Printed program sponsored by Emerald Publishing

Printed program designed by Jeff Spanke, Ph.D.

Printed program edited by Chea Parton, M.Ed.
Greetings,
and welcome to the 2015 IFTE conference and the 4th biennial CEE conference!

This year’s theme, “Common Ground, Global Reach: Teaching English and English Education for Global Literacies,” reflects our aspiration to explore multiple dimensions of English teaching important to English teachers and English teacher educators in the US and abroad. During this conference, you will find nearly 100 panels, workshops, and roundtables on topics such as English and English teacher education pedagogies, social justice approaches to English studies, 21st century literacies, and national and international policies and mandates. You can look forward to presentations by K-16 English teachers and educators from eight nations, as well as keynote addresses by world-renowned scholars on topics ranging from new media to social justice to global literacies. Additionally, we will celebrate CEE’s 50th anniversary of working with English educators worldwide. We also encourage you to take advantage of the numerous opportunities for informal conversations with participants and attendees from around the world. Welcome to New York, and enjoy the conference!

Janet Alsup, 2015 Conference Chair
Conference Chair
Janet Alsup, Purdue University

IFTE Directorate
Andy Goodwyn, University of Reading, England – President
Cal Durrant, AATE, Perth, Australia – Secretary
Stanley G. Burton, NCTE, Urbana, Illinois – Treasurer

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Ken Lindblom, Stony Brook University
Thomas M. McCann, Northern Illinois University - DeKalb
Tonya Perry, University of Alabama
Ebony Elizabeth Thomas, University of Pennsylvania
Anne Whitney, Pennsylvania State University
Leah Zuidema, Dordt College
Lindy Johnson, College of William & Mary – CEE-GS Chair (outgoing)
Meghan Barnes, University of Georgia – CEE-GS Chair (incoming)
Leslie Rush, University of Wyoming – Co-editor, English Education (outgoing)
Lisa Scherff, Estero High School – Co-editor, English Education (outgoing)
sj Miller, University of Colorado - Boulder – Co-editor, English Education (incoming)
Tara Star Johnson, Purdue University – Co-editor, English Education (incoming)
Dr. Ernest Morrell is the inaugural Macy Professor of English Education in the department of Arts and Humanities, and Director of the Institute for Urban and Minority Education (IUME) at Teachers College, Columbia University. Ernest is also the past-president of the National Council of Teachers of English (NCTE) and a Class of 2014 Fellow of the American Educational Research Association (AERA). Ernest was an award winning high school English teacher and coach in Northern California and he now works with teachers and schools across the country to infuse multicultural literature, popular culture, youth research, and digital media production into standards-based literacy curricula and after school programs. Ernest is the author of more than 70 articles and book chapters, and six books including *New Directions in Teaching English*, *Linking Literacy and Popular Culture and Critical Media Pedagogy: Teaching for Achievement in City Schools*, which was awarded Outstanding Academic Title for 2014 by Choice Magazine of the American Library Association. Ernest has earned numerous commendations for his university teaching including UCLA’s Department of Education’s Distinguished Teaching Award. Morrell earned his Ph.D. in Language, Literacy and Culture from the University of California at Berkeley where he received the Outstanding Dissertation Award.

**Introduction:** Meghan Barnes  
The University of Georgia
Mary Kalantzis
University of Illinois
New Media, New Literacies
Tuesday, July 7
1:30-2:30 pm

The presentation explores the dimensions of contemporary literacies. Speaking as we do today of literacies in the plural, I want to highlight two dimensions of difference. One is the range of media used in today’s communications environment—written, oral, visual, gestural, tactile and spatial. To give just several examples: image is closely related to text in visualizations of data and scientific process; new hybrid-oral written forms are rapidly evolving, such as tweets and texts; and the internet lightly scaffolds reading paths in ways that are different from the traditional textual architectures of books and libraries. These are instances of the kinds of multimodal meanings that we might study today in our repertoire of literacies. The second dimension that pluralizes literacies is the diversity of context-sensitive applications. When the global is localized and the local globalized, and when identities and contexts vary so greatly, the goal of literacies is to navigate the communicative differences rather than acquire an official literacy in the singular. My presentation will weave between discussion of the terrain of human communicative change in general terms, and the practical experience of building the multimodal web writing and assessment environment, Scholar.

Introduction: Eileen Buescher,
The Ohio State University

Hilary Janks
University of Witwatersrand
Johannesburg, South Africa
The Social Justice Project of Critical Literacy Revisited
Wednesday, July 8
9:15-10:15 am

In working with literacy in relation to questions of power, diversity, access and design/redesign, critical literacy educators believe that they contribute to education for social justice. In this paper, I intend to problematize the notion of social justice and the moral project that underpins critical literacy education. In plural societies do we all have a shared understanding of what social justice is or how education, currently a dividing practice, might contribute to a better social order? Can we imagine what 'better' looks like and for whom? Having dealt with this problematic, I will argue that the ability to read texts (broadly defined) in relation to the interests they serve is fundamentally important for democratic citizenship. The case of South Africa will be used to examine these ideas given that critically literate subjects are precisely the kind of 'very clever and bright people' capable of critique that President Zuma maintains are not 'ordinary voters' (4 May 2014).

Introduction: Shelly Shaffer
Arizona State University
**Meal Schedule**

**Tuesday**
breakfast – 7:45-9:00 am  
lunch – 12:00-1:15 pm  
dinner on your own

**Wednesday**
breakfast – 7:45-9:00 am  
lunch – 12:00-1:15 pm  
wine and cheese reception – 5:00-6:00 pm  
dinner on your own

**Thursday**
breakfast – 7:45-9:00 am  
lunch – 12:00-1:00 pm
Conference Schedule

MONDAY, JULY 6

Cookout Dinner
5:30 pm – 6:30 pm
lawn outside McGinley

Conference Opening
7:00 pm – 8:30 pm
McGinley

Andy Goodwin, IFTE President
Opening Remarks

Keynote
Ernest Morrell, Teachers College, Columbia University
New Directions in Teaching English:
Reimaging Teaching, Teacher Education, and Research
# 21st Century English Teacher Education

<table>
<thead>
<tr>
<th>International Perspectives on Literacy</th>
<th>Social Justice in a Diverse World</th>
<th>Technology and 21st Century Literacies</th>
<th>National Policies and Mandates</th>
<th>Other</th>
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### TUESDAY, JULY 7

**9:00 am – 10:30 am**

McGinley

**Melanie Shoffner, CEE Chair: Welcome**

**Keynote**

Ngaire Hoben, University of Auckland

*Minding the Gap: Addressing the Unacceptable*

### Sessions

**10:45 am – 11:45 am**

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<tr>
<th>Room</th>
<th>Session Title</th>
<th>Presenters/Individual Paper Titles</th>
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</table>
| McGinley (Roundtable) | Principled Program Redesign in a Time of Turbulence | Ryan Rish, Kennesaw State University, Georgia  
Darren Crovitz, Kennesaw State University, Georgia  
Jennifer Dail, Kennesaw State University, Georgia  
Michelle Devereaux, Kennesaw State University, Georgia  
Michelle Goodsite, Kennesaw State University, Georgia  
Aaron Levy, Kennesaw State University, Georgia |

**A (Panel)**

Designing Professional Development for the 21st Cen: Writing Hope and Writing 2.0

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</table>
| Lindy Johnson, The College of William and Mary, Virginia  
Nicole Sieben, SUNY College at Old Westbury, New York  
Peter Smagorinsky, The University of Georgia |

**B (Panel)**

Dialoguing Identities: The Transnational Space of the Australian Literature Classroom

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<th>Presenters/Individual Paper Titles</th>
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</table>
| Mary Purcell, University of Melbourne, Australia  
Monika Wagner, University of Melbourne, Australia |

**C (Panel)**

Teachers, Technology and Testing: Exploring Beginning Teachers' Challenges in the Classroom

| Technology and the Beginning Teacher  
The Trials of Teacher Evaluation | Technology and the Beginning Teacher  
The Trials of Teacher Evaluation |
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<tr>
<td>Allison Carey, Marshall University, West Virginia</td>
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**D (Panel)**

International Teacher Education and Mentorship

| Libyan Teacher Educators’, Student Teachers’, and In-service Teachers’ Perceptions of Effective English Language Teacher Education: A Case Study  
Poetry Teaching in Malta: The Interplay Between Teachers’ Beliefs and Practices  
The Challenges of English Instruction and Teacher Training in Northern Vietnam | Libyan Teacher Educators’, Student Teachers’, and In-service Teachers’ Perceptions of Effective English Language Teacher Education: A Case Study  
Poetry Teaching in Malta: The Interplay Between Teachers’ Beliefs and Practices  
The Challenges of English Instruction and Teacher Training in Northern Vietnam |
|---|---|
| Entisar Elsherif, Indiana University of Pennsylvania, Indiana  
Stephanie Xerri Agius, University of Malta Junior College, Msida  
Daniel Xerri, University of Malta Junior College, Msida |

