

# Growing Scholars Chronicle

Conference on English Education-Graduate Strand

Summer, 2017, Issue 6

## CONFERENCE ON ENGLISH EDUCATION

JUNE 1-4, 2017

Biennial Meeting  
Columbus, Ohio

### JUNE 1:

- CEE Opening Session  
Welcome to CEE
  - 6:00-6:45pm

### JUNE 2:

- CEE-GS Social @ The Ram
  - 7:00pm

### JUNE 4:

- Graduate Student Strands
  - 9:00-12:00 PM

## PLENARY SPEAKERS

- Valerie Kinloch
- Greg Michie
- Marcelle Haddix

## UPCOMING: NCTE CONFERENCE

November 16-19

St. Louis, Missouri

FOR MORE INFORMATION ON CEE  
AND CEE-GS SESSIONS AT  
NCTE CHECK OUT OUR FALL  
NEWSLETTER.

## Welcome from the editors

It is with bittersweet feelings that we put this final Chronicle together for the CEE-Graduate Strand. We have enjoyed meeting all of the individuals who make the CEE-GS organization vibrant and inforamatory, but as it is with all things, time marches on.

The new board who will be replacing this one is full of vibrant, experienced individuals who will do so many great things to grow this group. We look forward to introducing them to you. The new *Growing Scholars Chronicle* newsletter editors are Chris Bass & Russell Mayo. These two will be working closely with Katie Alford and Amber Jensen as they work to publish articles, accolades, and other information that will be helpful and important to GS members.

This issue also includes information about the trials and tribulations of the job market and helpful advice for those new graduate students embarking upon their own teaching positions. We have also included our usual accolades. We hope you enjoy reading this as much as we enjoyed putting it together!

-Alice Hays and Shelly Shaffer

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# Please Swipe Right!, I Mean, Hire Me!

By: Meghan E. Barnes

The University of North Carolina,  
Charlotte

Margaret A. Robbins,

The University of Georgia

So you're looking for a new relationship. You've tried meeting people at bars or through the community softball league, and it's just not working out. Although you've been skeptical of the whole "online dating thing," after months of your friends recommending you try it and, let's be honest, too many failed attempts to "meet someone the old fashioned way," you've decided to give in. You download the app, pay the small fee, and start building that online dating profile.

- Career: Student.
- Seeking: Committed long-term relationship with someone who understands me.
- Interests: Writing, reading, and (successfully) avoiding my dissertation.

You  
click  
"Activate"  
and it  
begins....

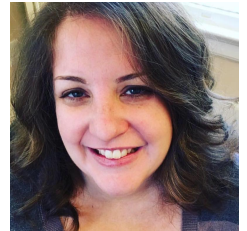
You click  
"Activate" and it  
begins...

Margaret and I have had our fair share of online dating experiences.

This year, we each embarked on a different type of online dating: the academic job search. We've had the coffee dates (Skype interviews) and we've done the

serious meet-the-parents dinner date (campus visits) and now we've been proposed to (received job offers) and it's time to get married (accept the position) and move forward. But the progression from those first coffee dates to the marriage hasn't been easy. Whether you're wanting to get started with online dating or looking for a professor position, we hope you'll find these search tips helpful. —

## Online Dating Maxim #1: Get Their Attention



*Margaret's Story: It was April, and I was at a friend's birthday party. Since it was a costume party with a bunch of graduate students, I was dressed in my go-to Hermione Granger costume: black strapless dress with pull over long sleeves, black witch hat with spider webs, and of course the classic Gryffindor scarf. I could tell when I first walked into the party that I was among my people, a.k.a. Fellow Nerds.*

*I was trying my best to be friendly, in spite of my innately shy tendencies, and one guy seemed to catch my friendliness bait. He caught my attention too because he was dressed like Luke Skywalker from Star Wars.*

*"You look familiar." I could tell from his eyes that Brian was intrigued. We started talking, and we hit it off right away, even discovering that we had both attended the same honors program in high school and had some of the same friends.*

*Did having mutual friends and experiences help? Of course, which shows the importance*

