices and the diverse students and situations that account for our profession as teachers. Their takeaways revealed authentic learning and inspiration to continue their teaching journeys. One wrote, for instance, "I saw firsthand that students can have fun in the classroom and still learn. I want to be a teacher that never forgets this." And another reflected, "This experience reminded me of why I want to be a teacher. I was on the fence about my major for a moment, but after guest teaching, I realize secondary English Education is what I'm made for." Their takeaways also revealed critical reflection on practice, as noted by in the following student response: "A better lead-in to the purse activity would have helped students; we had to individually consult with groups about the task and the goal of the activity. So, there were a few minutes of "wasted" time that we couldn't get back." And another student commented on his frustrating teaching experience in a very thoughtful way: "I've had bad experiences like this one before, and I'm sure I'll have more, but evolving as a teacher because of the experience is what I'm most optimistic about. This experience has helped me contextualize the type of students I may encounter in the future, and helped me begin to think about the type of classroom structure I want to promote...I saw this: Students are not given a chance to grow as writers if they are focused solely on an outcome, and not how to obtain and create that outcome. Plus, creating is the fun part; seeing your creation is just a bonus."

NCTE and NCATE's 2003 position statement builds on the notion that teacher beliefs are developed by methods course and that a diversity of experiences support preparing teachers. Repeatedly, the document notes that preparing ELA teachers experience "a strong blend of theory and practice" in their preparatory programs and that these students "use both theory and practice" in preparing to teach their future students. To use both theory and practice as teachers, preparing teachers have to teach. McCann et. al, echoes this notion in recommending that English teacher preparatory programs and methods courses "frequently and explicitly link theory and research about teaching to practical problems novices will likely face." And Collier asserts the same in *Council Chronicle's* 2011 article, "Successes in English Teacher

TAKEAWAYS (CON'T)

Call for Submissions



Let us know if you have an idea for our Spring 2013 Newsletter, or would like to contribute a book review or article. We'd love to hear from you. Email your suggestions to Lindy Johnson at mlj34@uga.edu.

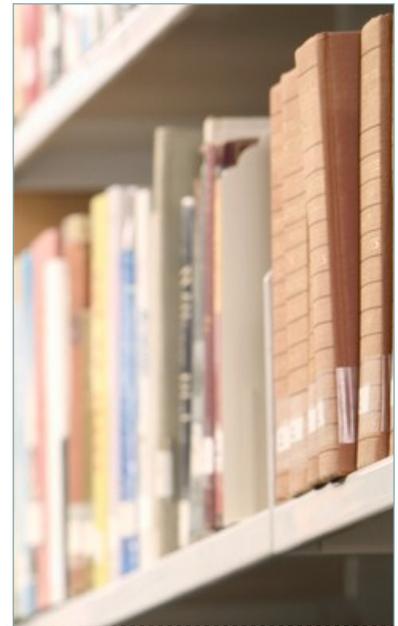
Preparation: Preparing Tomorrow's Teachers—What Are the Best Practices?" when she writes that preparing teachers need to "get into the field early and often." And as my students' reflective takeaways illustrate, this is most certainly the case.

Takeaway three: Our collective experiences and collaborations as English Educators and teacher educators are important. The methods course is a space of great potential as it can support preparing teachers in developing their identities as teachers; enable them to develop skills and confidence to persevere, problem-solve, and succeed; help them develop as reflective practitioners that carefully consider culture; and support them in developing and refining methodologies grounded thoughtfully in theory. It is now 2012, and in the most standards-driven public education system our country has ever seen, coupled with an urgency to support a diversity of students, investigation into the role that the methods course plays in the development of preparing teachers is as critical, if not more so as teaching is becoming increasingly complex, than ever.

As English Educators and teacher educators, we can turn to our experiences in reflecting on not only that which we ourselves experience as classroom teachers and teacher educators, but also in providing our students with teaching and reflective experiences that support the shaping of their teaching identities and development of their teaching methods. In collaborating with one another regarding our pedagogies and methodologies and our reflections as learners and teachers, we just may discover, together, new and innovative strategies and ways of thinking that will mentor and teach preparing teachers to always be striving for, reflecting on, and acting on their own and their students' takeaways.

CEE-GS MISSION STATEMENT

As a strand of the Conference on English Education, the CEE Graduate Strand (CEE-GS) is comprised of graduate students who are members of the larger CEE community. Our purpose is to inform and recruit English teachers considering graduate degrees in the field of English education. Our group serves as a support system for students as they consider a program, continue their education, and work toward matriculation. Our group seeks to create partnerships, provide collaborative opportunities, develop institutional supports, and facilitate career advancement.



FIVE SIGNS YOU ARE A GRADUATE STUDENT

1. “Fun” movies and books remind you of your research.
2. You discuss your classes or research at social events, like at parties and on dates.
3. You know the area of the library or coffee shop with the most outlets.
4. You value books more for their bibliographies than their content.
5. Summer is no longer about vacations—it’s about uninterrupted reading and research.