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<tr>
<td>E (Panel)</td>
<td>English and Literacy and Teacher Quality: A View from Australia</td>
<td>The Role of English/Literacy Teachers in the ITQNP</td>
<td>Cal Durrant, AATE, Perth, Australia</td>
<td>English Curriculum and Signature Pedagogies</td>
<td>Wayne Sawyer, University of Western Sydney, Australia</td>
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<tr>
<td>F (Panel)</td>
<td>Social Justice and Young Adult Literature: An Exploration of Possibilities, Places, and Critical Pedagogies</td>
<td>Technology-Mediated Approaches for Preparing ELA Teachers to Teach English Language Learners</td>
<td>Melissa Schieble, Hunter College, City University of New York</td>
<td>A Connective Pedagogy: Moments of Wonder in Digital English Classrooms</td>
<td>Alison Matika, Mercy College, New York</td>
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<tr>
<td>G (Panel)</td>
<td>Finding Connections: Teaching Online, Teaching with Others</td>
<td>Have We Found the Holy Grail?: Understanding How Co-teaching Impacts Pre-service English Teachers</td>
<td>Krista Zartman, Purdue University, Indiana</td>
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<td>H (Panel)</td>
<td>Promoting Collaboration: Creating the Future of English Education</td>
<td>The Promotora Model: English Education Beyond the Classroom</td>
<td>Rebecca Powell, University of Southern Mississippi</td>
<td>Future Language Arts</td>
<td>Lawrence Baines, University of Oklahoma</td>
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<tr>
<td>I (Panel)</td>
<td>Policy and Practice: The History, Implications, and Paradoxes of Nationally Mandated Shakespeare and the Role of Theatre-based Approaches</td>
<td>Future English Teachers and Future Librarians Finding Common Ground</td>
<td>Melissa Gross, Florida State University</td>
<td>Shelbie Witte, Florida State University</td>
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<tr>
<td>J (Conversation)</td>
<td>Active Advocacy from within School Walls: Bridging the Parent/Professor Divide</td>
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<td>Rachel Dickinson, University of Warwick, England</td>
<td>Maria Evans, University of Warwick, England</td>
<td>Tracy Irish, University of Warwick, England</td>
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<td>Mark A. Letcher, Lewis University, Illinois</td>
<td>Sara Kajder, The University of Georgia</td>
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| McGinley     | Reaching beyond Traditional Methods: New Literacies and Meaningful Technology Use in Teacher Education | Enlisting the Tech-resistant Preservice Teacher  
Allison Carey, Marshall University, West Virginia  
Using Data Visualization to Teach (the teaching of)  
Content Area Literacy  
Tom Liam Lynch, Pace University  
Study Skills 2.0:  
Developing Digital Study Skills with New Literacies & Technologies  
Maureen McDermott, Nova Southeastern University, Florida  
Deconstructing the Flipped ELA Classroom:  
Research, Implications, and Guidelines  
Carl Young, North Carolina State University  
Clarice Moran, North Carolina State University  
English Teachers’ Self-directed Online Participation as Professional Development  
Luke Rodesiler, University of South Florida  
Learning (to teach) with Technology: A Semester with iPads  
Melanie Shoffner, Purdue University, Indiana |
| A (Panel)    | The Role of Young Adult Literature in the Traditional High School Literature Class | Michael Moore, Georgia Southern University  
Dawn Latta Kirby, Utah State University |
| B (Panel)    | Poetry and Preservice Teachers: Teaching Poetry in the ELA Classroom          | The Diminishing Space for Poetry: A Conversation about How Literary Traditions and the CCSS Can Co-Exist  
Kathryn Caprino, University of North Carolina - Chapel Hill  
Jeanne Bissonnette, University of North Carolina - Chapel Hill  
Creating a Preference for Poetry: Postgraduate Pre-Service Teachers’ Attitudes towards the Teaching of Poetry  
Mary Weaven, VATE, Victoria University, Melbourne, Australia |
| C (Panel)    | Awareness, Application, or Advocacy? Preparing English Teachers to Address 21st-Century Issues in US Teacher Preparation Programs | Samantha Caughlan, Michigan State University  
Heidi Hallman, University of Kansas  
Donna Pasternak, University of Wisconsin - Milwaukee  
Laura Renzi, West Chester University of Pennsylvania  
Leslie Rush, University of Wyoming |
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<tr>
<th>Column</th>
<th>Title</th>
<th>Participants</th>
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| D (Conversation) | Preparing Teachers to Teach Complex Texts: Conflicting Paradigms | Amanda Gulla, Lehman College, The City University of New York  
David Hyman, Lehman College, City University of New York  
John Mayher, Lehman College, City University of New York |
| E (Panel) | The State of English Education in the ‘Conceptual Age’: Challenging Discourses of English Curriculum Reform and Teacher Professionalism | Don Carter, University of Technology Sydney  
Andrew Goodwyn, University of Reading, England  
Terry Locke, University of Waikato, New Zealand  
Jacqueline Manuel, University of Sydney, Australia |
| F (Workshop) | Designing Meta-Semiotic Toolkits for Disciplinary Literacies | Tara Cullen, Richmond High School, Sydney, Australia  
Bradley Cook, Richmond High School, Sydney, Australia  
Sally Humphrey, Australian Catholic University, Sydney, Australia |
| G (Conversation) | Toward a Broader Vision of English Education: Critical and Innovative Approaches in Curriculum, Pedagogy, and Teacher Education | English Teacher Education through a YPAR Lens: A Kaleidoscopic View  
Limarys Caraballo, Queens College of the City University of New York  
Remaining Grounded on Shifting Sands: Being a Teacher of Color in Today's Educational Climate  
Yolanda Sealey-Ruiz, Teachers College, Columbia University, New York  
Audra Watson, Woodrow Wilson National Fellowship Foundation  
Vaughn W. M. Watson, Teachers College, Columbia University  
Considering What We Must with What We Know: Teaching ELA Unit Planning to Secondary Pre- and In-Service Teachers through Critical Literacy and Culturally Responsive Instruction  
Jody Polleck, Hunter College, City University of New York  
Sometimes It's Not Always Bad: (Re)considering Black and Latina/o Youth’s College-going New Media Literacy Practices in Secondary English Classrooms  
Joanne E. Marciano, Teachers College, Columbia University, New York |
| H (Panel) | The Literary World: Expanding Our Understanding of Literature | Dystopian Worlds: Strong Females, Social Justice, and Postsecondary Instruction  
Jennifer Whitley, The University of Georgia  
Disabled Characters in Literature: What Messages Do They Reinforce and What Critical Questions Can We Pose?  
Patricia Dunn, Stony Brook University, New York  
Book Love Workshop in the Secondary Literature Methods Classroom  
Gretchen Rumohr-Voskuil, Aquinas College, Michigan |
| I (Panel) | Teaching Writing: A Question of Identity? | Larissa McLean Davies, University of Melbourne, Australia  
Emily Frawley, University of Melbourne, Australia  
Wayne Sawyer, University of Western Sydney, Australia |
| J (Workshop) | How Do We Inspire Advocacy in Our Profession? | Shelbie Witte, Florida State University  
Susan Houser, retired Middle Level educator, Florida  
Sara Kajder, The University of Georgia |
**TUESDAY, JULY 7**  
4:00 pm – 5:00 pm

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<th>Room</th>
<th>Session Title</th>
<th>Presenters/Individual Paper Titles</th>
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| McGinley    | Beginning Teachers: Issues and Explorations—Round 1 | Preparing Pre-Service English Teachers to Work in Rural Alaska  
Colette Choate, University of Alaska  
Jonathan Bartels, University of Alaska  
Talking AND Walking: Does Knowledge of Differentiation Translate into Effective Teaching in the Classroom?  
Julie Bell, Michigan State University  
Natasha Perez, Michigan State University  
Pre-Service Teachers' Apprenticeship into Teaching English Language Arts: An Examination of Mentoring Conversations  
Eileen Buescher, The Ohio State University  
Year-long Secondary Internships: Promises and Perils  
Cal Durrant, AATE, Perth, Australia  
Teaching Life Stories: Teachers Speak on Enduring a Professional Identity  
Taylor Norman, Purdue University, Indiana  
Beginning Teachers Finding Support through an Online Teacher Network: Affinity Learning  
Nicole Olcese, Pennsylvania State University  
Shifting Expectations, Practices and Identities: English Education in Transformation  
Kerry-Ann O'Sullivan, Macquarie University, Sydney, Australia |
| A (Panel)   | Learning with Film: Supporting Preservice Teacher Development via Video | I Thought I Was Leading Authentic Discussions: Using Video as a Tool to Support Preservice Teachers’ Facilitation of Dialogic Discussions  
Christian Goering, University of Arkansas  
Sean Connors, University of Arkansas |
| B (Panel)   | No Educator is an Island: A Team Approach to Teacher Education | Michelle Falter, The University of Georgia  
Meghan Barnes, The University of Georgia  
Amy Heath, The University of Georgia  
Stephanie P. Jones, University of Georgia  
Margaret Robbins, The University of Georgia  
Jennifer Whitley, The University of Georgia |
| C (Panel)   | English Education in the 21st Century               | Rereading the Purposes of English Education in the Twenty-first Century  
Cori McKenzie, Michigan State University  
Kati Macaluso, Michigan State University  
Michael Macaluso, Michigan State University |
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<th>Panel</th>
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<tr>
<td>E (Panel)</td>
<td>Teaching Academic Writing: Linguistic and Technological Approaches</td>
<td>Marcello Giovanelli, University of Nottingham, England</td>
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<td>Teaching Grammar, Structure and Meaning: A Cognitive Grammatics for the English Classroom</td>
<td>Tami Ewell, Jordan School District, Utah</td>
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<td>Argument Writing with a Global Perspective</td>
<td>Tami Ewell, Jordan School District, Utah</td>
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<td>The Academic Voice: Using Language Resources to Improve Academic Writing in the Senior English Classroom</td>
<td>Sean Box, Victorian Curriculum and Assessment Authority, Australia</td>
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<td>F (Panel)</td>
<td>Teaching Autobiography to Promote Social Advocacy: Exploring Complex Causes through Young Adult Literature</td>
<td>Ashley Boyd, Washington State University</td>
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<td>Exploring Global Issues in Young Adult Literature: Powerful Lessons about Immigration from <em>Enrique's Journey</em></td>
<td>Jeanne Bissonnette, University of North Carolina - Chapel Hill</td>
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<td>G (Panel)</td>
<td>Young Adult Literature for Powerful Literacy and Social Justice (DZ)</td>
<td>Elsie Olan, University of Central Florida</td>
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<td>Common Ground, Personal Reach: Teaching Young Adult Literature through the Lens of Social Justice</td>
<td>Jeffrey Kaplan, University of Central Florida</td>
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<td>Teaching “Powerful Literacy” through YA Novels and Other Diverse Texts</td>
<td>Anne Fairbrother, State University of New York</td>
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<td>Sharon Kane, State University of New York</td>
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<td>H (Panel)</td>
<td>Resituating Literature Teaching in Multimodal Environments</td>
<td>Anne Cloonan, Deakin University, Melbourne, Australia</td>
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<td>Kirsten Hutchison, Deakin University, Melbourne, Australia</td>
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<td>Louise Paatsch, Deakin University, Melbourne, Australia</td>
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<td>I (Workshop)</td>
<td>Drop Everything and Write: Blogging and Advocating for Best Practice</td>
<td>Sarah Hochstetler, Illinois State University</td>
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<td>Mark A. Letcher, Lewis University, Illinois</td>
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<td>Kristen Turner, Fordham University, New York</td>
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<td>Leah Zuidema, Dordt College, Iowa</td>
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**CEE Commission Meetings**  
5:15 pm – 6:15 pm  
McGinley
## Keynote