## Please Swipe Right!, I Mean, Hire Me! (Continued)

*of networking. When I read Brian's livejournal blog a week later, his notes about me were, "I saw a girl who seemed familiar. We hit it off right away. She was dressed like Hermione Granger."*

*Bam! I'm convinced that he talked to me in part because I was dressed like one of his female heroes.*

*Years later, another guy would see my profile picture on Coffee Meets Bagel and comment, "The Wonder Woman costume sold me." It's sad, but true, that appearances and first impressions matter... and so does the ability to make yourself stand out, regardless of what your physical appearance and what other profile notes say.*

When going on the academic job market, networking is important. It's best to go to and present at conferences, as well as to go to events with scholars who have some of your common interests. For instance, I found out about one of the jobs I interviewed for because I went to an LRA Study Group and talked with one of the search committee members there. Network online as well as in person, and find the sites that work for you.

### Try out different options...

For online dating, I know Meghan has had more success with Hinge. Overall, I've had more success with Coffee Meets Bagel. There's not a right or wrong site to use; it's about finding what works for you. The job

search is the same way; there's the Chronicle of Higher Ed, Higher Ed Jobs, and even websites hiring for independent private schools, if that's the direction you decide to take. Try out different options

and see where you find the potential dating partners, or the potential jobs, that are best for you.

There's not a right or wrong site to use; it's about finding what works for you.

Think about what makes you stand out.

Let's face it: on both

dating sites and the job market, some of the people will inevitably be hotter than you. That's okay, though, because in both cases, it only takes one, and it's about finding the right fit. Think about what makes you unique, what your strengths are and how you can best showcase them, and also what you are looking for in them.

### Solicit mock interview questions

And remember: not everything that glitters is gold. Confession: after Brian left the party that night, I ended up dancing with another guy who seemed sociable, smart, and attractive. Two years later, he would steal my car and live out of it for a week. It's a long story, but all of that to say that appearances can be deceiving, and it's important to get to know the person, and the job, as much as possible before committing.

## Please Swipe Right!, I Mean, Hire Me! (Continued)

### Online Dating Maxim #2: Prepare Yourself for Rejection



*Meghan's Story: For a while, I was a troll. I lurked in the shadows of online dating, ever-swiping left, never daring to swipe right. Finally I realized that if I was ever going to actually date*

**For a while, I was a troll.**

*anyone, I would need to change my trolling ways. I mustered all my courage, ripped off the bandaid, and swiped right. After a few days, I had lined up 3 dates for Friday: one for mid-morning coffee, one for lunch, and one for an afternoon drink. I was so proud of myself. I was such a trendy, fearless, millennial. Take that, 30s! I showed up for my morning coffee date and proceeded to enjoy cup after cup of coffee, alone. I shook off my disappointment at being stood up, and moved on to date #2: lunch. After my second lonely restaurant experience of the day, I was close to cancelling dinner just to avoid being stood up again. But. I gave myself a pep-talk and moved on to date #3. And no, all you literature people, this isn't a happy ending story. I was, yet again, stood up. Three times. In one day.*

In the above situation, I was actually quite lucky. I hadn't spent enough time getting to know any of the three men who stood me up to feel invested in a relationship. Unfortunately, this is often not the case during the job search. The well-hewn research strategies developed during your PhD will almost organically extend to your

approach to searching for a job. When you see a job announcement, you'll scour the school's website, you'll contact anyone you know who works at that institution or has attended it as a student, and you'll start to picture yourself walking up to the School of Education, commanding classrooms of students like the ones so cheerily pictured on the school's webpage.

After submitting your application, you will wait in angst. You will disregard the note on the job call indicating that "review of