### Hilary Janks, University of Witwatersrand, Johannesburg, South Africa

*The Social Justice Project of Critical Literacy Revisited*

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## Sessions

**10:30 am – 11:30 am**

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| McGinley (Roundtable) | **Beginning Teachers: Issues and Explorations—Round 2** | **Teaching Writing Hope:**
|                |                                                                               | *A Matter of Social Justice in English Education*  
|                |                                                                               | Nicole Sieben, SUNY College at Old Westbury                                                   |
|                |                                                                               | Elizabeth C. Lewis, Dickinson College, Pennsylvania  
|                |                                                                               | Erin Malloy, Dickinson College, Pennsylvania                                                     |
|                |                                                                               | **Bridging Social Justice Teacher Education and Future Educators’ Dispositions**    |
|                |                                                                               | Noah Asher Golden, Chapman University, California                                                |
|                |                                                                               | **Common Ground above the Mire:**
|                |                                                                               | *Teaching for Social Justice Amidst the Constraints of Practice*  
|                |                                                                               | Desi Krell, University of Florida - Gainesville                                                  |
|                |                                                                               | **Using Diverse Fragments of Text to Address Social Justice**  
|                |                                                                               | Shalia Moore-Hayes, State College of Florida                                                      |
|                |                                                                               | **Fostering Activist-Oriented Social Justice Dispositions and Practices in English Teacher Preparation** |
|                |                                                                               | Terri Rodriguez, College of St. Benedict & St. John's University, Minnesota                      |
|                |                                                                               | *Global English in the Local Classroom:*  
|                |                                                                               | *A Post-Structural Guide for Serving Students of Diverse Linguistic Backgrounds*  
|                |                                                                               | Christine Hardigree, The University of Virginia                                                   |
| A (Panel)      | **Developing Reflective Practice with PreService Teachers**                  | **Fostering Self-Reflection in Pre-Service Secondary English Teachers through Scaffolded Journalling** |
|                |                                                                               | Peggy Otto, Western Kentucky University                                                          |
|                |                                                                               | **Teach Reflective Practice:**  
|                |                                                                               | *Utilizing Digital Tools with Pre-service Secondary English Teachers*  
|                |                                                                               | Cathie English, Missouri State University                                                        |
|                |                                                                               | **Writing Activity Development in Students:**  
|                |                                                                               | *Turning It into an Instructional Advantage*  
|                |                                                                               | Ryan Dippre, University of California - Santa Barbara                                            |
|--------------------------------------|---------------------------------------|----------------------------------|--------------------------------------|------------------------------|-------|
| **B** (Panel)                        | Sharing Our Stories: Using Multimodal and Multigenre Composing to Bridge Literacy Practices from Classroom to Community | Deborah S. Bruce, Houghton College, New York
David Bruce, University at Buffalo, New York
Sunshine Sullivan, Houghton College, New York |
| **C** (Panel)                        | Who Decides What Students Should Read: How State Policies Shape the Teaching of Literature | Andrew Goodwyn, University of Reading, England
Michael Moore, Georgia Southern University
Don Zancanella, University of New Mexico |
| **D** (Panel)                        | Understanding Academic Literacy | John Hodgson, University of the West of England, Bristol
Ann Harris, University of Huddersfield, West Yorkshire, England |
| **E** (Panel)                        | Encouraging Engaged Pedagogies and Social Justice in the Secondary English Classroom: Examples and Strategies | **Journalism Boot Camp:**
Social Media and Social Justice in Your Classroom
Sheena Koops, Bert Fox Community High School, Fort Qu'Appelle, Canada |
|                                      |                                        | Teaching Policy Debate as Social Justice Pedagogy
Susan Cridland-Hughes, Clemson University, South Carolina |
|                                      |                                        | Making the Road by Walking: Forging a Path Towards Becoming Critical and Collaborative English Teacher Educators
Nicole Olcese, Pennsylvania State University
Michelle Knotts, Pennsylvania State University |
| **F** (Workshop)                     | Critically Assessing Our Social Justice Assessments: A Workshop | sj Miller, University of Colorado - Boulder
Briana Asmus, Western Michigan University
Deborah Bieler, University of Delaware
Ashley Boyd, Washington State University
Heather Hurst, University of Pennsylvania
Tara Star Johnson, Purdue University, Indiana |
| **G** (Panel)                        | Re-thinking High Stakes Assessment in Writing and Teacher Education | **Writing Their Way into Teaching:**
How High-Stakes Teacher Performance Assessments Require Pre-service Teachers to Argue for Competency
Christine Dawson, Skidmore College, New York |
|                                      |                                        | Befriending the Machine: The Historical and Future Impact of Technology on Large-scale Writing Assessment
Tom Liam Lynch, Pace University, New York
Nadia Behizadeh, Georgia State University |
| **H** (Workshop)                     | Whose Story Is It? Changing the Public Narrative on Public Education | Cathy Fleischer, Eastern Michigan University
Jenna Fournel, National Council of Teachers of English, Washington, DC |
| **I** (Panel)                        | Toward a Ground-Level View of a Bird’s-Eye Mandate: Pre-Service Teacher Perceptions of the Common Core | James Hammond, University of Michigan
Merideth Garcia, University of Michigan |
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| McGinley (Roundtable) | Timely Topics in English Teacher Education                                      | **A Conversation for Common Ground: Articulating Concepts and Practices and Sharing Responsibility in the Teaching of Writing across Secondary and College Levels**  
                        |                                                                                | Ann Burke, University of Michigan  
                        |                                                                                | **Uncharted Waters for a New Boat: A First Year of Teaching English with de facto National Standards and Assessments**  
                        |                                                                                | Christian Goering, University of Arkansas  
                        |                                                                                | Jen Dean, educator, Fayetteville, Arkansas  
                        |                                                                                | “It’s still a dog and pony show:”  
                        |                                                                                | Taking Up Transformative Digital Literacies in the English Classroom  
                        |                                                                                | Storey Mecoli, Boston College, Massachusetts  
                        |                                                                                | Peter Williamson, Stanford University, California  
| B (Panel)         | The Storied Experiences of English Teachers                                      | Kelli Sowerbrower, Georgia State University  
                        |                                                                                | Michelle Zoss, Georgia State University  
| C (Panel)         | Twenty-first Century Literacies for Students and Teachers                        | Jonathan Bartels, University of Alaska  
| D (Panel)         | Organic Literacies, Democratic Pedagogies: Reading, Writing, and Speaking in the Real World | **Australian Perspectives on Vocational Literacy:**  
                        |                                                                                | The Importance of Teaching Trade Vocabulary  
                        |                                                                                | Danielle Grove, English Teachers Association of Queensland, Australia  
                        |                                                                                | **Welcome Stranger or Contested Site?: Literature in the Australian Curriculum: English**  
                        |                                                                                | Catherine Beavis, Griffith University, Queensland, Australia  
| E (Panel)         | The Battle For Teacher Education: International Responses to the Crisis in Teacher Education | **International Perspectives on the Role of the Humanities in Education**  
                        |                                                                                | Janet Alsup, Purdue University, Indiana  
                        |                                                                                | “International Perspectives on Professional Development and Graduate Programs”  
                        |                                                                                | Lisa S. Eckert, Northern Michigan University  

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<thead>
<tr>
<th>Panel</th>
<th>Title</th>
<th>Speaker(s)</th>
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</table>
| F     | Teaching and Visualizing Literacy to Support Culturally and Linguistically Diverse Learners | Zaira Arvelo Alicea, Purdue University, Indiana  
Ileana Cortes Santiago, Purdue University, Indiana |
| G     | Queering the ELA Curriculum: Perspectives from High School and Teacher Education | Kirsten Helme, University of Massachusetts  
Michelle Page, University of Minnesota - Morris  
Summer Pennell, University of North Carolina - Chapel Hill |
| H     | Developing Reflective Communities of Practice through Video-Analysis Sessions | Michelle Falter, The University of Georgia  
Meghan Barnes, The University of Georgia |
| I     | Working with Digital Literacies as Teachers and Students              | Kristen Turner, Fordham University, New York  
Julie Bain, AATE, Toormina, Australia  
Scott Bulfin, Monash University, Victoria, Australia |
| J     | Global Language Policy and Global Literacies: Goals and Challenges    | Susan Martin, La Trobe University, Melbourne, Australia  
Larissa McLean Davies, University of Melbourne, Australia  
Russell Cross, Melbourne Graduate School of Education, Australia  
Larissa McLean Davies, University of Melbourne, Australia  
Lesley Farrell, University of Melbourne, Australia |
### WEDNESDAY, JULY 8
2:45 pm – 3:45 pm

<table>
<thead>
<tr>
<th>Room</th>
<th>Session Title</th>
<th>Presenters/Individual Paper Titles</th>
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</thead>
</table>
| McGinley     | Promoting Contemporary Literacies, Popular Culture, and Out-of-School Spaces in English Teacher Education | Hannah Gerber, Sam Houston State University, Texas  
Sandra Abrams, St. John's University, New York  
Alan Brown, Wake Forest University, North Carolina  
YunJoon Lee, Busan National University of Education, South Korea  
Luke Rodesiler, University of South Florida |
| A (Panel)    | Developing Communities of Practice                                            | One Good Lesson':  
Reimagining Field Experiences as Communities of Practice  
Latrise Johnson, The University of Alabama -Tuscaloosa                                                                |
| B (Workshop) | Writing Workshop: The Search for Self through Narrative Pedagogy              | Jeffrey Kaplan, University of Central Florida  
Elsie Olan, University of Central Florida                                                                          |
| C (Panel)    | The English Teacher as Interdisciplinary Resource                             | Terry Locke, University of Waikato, New Zealand                                                                     |
| D (Panel)    | Relationships and Service-Learning: Navigating the Human Landscape of Classrooms and Communities | Peter Smagorsinsky, The University of Georgia  
Meghan Barnes, The University of Georgia  
Lindy Johnson, The College of William and Mary, Virginia  
Valerie Kinloch, The Ohio State University                                                                     |
| E (Panel)    | Making Poetry Happen: Transforming the Poetry Classroom                      | Transforming the Poetry Classroom  
Cat Brogan, Lammas School, London, England  
Vicky Macleroy, Goldsmiths, University of London, England                                                              |
|              |                                                                               | Using Digital Tools to Read, Write & Perform Poetry for Social Justice  
Janette Hughes, University of Ontario Institute of Technology, Canada                                                  |
|              |                                                                               | Inside the Poems Engine Room  
Sue Dymoke, Reader in Education, University of Leicester, England                                                        |
| F (Panel)    | Doing Our Homework on Social Justice: Supporting Literacy Learning in Diverse Settings | Preparing English Teachers to Enact Civic Literacy Projects  
Shira Epstein, The City College of New York                                                                            |
|              |                                                                               | Reading Capital and Rural Literacies  
Judith Franzak, Salisbury University, Maryland                                                                         |
<table>
<thead>
<tr>
<th>Panel</th>
<th>Topic</th>
<th>Speakers</th>
</tr>
</thead>
<tbody>
<tr>
<td>G</td>
<td>Using Technology to Enhance 21st Century Literacy Learning</td>
<td>Katie Rybakova, Florida State University  &lt;br&gt; Amy Piotrowski, Florida State University  &lt;br&gt; Shelbie Witte, Florida State University</td>
</tr>
<tr>
<td>H</td>
<td>English in Australia: A Question of Knowledge?</td>
<td>Bill Green, Charles Sturt University, Bathurst, Australia  &lt;br&gt; Wayne Sawyer, University of Western Sydney, Australia</td>
</tr>
<tr>
<td>I</td>
<td>Reading Complex Texts in the 21st Century</td>
<td>Using Infographics to Enhance English Classes with Informational Rhetoric  &lt;br&gt; Ken Lindblom, Stony Brook University, New York  &lt;br&gt; Putting Humpty Together: Recognising Literary Understanding across Text Formats  &lt;br&gt; Brian Finch, Institute of Education, Massey University, New Zealand  &lt;br&gt; Developing Pre-Service Teachers’ Understanding of the Act of Reading in the Era of the Common Core  &lt;br&gt; Meredith Sinclair, Southern Connecticut State University</td>
</tr>
<tr>
<td>J</td>
<td>Philosophical and Political Perspectives on English Education</td>
<td>English, Literacy and Neoliberal Policies: Mapping a Contested Moment in the United States  &lt;br&gt; Jory Brass, University of Melbourne, Australia  &lt;br&gt; School-University Dialogues: Redefining “College Readiness” in Writing and the English Language Arts  &lt;br&gt; Alecia Magnifico, University of New Hampshire  &lt;br&gt; Christina Ortmeier-Hooper, University of New Hampshire  &lt;br&gt; Teaching and Learning in Fourth Space  &lt;br&gt; Nicole Galante, State University of New York</td>
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## WEDNESDAY, JULY 8
4:00 pm – 5:00 pm

<table>
<thead>
<tr>
<th>Room</th>
<th>Session Title</th>
<th>Presenters/Individual Paper Titles</th>
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</thead>
</table>
| A (Panel) | Unlocking the Chamber of Secrets: Using Story to Reflect on Professional Identity and Practice | Dawan Coombs, Brigham Young University, Utah  
Bob Fecho, The University of Georgia |
| B (Panel) | Negotiations: Teacher Professional Development in Promoting Dialogue | John Watts, University of Arkansas  
Christian Goering, University of Arkansas  
Hayriye Kayi-Aydar, University of Arkansas |
| C (Panel) | “Knowing it to My Core”: Integrating Embodied Learning in Teacher Education | Christopher Jarmark, University at Buffalo, New York  
David Bruce, University at Buffalo, New York  
Suzanne Miller, University at Buffalo, New York |
| McGinley (Panel) | NCTE/ILA Task Force on Literacy Teacher Education | Luke Rodesiler, University of South Florida  
Louann Reid, Colorado State University |
Jory Brass, University of Melbourne, Australia  
Brian Casemore, George Washington University, Washington, DC  
Bill Green, Charles Sturt University, Bathurst, Australia |
| E (Panel) | High School Teachers Perspectives on Large Scale National Literacy Strategies Implemented in England, the USA and Australia | Pat Kiddey, Department of Education, Western Australia, Perth |
Jory Brass, University of Melbourne, Australia  
Nicole Galante, State University of New York  
Christina Ortmeier-Hooper, University of New Hampshire |
<table>
<thead>
<tr>
<th>Panel</th>
<th>Topic</th>
<th>Presentations</th>
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</thead>
</table>
| G     | Reimagining Adolescence through Pedagogies of Justice and Healing | “Addressing LGBT-Themed Literature in the English Methods Course”
Melissa Schieble, Hunter College, City University of New York,
Jody Polleck, Hunter College, City University of New York

“Beyond Ferguson: Towards an English Education Pedagogy of Healing”
Stephanie P. Jones, University of Georgia

“Enchanting Youth: Rethinking ELA Teacher Preparation Standards by Reimagining Adolescents/-ce”
Sophia Sarigianides, Westfield State University, Massachusetts
Alyssa Niccolini, Teachers College, Columbia University, New York |
| H     | Deconstructing the CCSS for Language Arts | “Common Rhetoric: Using Language to Enfranchise English Educators Working within the Confines of the Common Core State Standards”
Craig West, University of Cincinnati, Ohio

“Whose Voices Count in Defining Common Core Instruction? A National Analysis of State-Level Professional Resources”
Susanna Benko, Ball State University, Muncie, Indiana
Emily Hodge, Pennsylvania State University, University Park

“Unveiling the Illusion of the Open Door: Using Feminist Pedagogy to Address Gender Bias in the CCSS for Language Arts”
Rikki Roccanti, Florida State University, Tallahassee |

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**CEE 50TH Anniversary Celebration**

**Wine & Cheese Reception**

**Remarks by John Mayher**

5:00 pm – 6:00 pm
**21st Century English Teacher Education**

**International Perspectives on Literacy**

**Social Justice in a Diverse World**

**Technology and 21st Century Literacies**

**National Policies and Mandates**

**Other**

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**THURSDAY, JULY 9**

9:15 am – 9:30 am

McGinley

Janet Alsup, Program Chair
Melanie Shoffner, CEE Chair

*Closing Remarks*

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**Sessions:**

9:45 am – 10:45 am

<table>
<thead>
<tr>
<th>Room</th>
<th>Session Title</th>
<th>Presenters/Individual Paper Titles</th>
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</table>
| McGinley (Roundtable) | Addressing Linguistic Diversity in the English Classroom                       | Developing Preservice Teachers’ Global Awareness through the Intersection of Literature, Digital Tools, and Global Partners  
Jennifer King, SUNY Geneseo, New York |
|               |                                                                               | Critical Literacy in the Migrant/ELL Classroom  
Briana Asmus, Western Michigan University |
|               |                                                                               | Creating Conditions for Success: Preparing ELA Teachers for Their Work with Multilingual/ELL Writers  
Christina Ortmeier-Hooper, University of New Hampshire |
|               |                                                                               | What's In a Trashcan?: Indexing Cultural Perspectives through Writing Responses to Graphic Novels  
Alex Romagnoli, Monmouth University, New Jersey |
|               |                                                                               | Vygotsky, International Service Learning, and Intercultural Capability: An Exploration of Secondary School Students’ Language Use in Intercultural Learning  
Sarah Rutherford, Monash University, Melbourne, Australia |
| A (Panel)     | From Theory to Practice: Writing, Technology, and English Teacher Education   | Jen Scott Curwood, University of Sydney, Australia  
Jayne C. Lammers, University of Rochester, New York  
Alecia Magnifico, University of New Hampshire |
John Mayher, Lehman College, City University of New York |
| C (Panel)     | Assessing Standard VI: Writing the Story of Teaching for Social Justice in English Education | Leslie David Burns, University of Kentucky  
sj Miller, University of Colorado - Boulder |
|--------------------------------------|-------------------------------------|---------------------------------|--------------------------------------|-------------------------------|-------|
| E (Workshop)                        | Recitation as interpretation: the World’s First Virtual Poetry Recitation Olympics | **How might the Poetry Out Loud contest scoring system help us teach young people to read poetry?**  
Stephen Young, Poetry Foundation, Chicago, Illinois | | | |
| F (Panel)                           | Moving Writing Out of the Margins: Negotiating the Limits and Opportunities of National Mandates and Policies in Writing Teacher Education | **Academic Language in Writing Teacher Education: Moving Writing Out of the Margins in the edTPA**  
Sarah Hochstetler, Illinois State University | | | |
|                                     | | **The Impact of National Mandates on Writing and Teaching Writing**  
Melinda McBee Ozulak, Bradley University, Illinois | | | |
| G (Workshop)                        | Breaking Down Stereotypes and Exploring Identity: Reading and Teaching Literature for Personal and Critical Meaning | **Yeats and Easter, 1916: The Cultural Knowledge of Senior Students in Their Classroom Analysis of Poetry**  
John Gordon, University of East Anglia, Norwich, England | | | |
|                                     | | **Applying Theory: Critical Perspectives on Literature in the Classroom**  
Sian Evans, Sydney Grammar School, Australia | | | |
| H (Panel)                           | Thought Clouds and Superheroes: Exploring the Sociocultural Literacies of Comic Books in the 21st Century | | | Louann Reid, Colorado State University  
Tara Thompson, Teachers College, Columbia University, New York  
Benjamin Villarreal, Teachers College, Columbia University, New York | |
## THURSDAY, JULY 9
11:00 am – 12:00 pm