### More Resources for Your Academic Job Hunt

- The Chronicle of Higher Education (published weekly and available on-line, contains extensive job listings, and also has a wealth of articles pertaining to the academic job market and academic careers)
- Julia Miller Vick & Jennifer Furlong, *The Academic Job Search Handbook*, 4th edition (University of Pennsylvania Press, 2008)
- Kathryn Hume, *Surviving Your Academic Job Hunt: Advice for Humanities PhDs* (Palgrave, 2005)
- Sandra Barnes, *On the Market: Strategies for a Successful Academic Job Search* (Lynne Rienner Publishers, 2007)
- UC Berkeley Career Center ([career.berkeley.edu/PhDs/PhDAcademic](http://career.berkeley.edu/PhDs/PhDAcademic))
- "The Academic Job Search Survival Guide" published by the University of California at San Diego ([career.ucsd.edu/\\_files/GAcadJobSearchHandbook.pdf](http://career.ucsd.edu/_files/GAcadJobSearchHandbook.pdf).)
- General Resources for the Academic Job Market ([brown.edu](http://brown.edu))
- "Academic Job Search" published by Stanford's Graduate Student Series ([web.stanford.edu](http://web.stanford.edu))
- "Finding a Job" (an article on [PhDs.org](http://PhDs.org))



## Please Swipe Right!, I Mean Hire Me! (Continued)

applications will begin X months from now," and will instead check your email and phone incessantly for an invitation to interview. Following an interview (either Skype or in-person), you will again find yourself wanting to call/email the search committee. Exercise self-control and patience: send a thank you email after the interview and then wait for them to contact you.

### Exercise self-control and patience...

The rejection emails, when you get them, *will sting*. But don't let them bog you down -- there are a number of factors that go into a committee's decision to extend an offer. You might get stood up once, twice, even three times -- but keep persisting. The right job, coworkers, school, and location are out there!

### Online Dating Maxim #3: The First One Might Not Be the "Right" One

*Meghan's Story: Kyle and I had gone out a couple of times and were in that stage of the relationship where you have hours-long phone conversations about everything and nothing. I'm convinced that this stage of dating is as close to going-back-in-time as we can get in our 30s, without the DeLorean. Ever the skeptic and pessimist in dating, however, I kept talking to people I met online just so I could ensure that Kyle was the best one out there for me. I was starting to feel guilty about maintaining my online dating life - so I*



*decided to go on one last online-date and then call it quits with the online world so I could focus entirely on Kyle. I met Andrew for a drink and [insert record scratch sound effect here] I knew I was done with Kyle.*

*If you've seen the movie Elf, you know the scene where Buddy skips around sing-songing "I'm in love, I'm in love, and I don't care who knows it!" Insert my face on Buddy's body, and you have an idea of what I was like within a week of meeting Andrew. At first I was nervous to tell Kyle that I'd met someone else. But when I broke the (what I thought would be devastating) news, he responded: "it's fine! I've been dating this other girl and she's amazing."*

The academic job search includes many elements including cover letters, teaching statements, and virtual and in-person interviews. In the early stages of the job search, you will have very short amounts of time to make a good impression. Use your cover letter to bring life to the lists of publications and accolades listed on your CV. Tell the search committee who you are and want to be as a researcher and/or teacher, what draws you to the position and school, and what strengths you bring to their institution.

After you send out your first application, keep searching! Don't put all your eggs in one basket. Scroll through the job postings daily, weighing the pros and cons of the various positions, and applying to those jobs where you believe you could be the researcher and teacher you want to be in the field. Once you get to the interview and

## Please Swipe Right!, I Mean Hire Me! (Continued)

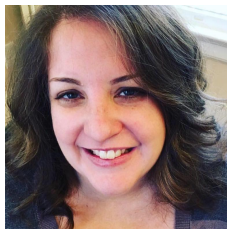
campus visit stages of the process, do your research. Learn as much as you can about the search committee members, the school's and department's visions and offerings, and develop questions that you can pose to the committee. And then, when the interview is over or you return home from your visit, what should you do? Keep looking for jobs! Keep applying.

Finally, don't forget that your opinion matters in this process, as well. If your coffee date was boring, why would you want to go on a second date? If you don't feel an interest in the school or a connection to the faculty members who interview you, that could be a sign that this school isn't the right match for you.