<table>
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<tr>
<th>Room</th>
<th>Session Title</th>
<th>Presenters/Individual Paper Titles</th>
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<tbody>
<tr>
<td>McGinley</td>
<td>Composing in the Methods Class: How to Prepare and Mentor Teachers to Teach Writing</td>
<td><strong>Remixing Writing Instruction: New Literacies, Pop Culture and Social Justice in the English Education Classroom</strong>&lt;br&gt;Jennifer Whitley, The University of Georgia</td>
</tr>
<tr>
<td>(Roundtable)</td>
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<td><strong>From Student to Teacher: Exploring Preservice Teachers' Emerging Pedagogical Understandings</strong>&lt;br&gt;Kristine Pytash, Kent State University, Ohio&lt;br&gt;Elizabeth Testa, Kent State University, Ohio</td>
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<td><strong>The Student Work Archive Project (SWAP): Teacher Candidates Analyses of and Responses to Student Writing in an English Teaching Methods Course</strong>&lt;br&gt;Michael Sherry, Bloomsburg University of Pennsylvania</td>
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<td><strong>Constructing Academic Identities through Digital Writing: A Multiple Case Study of Adolescents Who Are “At-Risk”</strong>&lt;br&gt;Jessica A. West, University of Cincinnati, Ohio</td>
</tr>
<tr>
<td>A</td>
<td>“Mushy Structure”: Different Ways to Differentiate</td>
<td>Larissa Pahomov, Science Leadership Academy, Philadelphia, Pennsylvania&lt;br&gt;Heather Hurst, University of Pennsylvania</td>
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<td>(Workshop)</td>
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<td>(Panel)</td>
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<tr>
<td>C</td>
<td>The NCTE’s Common Core Agnosticism: How the Council Abandoned Its Own Core Principles</td>
<td><strong>Reading the Common Core as Governmental Technology: Standards, Discipline, and Neoliberal Reform</strong>&lt;br&gt;Jory Brass, University of Melbourne, Australia</td>
</tr>
<tr>
<td>(Panel)</td>
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<td><strong>Domesticating Democracy: The Common Core and the End of Politics</strong>&lt;br&gt;Todd DeStigter, University of Illinois, Chicago</td>
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<td><strong>Madness, NCTE, and the Common Core: Acquiescence or Opposition?</strong>&lt;br&gt;David Schaafsma, University of Illinois, Chicago</td>
</tr>
<tr>
<td>D</td>
<td>Exploring the World with English Education Students through Adolescent Literature</td>
<td>Steven Bickmore, Louisiana State University&lt;br&gt;Jacqueline Bach, Louisiana State University&lt;br&gt;Marshall George, Fordham University, New York&lt;br&gt;Brian Kelley, Fordham University, New York</td>
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</table>
| E     | Preparing 21st Century English Teachers: Using Young Adult Literature to Challenge Stereotyping and Reduce Stigma of Marginalized Populations | Maureen McDermott, Nova Southeastern University, Fort Lauderdale  
Christy Doherty-McDowell, Western Michigan University  
Tiffany Rehbein, East High School, Cheyenne, Wyoming  
Kia Jane Richmond, Northern Michigan University |
| F     | Teaching Literature in a Diverse World                                | Annamary Consalvo, The University of Texas - Tyler  
Aruna Krishnamurthy, Fitchburg State University, Massachusetts |
| G     | Teaching Critical Media Literacy through Sports Stories               | Michael Berry, Windsor High School, Connecticut  
Mark Fabrizi, Eastern Connecticut State University  
Robert Ford, North Branford High School, Connecticut |
| H     | English Teaching: Practice and Critique and Emerald Publishing Group  | Emerald Publishing                                                                                                      |
### THURSDAY, JULY 9
**1:15 pm – 2:15 pm**

<table>
<thead>
<tr>
<th>Room</th>
<th>Session Title</th>
<th>Presenters/Individual Paper Titles</th>
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</thead>
</table>
| McGinley        | Making Absence Present: Or, Doing Social Justice When No One Is Looking      | **Disrupting Stories of Success/Failure in School:** Yoga as Counter-Narrative ** Janet Johnson, Rhode Island College**  
|                 |                                                                                | **When ‘Doing Justice’ Isn’t Enough:** Letter Exchanges across Differences and Absences  
|                 |                                                                                | Beth Lehman, Eastern Mennonite University, Virginia ** “I’m White Trying to Play a Black Dude”:** Competing Perspectives on a Teachable Moment ** Mary Beth Hines, Indiana University**  
|                 |                                                                                | **Troubling the Present, Witnessing for (Y)Our Past:** The Challenge of Holocaust Education in English Teacher Education ** John Staunton, Eastern Michigan University** |
| A               | The Literacies of Remix                                                       | Johanna Amaro, Plainfield Academy for the Arts, New Jersey  
|                 |                                                                                | Erickka Collado, Dwight-Englewood School, New Jersey  
|                 |                                                                                | Yelena Lyudmilova, Essex County College, New Jersey  
|                 |                                                                                | Deborah Nagler, Gratz College, Pennsylvania  
|                 |                                                                                | Heather Nydam-Fragapane, Ridgefield Board of Education, New Jersey  
|                 |                                                                                | Christopher Shamburg, New Jersey City University |
| B               | A University/School District Teaching Partnership: For Teachers, By Teachers Model for English Language Arts Education | Tonya Perry, The University of Alabama |
| C               | International Experiences as Professional Development for Teachers and Prospective Teachers | Ruie Pritchard, North Carolina State University  
|                 |                                                                                | Sarah Cannon, North Carolina State University  
|                 |                                                                                | Ivonne Chirino-Klevans, North Carolina State University  
|                 |                                                                                | Michael Cook, Millikin University, Illinois  
|                 |                                                                                | Hiller Spires, North Carolina State University |
| D               | Promoting Social Justice from Behind the Fence: Problematizing Book Clubs with Students Who Are Incarcerated | Jennifer Doyle, University of South Carolina  
|                 |                                                                                | Dianne Hartness, University of South Carolina  
|                 |                                                                                | Kayla Hostetler, University of South Carolina |
| E               | From the Ivory Tower to the Trenches: Digitally Bridging the Territories of Research and Pedagogy | Heather Hurst, University of Pennsylvania  
|                 |                                                                                | Larissa Pahomov, Science Leadership Academy, Philadelphia, Pennsylvania |
| F               | Challenging Assumptions through Diverse Field Placements                     | **Mandating Diversity: Directing Pre-service Teacher Placements** ** Kelly Matthews, Framingham State University, Massachusetts** |
GRADUATE STUDENT SESSIONS
9:45 am – 2:00 pm

The CEE-Graduate Strand (CEE-GS) leadership team aims to advance its mission of supporting graduate students in English education by sponsoring a day of mentoring workshops at CEE/IFTE. Last year, the CEE-GS leadership sent out a survey asking current graduate students to identify topics of interest. The four workshops held today - on applying and interviewing for English Education positions, writing for publication, writing grants, and transitioning from doctoral student to faculty member - were selected based on the needs and interests of graduate students per the survey results. The CEE-GS leadership team is very grateful for the support of CEE in helping to host this day of mentoring and wishes to thank the faculty members who have generously agreed to share their time and expertise.

Lindy Johnson, CEE-GS Chair (outgoing)
Meghan Barnes, CEE-GS Chair (incoming)

| A | 9:45-10:45 | Applying and Interviewing for English Education Positions | Beverly Chin, The University of Georgia
|   |         |                                                   | Peter Smagorinsky, The University of Georgia
| A | 10:45-11:45 | Writing for Publication | Anne Elrod Whitney, Pennsylvania State University
|   |           |                           | Tara Star Johnson, Purdue University, Indiana
|   |           |                           | sj Miller, University of Colorado - Boulder
|   |           |                           | Jayne Lammers, University of Rochester, New York
| McGinley | 12:15-1:00 | Lunch Panel: Making the Transition from Graduate Student to Assistant Professor | Nicole Sieben, SUNY College at Old Westbury, New York
|   |         |                                                   | Alan Brown, Wake Forest University, North Carolina
|   |         |                                                   | Lindy Johnson, The College of William and Mary, Virginia
|   |         |                                                   | Luke Rodesiler, University of South Florida
| A | 1:00-2:00 | Getting Your Grant Written and Funded | Laura Turchi, University of Houston, Texas
|   |         |                                                   | Valerie Kinloch, The Ohio State University

IFTE Board Meeting
1:15 pm – 3:00 pm

Conference closes at 3:00 pm.
Thank you for coming!
## SESSION ANNOTATIONS

**TUESDAY, JULY 7**

**10:45 am –11:45 am**

<table>
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<tr>
<th>Session Title</th>
<th>Annotation</th>
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<tbody>
<tr>
<td><strong>Principled Program Redesign in a Time of Turbulence</strong></td>
<td>This presentation will discuss approaches to dealing with the mandates, pressures, and expectations—such as the new CAEP standards, the edTPA, and reformist-inspired teacher education program measurement—currently being visited on English Education programs across the country. Emphasis will be on principled solutions-through-conversation that maintain the mission integrity of English education programs.</td>
</tr>
<tr>
<td><strong>Designing Professional Development for the 21st Century: Writing Hope and Writing 2.0</strong></td>
<td>Using the Framework for Success in Postsecondary Writing, the presenters will share findings from their research on professional development workshops with secondary school ELA teachers. They will also share specific instructional writing strategies that can be implemented in secondary classrooms to empower students to write with hope, agency, and purpose.</td>
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<tr>
<td><strong>Dialoguing Identities: The Transnational Space of the Australian Literature Classroom</strong></td>
<td>Drawing on the work of Spivak and Bakhtin, we are problematizing the space of teaching in the English classroom in Australia. In opening up this teaching space, we intend to authenticate and give voice to the positions unrecognized within what is commonly referred to as the English literary Canon.</td>
</tr>
<tr>
<td><strong>Teachers, Technology and Testing: Exploring Beginning Teachers' Challenges in the Classroom</strong></td>
<td>This session draws from two different research studies to explore challenges faced by beginning English teachers and the implications for teacher education. The first speaker examines beginning teachers' use of new literacies and technologies in their teaching. The second speaker examines how beginning teachers negotiate their experiences with teacher evaluation.</td>
</tr>
<tr>
<td><strong>International Teacher Education and Mentorship</strong></td>
<td>The session provides descriptions and data from multiple international education experiences for pre- and in-service teachers, with literature supporting the programs and suggestions for those interested in creating and facilitating their own program.</td>
</tr>
<tr>
<td><strong>English and Literacy and Teacher Quality: A View from Australia</strong></td>
<td>Recent evaluation of a national government-state government partnership in Australia on “teacher quality” raises a number of issues for teachers of English and literacy. These include definitions of literacy in project schools and the place of subject English in programs for pedagogical improvement which are essentially curriculum neutral.</td>
</tr>
<tr>
<td><strong>Social Justice and Young Adult Literature: An Exploration of Possibilities, Places, and Critical Pedagogies</strong></td>
<td>Panelists address the potential of young adult literature to be read for social justice themes in classrooms with both pre-service teachers and adolescents. Each will present a social justice theme as it relates to a specific text and offer pedagogic strategies for reading the work from this particular lens.</td>
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</table>
SESSION ANNOTATIONS

Finding Connections: Teaching Online, Teaching with Others

Presenters outline two approaches using new technologies to strengthen English teacher candidates' understandings of ELL pedagogy and share the results of a research project about self efficacy development and co-teaching.

Promoting Collaboration: Creating the Future of English Education

Presenters describe the foundational role of the language arts in an increasingly complex, highly computerized world, describe a semester-long collaboration between preservice teachers and preservice librarians, and present teacher candidates' experience of a promotor a model for English education.

Policy and Practice: The History, Implications, and Paradoxes of Nationally Mandated Shakespeare and the Role of Theatre-based Approaches

This session will look at how Shakespeare has become the world's most prescribed author, the policy implications for classroom practice, and what value a theatre-based approach can add to studying Shakespeare with High School/Secondary students.

Active Advocacy from within School Walls: Bridging the Parent/Professor Divide

CEE members play multiple roles: teachers, teacher educators, researchers, parents, among others. When these roles intersect, and we are faced with school policies and practices that conflict with our knowledge of best practice, how do we negotiate these tensions in ways that can benefit all involved parties?

TUESDAY, JULY 7
2:45 pm – 3:45 pm

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<tr>
<th>Session Title</th>
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<tbody>
<tr>
<td>Reaching beyond Traditional Methods: New Literacies and Meaningful Technology Use in Teacher Education</td>
<td>This roundtable session sponsored by CEE's Commission on New Literacies, Technologies, and Teacher Education invites conference attendees to explore methods and research related to advancing practicing and prospective teachers' digital literacies and technology use, both in the secondary English language arts classroom and for their own self-directed professional development.</td>
</tr>
<tr>
<td>The Role of Young Adult Literature in the Traditional High School Literature Class</td>
<td>In this interactive session, participants will consider &quot;quality&quot; literature and choices teachers must make about literature selections. Two speakers will frame the issue and provide direction for discussion.</td>
</tr>
<tr>
<td>Poetry and Preservice Teachers: Teaching Poetry in the ELA Classroom</td>
<td>Presenters discuss a lesson involving The Wife of Bath's Tale that satisfies the classical, aesthetic, and ethical literary traditions of the CCSS and report on a project that addressed the preparedness of pre-service teachers to introduce school students to poetry when they had themselves not encountered this genre.</td>
</tr>
</tbody>
</table>
### Awareness, Application, or Advocacy? Preparing English Teachers to Address 21st-century Issues in United States Teacher Preparation Programs

Findings from a national study of English teacher preparation indicate that ELA methods course syllabi reflect tensions between educators' commitments to addressing 21st-century priorities and increasing demands for program accountability, as well as tensions between raising awareness of the complexities of today's classrooms and providing opportunities to develop effective practices.

### Preparing Teachers to Teach Complex Texts: Conflicting Paradigms


### The State of English Education in the ‘Conceptual Age’: Challenging Discourses of English Curriculum Reform and Teacher Professionalism

International panel with presenters from the UK, Australia and New Zealand

### Designing Meta-Semiotic Toolkits for Disciplinary Literacies

This workshop reports on a project conducted by teachers from a High School in Australia, in partnership with the Australian Catholic University to develop “meta-semiotic toolkits.” We illustrate the use of one such toolkit in designing a unit of work and provide evidence of the impact of implementing explicit literacy practices.

### Toward a Broader Vision of English Education: Critical and Innovative Approaches in Curriculum, Pedagogy, and Teacher Education

How can critical and innovative approaches contribute to a broader vision of English teacher education and teaching practice in the context of increasing standardization and accountability? Our roundtable invites discussion on curricular and pedagogical innovations in teacher education and K-12 classrooms that sustain students' and teachers' multiple literacies/identities.

### The Literary World: Expanding Our Understanding of Literature

Presenters analyze novels that challenge harmful myths about disability, reflect on how using Kittle’s “Book Love” workshop method cultivated enthusiasm for reading, and encourage dialogue about dystopian texts and social issues.

### Teaching Writing : A Question of Identity?

This panel examines the teaching of writing through three perspectives: the teacher as writer; teaching writing in a climate of high-stakes testing, and the teacher as assessor of "creative" writing. The panel explores the identity which teachers take on in each of these contexts.

### How Do We Inspire Advocacy in Our Profession?

Darling-Hammond (2010) states policy and procedural changes need to be made in the US to emulate the successes of high-achieving schools within and outside the country. Ravitch (2013) advocates parents, educators, legislators joining together to strengthen and preserve public education and acting decisively to reduce the causes of inequality in education.
# SESSION ANNOTATIONS

**TUESDAY, JULY 7**

4:00 pm – 5:00 pm

<table>
<thead>
<tr>
<th>Session Title</th>
<th>Annotation</th>
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<tbody>
<tr>
<td>Beginning Teachers: Issues and Explorations—Round 1</td>
<td>This roundtable session explores issues relevant to new and pre-service teachers, including preparing to work in rural settings, differentiating instruction, mentoring, year-long internships and identity development.</td>
</tr>
<tr>
<td>Learning with Film: Supporting Preservice Teacher Development via Video</td>
<td>This presentation addresses a learning project designed to support preservice English teachers' ability to facilitate dialogic discussions. In addition to describing the components of the project, the presenters will examine the preservice teachers' self accounts of their learning as evidence of the project's ability to promote self-reflexivity and encourage constructivist teaching.</td>
</tr>
<tr>
<td>No Educator is an Island: A Team Approach to Teacher Education</td>
<td>In this session, the Program Director and Teaching Assistants of a teacher education program present how they plan instruction and supervise students as a teaching team. Through this team-approach, they model the importance of community in teaching, communicate often, and infuse curriculum with digital literacy and social justice pedagogy.</td>
</tr>
<tr>
<td>English Education in the 21st Century</td>
<td>Presenters discuss research about the experiences and practices of English education leaders who resist privatization and neoliberalism and share their inquiry into the past, present, and future paradigms of ELA.</td>
</tr>
<tr>
<td>A Comparison of the Teaching of English in Classrooms in Scotland and England</td>
<td>The paper seeks to explore differences between the two countries with a view to exploring policy differences in literacy and how this impacts on classroom practice.</td>
</tr>
<tr>
<td>Teaching Academic Writing: Linguistic and Technological Approaches</td>
<td>Presenters show how language resources in the new F-10 Australian curriculum English can be used to improve students' academic writing in the senior years, describe how two teachers were able to collaborate on an argumentative writing unit using Google Docs, and explore how English teachers can use the notions of embodied cognition and embodied learning to teach grammar and meaning.</td>
</tr>
<tr>
<td>Teaching Autobiography to Promote Social Advocacy: Exploring Complex Causes through Young Adult Literature</td>
<td>This panel session address how the use of autobiographical and biographical young adult literature connects with students in powerful ways and incenses them to act for social causes. Panelists explore two texts that reflect contemporary global social issues and discuss how they can be read with secondary students.</td>
</tr>
<tr>
<td>Young Adult Literature for Powerful Literacy and Social Justice (DZ)</td>
<td>This session will explore the conceptual underpinnings of Patrick Finn's model of literacy and present ways of using YA literature and other diverse texts to empower readers, as well as provide hands-on experience with the practice of narrative pedagogy.</td>
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</table>
SESSION ANNOTATIONS

Resituating Literature Teaching in Multimodal Environments

Despite the established potential of new literacies to engage students and promote creativity, collaboration and agency (Cloonan, Hutchison & Paatsch, 2014) teachers are under pressure to approach literacy and literature teaching in narrow, print-based ways that are increasingly "fixed" by the normative demands of high-stakes, standardized tests (Comber, 2011).

Drop Everything and Write: Blogging and Advocating for Best Practice

Have something to say about education? Want to take your academic expertise to a non-academic, public audience? In this session, editors from the Writers Who Care blog will help you to draft for online publication. We invite you to bring topic ideas to the session and come ready to write.