**Keep looking  
for jobs!  
Keep applying.**

### **Online Dating Maxim #4: They're Dating Other People, Too**

*Margaret's Story: Starting graduate school can be hard for everyone. Meeting Luke on OKCupid LITERALLY 24 hours after I got my graduate school acceptance letter and was about to edit the details of my profile to a new city complicated matters even more. "Ain't life grand," as the old commercial used to say. Even though I knew this was not the best time to start a new relationship, I was like: "I'm in my early 30s. I'm not old, but I'm not a spring chicken either. And Luke and I have a connection. I want to try to make this work." So, we went on several solid dates and*



*eventually had that awkward, "what does this all mean" conversation before I was about to move an hour and a half away. The conversation ended ambiguously: we both were going to try to make things work, but we weren't fully committing to each other either.*

*I thought this casual dating relationship would work to my advantage because I could have a double life: be the super motivated grad student in my small college town and have fun on the weekends with Luke in the big city. It worked for a while, but then...he ghosted on me and stopped answering my texts, phone calls, and emails. And then, kind of like the famous Sex and the City episode in which Jack dumped Carrie on a post-it note, Luke essentially dumped me on Facebook by changing his relationship status to indicate that he was with another, younger girl (who also happened to look like the Wendy's girl from the commercials). Annoying!*

*It was awful, but at the same time, I now realize that I kind of set myself up for it by not asking for a commitment, and by assuming Luke and I were on the same page in terms of our relationship. For me, it meant that if all went well the first few months of grad school, we could move somewhere between the two places and be fully committed to the relationship. Apparently, Luke's agenda was a little bit different from mine. I just didn't see it at the time.*

*I've had similar situations on campus interviews, and to be honest, it's almost*

## Please Swipe Right!, I Mean Hire Me! (Continued)

inevitable. If they invite you to campus, they are indeed interested. After a visit, you might feel like they loved you, and they might even hug you before you leave and encourage you to look at apartment ads in the area. You start to picture yourself living there and think about how awesome it

**You start to picture yourself living there**

would be.

Sorry to be the bearer of bad news, but that doesn't mean you have the job.

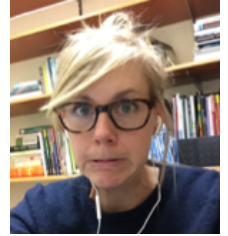
Schools are interviewing other candidates, and chances are, they're pretty impressive. Although a school might like you, they might like another person (aka young hot Wendy's girl) just a little bit more. After a campus visit you might not hear back for weeks until you get the note on professional letterhead that essentially says, "we liked you, but sorry, we decided that someone else was a better fit."

Being invited to campus and not getting a job offer can feel like you've been dumped. And you have to mentally prepare yourself to apply for more jobs, just like you have to mentally prepare yourself to go back online after a relationship doesn't pan out in the way that you had hoped. That being said, just like some dating relationships that don't work out turn into great friendships, or at least a chance to meet new people, some job interviews that don't work out still turn into great opportunities to expand your professional network.

Therefore, it is best to be gracious and

appreciative of people's time when they interview you, regardless of the outcome.

### Online Dating Maxim #5: Committing Isn't Always Easy



*Meghan's Story: Josh and I had moved our communications from the dating app to actual real-time phone calls and in-person dates. After a couple meals and cups of coffee together, he invited me to join him and a few friends to watch a football game at a bar one Saturday afternoon. It was, of course, pouring down rain that day so I was relegated to Uber-transportation, rather than walking downtown, which I would normally do.*

*Everything was going great -- I met a number of Josh's friends who seemed to like me, my team was winning, and some of the early-dating awkwardness had subsided. And then my team started to not do so well. The typically calm, happy, artsy Josh turned into an angry, drunken, bar-fighting Josh (with a bit of a wandering eye, I might add). With Uber's prices surging, I was left with only one option for escape: Walk the mile home, in the pouring rain, and reactivate my Hinge account.*

You've made it through the digital and in-person interviews, and now you're sitting on the plane flying home. You think back to your campus visit, (over)analyzing your meeting with the dean and the search committee members, giving yourself an invisible high-five for nailing your job talk, and thinking how awesome that office (with a window!) will look with your newly framed

## Please Swipe Right!, I Mean Hire Me! (Continued)

diploma hanging on the wall.