WEDNESDAY, JULY 8
10:30 am – 11:30 am

<table>
<thead>
<tr>
<th>Session Title</th>
<th>Annotation</th>
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<tbody>
<tr>
<td>Beginning Teachers: Issues and Explorations—Round 2</td>
<td>This roundtable session explores issues relevant to new and pre-service teachers, including social justice approaches, dispositions, ELLs, and action research projects.</td>
</tr>
<tr>
<td>Developing Reflective Practice with PreService Teachers</td>
<td>This panel constructs and shares a model of approaches for engaging students with their writing, examines the reflective practice of pre-service secondary English teachers by using blogs, Blackboard, and video, and shares research about the impact of guided journaling on teacher candidates’ growth.</td>
</tr>
<tr>
<td>Sharing Our Stories: Using Multimodal and Multigenre Composing to Bridge</td>
<td>This panel demonstrates how three different teacher education courses used multigenre and multimodal narratives to prepare pre-service teachers for the 21st century classroom. The focus of these projects involve voice, identity, and connections to text, and how these three connections situate classroom literacy engagement within a broader, more global community.</td>
</tr>
<tr>
<td>Who Decides What Students Should Read: How State Policies Shape the Teaching of Literature</td>
<td>This presentation will explore recent tensions related what works of literature are read and taught in school and who gets to make those choices in England, the US, and elsewhere.</td>
</tr>
<tr>
<td>Understanding Academic Literacy</td>
<td>John Hodgson (University of the West of England) has conducted two focus group surveys of the experience of undergraduate students of English. Ann Harris (University of Huddersfield) has worked with John on a number of studies of student writing over the transition from secondary to higher education.</td>
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### SESSION ANNOTATIONS

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<tr>
<th>Session Title</th>
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<tbody>
<tr>
<td>Encouraging Engaged Pedagogies and Social Justice in the Secondary English Classroom: Examples and Strategies</td>
<td>This presentation describes policy debate and how participation in debate teaches youth about social justice, discusses how two novice English teachers worked collaboratively to transform their approaches and practices, and helps educators identify their own questions about social media and social justice.</td>
</tr>
<tr>
<td>Critically Assessing Our Social Justice Assessments: A Workshop</td>
<td>In this workshop, the CEE Commission on Social Justice in Teacher Education Programs invites members to bring their current NCTE/CAEP Standard 6 program assessment. We will critically assess these assessments in small groups, considering whether and how they might unintentionally marginalize any population - or work toward justice for all.</td>
</tr>
<tr>
<td>Re-thinking High Stakes Assessment in Writing and Teacher Education</td>
<td>Presenters review literature in the areas of history and impact of large-scale US writing assessment and explore the use of argumentation as a rhetorical frame with the potential to demystify the edTPA.</td>
</tr>
<tr>
<td>Whose Story Is It? Changing the Public Narrative on Public Education</td>
<td>How might English educators work with teachers to develop their individual stories into a more public narrative about education? Based in the work of community organizer Marshall Ganz and The FrameWorks Institute, we'll introduce strategies, practice approaches, and share the experiences of teachers who are working toward that goal.</td>
</tr>
<tr>
<td>Toward a Ground-Level View of a Bird’s-Eye Mandate: Pre-Service Teacher Perceptions of the Common Core</td>
<td>The researchers will present findings from a survey of teacher educators and interviews with methods instructor/mentor teacher/student teacher triads that explore the various perceptions of the role of the Common Core State Standards in preparing future teachers and shaping curricular choices for secondary ELA classrooms.</td>
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### WEDNESDAY, JULY 8
1:30 pm – 2:30 pm

<table>
<thead>
<tr>
<th>Session Title</th>
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<tbody>
<tr>
<td>Clinically Rich English Teacher Preparation: Models, Possibilities, and Challenges</td>
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<tr>
<td>The Storied Experiences of English Teachers</td>
</tr>
</tbody>
</table>
SESSION ANNOTATIONS

21st Century Literacies for Students and Teachers

Presenters share a study seeking to map the relationship of early-career English teachers' personal uses of social media and their classroom teaching practices, describe “participatory culture” and “transliteracy” and their relationship to global communication, and explore how a researcher and high school English teacher collaborated on a free choice reading unit.

Organic Literacies, Democratic Pedagogies: Reading, Writing, and Speaking in the Real World

This panel describes the role of technical colleges and schools in Australia in raising the literacy of vocational workers, and explores relationships between teaching English and global literacy.

The Battle For Teacher Education: International Responses to the Crisis in Teacher Education

This session summarizes, responds to, and reflects upon various international responses to ongoing challenges in teacher education worldwide, including perspectives from teacher educators in the US, Norway and the UK, among others.

Teaching and Visualizing Literacy to Support Culturally and Linguistically Diverse Learners

The presence of culturally and linguistically diverse learners in our school communities calls for the reconceptualization of what it means to be literate. The presenters (teacher-researchers) focus on learning about the multiliteracies practiced by Latino/a students and their families and on pedagogical implications for developing teaching competencies in diverse classrooms.

Queering the ELA Curriculum: Perspectives from High School and Teacher Education

This session will present three perspectives on queering ELA curriculum from high school courses to working with preservice teachers. Presenters will share ideas for a queer literacies framework, supporting teachers in rural schools to be inclusive of queer identities and queered curriculum, and queering methods courses.

Developing Reflective Communities of Practice through Video-Analysis Sessions

This session explores reflective communities of practice through the use of video-analysis sessions with BSED and MAT pre-service English education students. Participants in this session will watch and explore several short videos and dialogue around how these video sessions can be incorporated into their programs.

Working with Digital Literacies as Teachers and Students

Presenters describe how a teacher adapted ubiquitous pedagogical technologies for teaching and learning, examine discourses exploring political and educational consequences of youth digital media use, and share a model of Connected Reading.

Global Language Policy and Global Literacies: Goals and Challenges

Presenters ask new questions about literacy and language education policy frameworks and explore the role of National literatures in US, UK, and Australian curricula developed in the 21st century.
<table>
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<tr>
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<tbody>
<tr>
<td>Promoting Contemporary Literacies, Popular Culture, and Out-of-School Spaces in English Teacher Education</td>
<td>This roundtable conversation, sponsored by NCTE's Collaborative on Contemporary Literacies, Popular Culture, and Out-of-School Spaces, will provide a space for promoting methods and practices that encourage pre-service English teachers to support the exploration of students' diverse literacy practices through an emphasis on popular culture and out-of-school spaces.</td>
</tr>
<tr>
<td>Developing Communities of Practice</td>
<td>This session explores how using a community of practice model for field-based teaching improved preservice teachers’ identities as teachers and teachers of writing.</td>
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<tr>
<td>Writing Workshop: The Search for Self through Narrative Pedagogy</td>
<td>An interactive, hands-on session that will model the practice of narrative pedagogy - the use of personal narratives to shape and design teaching instruction - and thus, demonstrate how self-understanding can transform not only classroom instruction, but student engagement. Emphasis will be on the use of drawing to improve self-understanding.</td>
</tr>
<tr>
<td>The English Teacher as Interdisciplinary Resource</td>
<td>This presentation raises questions around the role of the high-school English teacher vis-à-vis such contemporary issues as literacies (especially) writing across the curriculum and disciplinary literacies.</td>
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<tr>
<td>Relationships and Service-Learning: Navigating the Human Landscape of Classrooms and Communities</td>
<td>This panel will present research on three university-based service-learning initiatives, one in Ohio and two at a university set in a semi-urban community in Georgia. The purpose is to provide a well-rounded perspective on the development and processes of service-learning initiatives in two settings.</td>
</tr>
<tr>
<td>Making Poetry Happen: Transforming the Poetry Classroom</td>
<td>This panel session will provide opportunities for the audience to participate in a poetry conversation in which we explore elements of a distinctive poetry pedagogy and present examples of case studies of poetry practice that are transforming students' and teachers' engagement with poetry across the 5-19 age range.</td>
</tr>
<tr>
<td>Doing Our Homework on Social Justice: Supporting Literacy Learning in Diverse Settings</td>
<td>Presenters discuss how civic literacy projects can provide opportunities for youth action about social problems, share results of a research study investigating the role of reading capital in a rural education context, and explore how student teachers understand homework.</td>
</tr>
<tr>
<td>Using Technology to Enhance 21st Century Literacy Learning</td>
<td>We will be discussing three different research endeavours, including the uses of the Livescribe pen, teaching with the flipped classroom, and the uses of educational blogs for teachers. This panel will incorporate uses of technological tools as well as how to connect these tools to literacy learning.</td>
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</table>
SESSION ANNOTATIONS

English in Australia: A Question of Knowledge?
This panel addresses national policies and mandates concerning English teaching in the context of IFTE, with specific regard to post-Dartmouth English curriculum history and politics in Australia. Its focus is on what counts as knowledge in English teaching, in its paradigmatic concern historically with questions of language, literacy and literature.

Reading Complex Texts in the 21st Century
Presenters propose a framework which accommodates literary understandings from different narrative text formats, suggest ways in which using infographics can address the demands of the CCSS for informational texts, and describe and critique a pedagogical approach used in an introductory secondary methods course to engage pre-service teachers in critical conversations in the era of the Common Core.

Philosophical and Political Perspectives on English Education
Presenters map struggles over the professional knowledge of English teaching, provide English teacher educators with a framework for creating hybrid student-teacher communities, and describe one university's initiative to build stronger alliances among secondary English teachers, the university writing faculty, and English education faculty in response to the CCSI.

WEDNESDAY, JULY 8
4:00 pm – 5:00 pm

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<thead>
<tr>
<th>Session Title</th>
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<tbody>
<tr>
<td>Unlocking the Chamber of Secrets: Using Story to Reflect on Professional Identity and Practice</td>
<td>This session explores school stories as pedagogical and reflective tools for pre-service and practicing teachers. Narratives examining tensions between standardization and dialogical teaching, as well as those highlighting educational issues in the Harry Potter series will be used to initiate dialogue about the development of teacher practices and professional identities.</td>
</tr>
<tr>
<td>Negotiations: Teacher Professional Development in Promoting Dialogue</td>
<td>This presentation reports on a qualitative study that explored positioning, participation, and power relations in a series of professional development (PD) seminars designed to promote dialogue in English classrooms.</td>
</tr>
<tr>
<td>“Knowing it to My Core”: Integrating Embodied Learning in Teacher Education</td>
<td>In this session, we investigate embodied learning through theoretical, pedagogical, and experiential frameworks. In particular, we situate embodied learning in high-stakes assessments within our graduate school requirements. One foundational course required academic and aesthetic responses to germinal ELA texts, and prompted students to consider, How do you know the material differently?</td>
</tr>
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</table>
English Teaching and Curriculum Theory: A Difficult Dialogue?

This panel convenes Australian and American scholars in a “difficult dialogue” that will complicate and extend English educators' engagements with curriculum and curriculum inquiry. The panelists will discuss autobiographical, historical, and post-structural perspectives on curriculum, international differences in curriculum inquiry, and ironic disconnects between English education and curriculum studies.

High School Teachers Perspectives on Large Scale National Literacy Strategies Implemented in England, the USA and Australia

Complex large-standing issues between educational policy, systems and sites, including secondary school literacy pedagogy and subject teachers' mixed understandings about literacy, targets, data and interventions - and the daunting number of inhibitors that impact on teacher effectiveness and student performance, making the achievement of high-stakes targets elusive - are worthy of debate.

Counter-Narratives and Critical Consciousness: Social Justice and Citizenship

Presenters illustrate how they use counter-narratives to teach students to critically analyze society in order to enact social change and justice, look at empowerment as a means of motivating students to develop a self-actualization, and examine pre-service teachers' beliefs about diversity and instructional strategies.

Reimagining Adolescence through Pedagogies of Justice and Healing

Presenters concentrate on what it means to create a healing pedagogy, take up recent work exploring adolescence as a social construction, and fill a gap in research and practice related to preparing ELA teacher candidates to address LGBT-themed literature.

Deconstructing the CCSS for Language Arts

Presenters catalog ELA Common Core resources on state websites and analyze the linkages between them, address the illusion of gender equality in English education and the CCSS, and uses examples from the Common Core to argue that future teachers should be taught to analyze and own the language of the CCSS.

THURSDAY, JULY 9
9:45 am – 10:45 am

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<thead>
<tr>
<th>Session Title</th>
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<tr>
<td>Addressing Linguistic Diversity in the English Classroom</td>
<td>This roundtable session explores issues relevant to linguistic diversity in the English class, including migrant/ELL students, global Englishes, digital texts, multilingual writers, and graphic novels.</td>
</tr>
<tr>
<td>From Theory to Practice: Writing, Technology, and English Teacher Education</td>
<td>Drawing on ethnographic research of digital literacies and online affinity spaces, this session explores the roles of motivation, audience, and interest-driven participation in writing pedagogy. Offering examples from English teacher education programs in the United States and Australia, we link research in out-of-school spaces to literacy practices in school contexts.</td>
</tr>
</tbody>
</table>
Is It Still Personal Growth?
Models of English, What Underpinning Concepts Do English Teachers Use When Defining Their Subject and Their Espoused Pedagogy?

The beliefs of English teachers about the underpinning values for their subject have rarely been researched. Are there some “models of English” that can be defined and that have real importance, regardless of the endless external constraints and political interferences into the subject and the pedagogy of its teachers?

Assessing Standard VI: Writing the Story of Teaching for Social Justice in English Education

In October 2012, NCTE made education history by passing the first fully vetted national standard for social justice teaching for K-12 English language arts classrooms in the United States. English educators are now challenged to create assessments for the Standard. We invite those interested to discuss strategies to this aim.

Recitation as interpretation: the World’s First Virtual Poetry Recitation Olympics

National school poetry recitation contests now exist in several English speaking countries. There is an emerging international dialogue and a 3-year Poetry and Memory research project at Cambridge University. But what does recitation do for poetry, young people and poetry teaching? This workshop will put these questions to the test.

Moving Writing Out of the Margins: Negotiating the Limits and Opportunities of National Mandates and Policies in Writing Teacher Education

This session offers tools for helping pre- and in-service teachers enter and engage the policy-driven conversations that shape decisions about how to best support their students’ diverse writing strengths and needs. We discuss what our work suggests about support for the teaching of writing in pre-service programs and beyond.

Breaking Down Stereotypes and Exploring Identity: Reading and Teaching Literature for Personal and Critical Meaning

The presenters discuss using literature to break down stereotypes and allow students to step into each other’s shoes, introduce participants to several different ways of reading literature for personal and critical meaning, and invite participants to consider the role of national identity in responses to literature.

Thought Clouds and Superheroes: Exploring the Sociocultural Literacies of Comic Books in the 21st Century

This panel explores how comic books and graphic novels support 21st century multimodal literacies. We highlight how the medium is integrated into teacher education and K12 settings. With case studies in high school classrooms and university composition classes, this panel highlights graphic narratives as rich sites for literacy analysis and community development.

THURSDAY, JULY 9
11:00 am – 12:00 pm

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<tr>
<th>Session Title</th>
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<tbody>
<tr>
<td>Composing in the Methods Class: How to Prepare and Mentor Teachers to Teach Writing</td>
<td>This roundtable session explores issues relevant to the teaching of writing, including digital writing, response to student writing, and new literacies in the teaching of writing.</td>
</tr>
</tbody>
</table>
“Mushy Structure”: Different Ways to Differentiate

Two current English teachers and an English educator share images of the ways they have structured their English classes for inquiry and differentiated instruction. We then work with participants to develop ways to support preservice and student teachers in their early work to differentiate instruction and to structure for inquiry.

Researchers in Schools: A New Model for Postdoctoral Initial Teacher Education

This panel provides an introduction to Researchers in Schools: a new programme for initial teacher education that exclusively recruits postdoctoral researchers. It examines the efficacy of postdoctoral-only ITE in raising HE aspirations, crossing boundaries between secondary and tertiary education, as well as the challenges and benefits of this emerging model.

The NCTE’s Common Core Agnosticism: How the Council Abandoned Its Own Core Principles

The speakers on this panel will discuss how the NCTE’s failure to take a public stand against the Common Core State Standards undermines the Council's own core commitments to democracy, social justice, and fostering students' ability to participate as knowledgeable, critical, and creative members of a variety of literacy communities.

Exploring the World with English Education Students through Adolescent Literature

Participants in this session will be introduced to a range of adolescent literature that explores the experiences of young people around the world. In addition to learning about works of literature, participants will discuss instructional strategies that have been used effectively in pedagogy courses in two English teacher preparation programs.

Preparing 21st Century English Teachers: Using Young Adult Literature to Challenge Stereotyping and Reduce Stigma of Marginalized Populations

In this session, suggestions will be given for using young adult (YA) literature to reduce stigma associated with two marginalized groups: those with mental illness and those in the LGBTQ community. Participants will learn to enhance curriculum to include more YA literature which can reduce stigma and strengthen positive identities.

Teaching Literature in a Diverse World

Presenters compare the assessment modes currently used for literature and evaluate if there is a need for change, examine current issues regarding preparation of teachers of English in the teaching of global/world literature, and examine intimate connections between social and eco-justice concerns and how ELA teacher educators might support the cultivation of an ecological imagination.

Teaching Critical Media Literacy through Sports Stories

Question: How does a teacher motivate high school students for whom learning has always been a chore? Answer: Through sports! Using film, sports literature, and electronic media, students engage in challenging learning experiences that interest them, learning skills they can apply to their lives every day.

English Teaching: Practice and Critique and Emerald Publishing Group

During this session you will learn more about Emerald Publishing opportunities.
### SESSION ANNOTATIONS

**THURSDAY, JULY 9**  
1:15 pm – 2:15 pm

<table>
<thead>
<tr>
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<tbody>
<tr>
<td><strong>Making Absence Present:</strong> Or, Doing Social Justice When No One Is Looking</td>
<td>This roundtable explores a dilemma frequently at the center of social justice pedagogy: making the experience of absent ‘others’—historical, cultural, religious, ideological—present to teacher candidates and within our own practice. We’ll invite participants to explore three vexed questions of social justice pedagogy: whose justice? Which community(ies)? What future(s)?</td>
</tr>
<tr>
<td><strong>The Literacies of Remix</strong></td>
<td>Participants will get an overview of contemporary remix practices, see the antecedents of remix (e.g. Homer, Shakespeare), and engage in hands-on activities (from a variety of classes) that use remix as a substantive educational activity in English language arts – from text to augmented reality – in effective and ethical ways.</td>
</tr>
<tr>
<td><strong>A University/School District Teaching Partnership:</strong> For Teachers, By Teachers Model for English Language Arts Education</td>
<td>The “For Teachers, By Teachers” model integrates the community, university, and union into the preparation of teachers. Teacher candidates learn about teaching English from multiple perspectives and integrate this learning into their classroom practices during the year-long residency model.</td>
</tr>
<tr>
<td><strong>International Experiences as Professional Development for Teachers and Prospective Teachers</strong></td>
<td>The session will provide descriptions and data from multiple international education experiences for pre- and in-service teachers, both from the U.S. and abroad, along with literature supporting the programs and suggestions for those interested in creating and facilitating their own program.</td>
</tr>
<tr>
<td><strong>Promoting Social Justice from Behind the Fence: Problematizing Book Clubs with Students Who Are Incarcerated</strong></td>
<td>Three doctoral students/high-school English teachers will present how they utilized book clubs in a juvenile correctional facility to promote social justice and build students' critical literacy skills. They will discuss challenges sometimes faced when promoting social justice and insight into how to reach struggling readers</td>
</tr>
<tr>
<td><strong>From the Ivory Tower to the Trenches: Digitally Bridging the Territories of Research and Pedagogy</strong></td>
<td>Although this research project investigating an English teacher's critical pedagogy began at the university, technological tools enabled conversations in which the classroom teacher became positioned as a knowledgeable respondent and colleague. We discuss rich examples of the conversations that demonstrate the teacher's agency and the digital resources that we used.</td>
</tr>
<tr>
<td><strong>Challenging Assumptions through Diverse Field Placements</strong></td>
<td>This session describes two studies related to field placements, including one about challenging preservice teachers' conceptions of their future students through a service learning course and another exploring how three well-known theoretical models might help teacher educators understand preservice teachers' beliefs about diversity.</td>
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</table>
ETPC seeks to promote theorizing about English literacy that is grounded in a range of contexts: classrooms, schools and wider educational constituencies.

Everything you need to know about us

ETPC provides a place where authors from a range of backgrounds can identify matters of common concern and thereby foster professional communities and networks. Where possible, it encourages comparative approaches to topics and issues. English Teaching: Practice and Critique has as its main focus English teaching in L1 settings. Submissions focused on EFL will be considered only if they have some pertinence to English teaching in L1 settings.

- SSCI listed. 2013 Impact Factor – 0.307
- Indexed in Scopus
- Dedicated online submission and peer-review system

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