One morning, a few weeks later, you're in the crazed final stages of dissertation writing when you get a phone call. You've been offered the job! [Sounds like we could end this story here, but hold on...] This could actually be the hardest part of the entire job-search process: it's time to make a decision. You'll want to consider some of

### You've been offered the job!

the following: Do you feel that this school will support your teaching and/or research goals? Do the people you met on campus seem like they could be your colleagues? Do you see yourself collaborating with them? If you have some other irons in the fire, you'll want to consider the potential that you'll have offers from other schools. Are you ready to commit to one school, or do you want to take your chances and keep searching?

Once you've made your decision, you'll want to negotiate beyond your salary. Consider course buy-outs, start-up funds for digital tools that can support your work, summer teaching opportunities, travel funding, office supplies and furniture, and financial support for your move. Spend some time talking with junior faculty who have recently been on the job market and were (from your purview) successful with their negotiations. One of the best pieces of advice offered to me by an associate

professor was to remember that: once a

### This could actually be the hardest part

school extends an offer, they won't take it back. Consider what you need (financially and otherwise) to be happy and successful at your job, and don't shy from asking for it.

The job search process, like online dating, is emotionally and psychologically-taxing. Be careful to maintain your relationships with friends and family throughout the process -- they'll be your support system when you

need it most! There are times

when you wonder,

*Should I keep looking?*

*Or, is this the best I*

*can do for now?* In

those moments of

doubt, you're

going to need your

grad-student

support system more

than ever. Lean on the

people who have gone through this process before and the ones who are right there in the trenches with you, because sometimes all you can do when you're walking home in the pouring rain or wondering if you need to start applying to teach high school English again, is laugh with some of the only people who understand what you're going through. You might compete with each other at times, and that's awkward, but when it's all said and done, these are the people who will be in your professional and personal circles for years to come.

**-GS**

**Consider course  
buy-outs, start-up funds,  
summer teaching, travel  
funding, office supplies  
and furniture,  
moving**



# Q & A: Preparing Pre-service Teachers

By Ricki Ginsberg  
Colorado State University  
rickiginsberg@gmail.com

When Alice Hays asked me to answer questions about teaching preservice teachers, I felt both honored and humbled. In the past several years, I have been very fortunate to work with some incredible preservice teachers who have taught me much and have helped me grow as a teacher educator. I invite you to message me to continue the conversations, as I would love to learn from you, as well!

**Q: How can we prepare future teachers for schools and districts that predetermine curricula?**

In my dissertation research, I found that teachers who perceived themselves to be strapped to scripted curricula expressed unhappiness and dissatisfaction with their work. I also noticed that some teachers worked flexibly with that predetermined curricula to meet the needs of their students. One teacher told me that she met with administrators frequently. Rather than entering meetings with the intent to simply complain about the curricula, she brought potential solutions to the problems she was seeing with the curricula. She engaged in conversations with administrators that showed that she valued and respected their input but also wanted to supplement material and adjust assignments to meet the needs of her students. The teachers in my study showed a variety of ways in which they worked flexibly within the demands of scripted curricula. One teacher, for instance,

**I value my preservice teachers' ideas and will always learn and grow from them.**

collapsed required units to allow space for a text that she valued. Another teacher supplemented her own materials with those that were required. I always try to remind my preservice teachers that they can flexibly meet the demands of scripted curricula while also inserting their own voices. It's important to build the confidence of preservice teachers, so they feel knowledgeable and poised to approach administrators with potential solutions to the boundaries they perceive.

**Q: How can we help preservice teachers see themselves as leaders in their classrooms?**

By building preservice teachers' professional confidence, we build their personal confidence, as well. If they feel well-prepared to emerge into the workforce, they will likely feel more confident as leaders in their school systems.

Part of this comes with our approach to instruction. I value my preservice teachers' ideas and will always learn and grow from them. I constantly remind them how much they have to add to the conversation, regardless of their status as preservice teachers. I respect and value their voices, and I tell them that they should enter a climate that shares this same belief. I remind them that schools are not interviewing them—they are interviewing schools. They should seek a position in a school that will perceive them as leaders with valuable professional insight.

We also discuss strategies for navigating relationships with colleagues and administrators and our perceptions of

## Q & A:....

exemplary teachers. When they consider a model teacher from their own experiences as students, often, this was a teacher who was always in the classroom when they needed them, who respected their opinions and honored their voices, who served as a coach or advisor to their favorite club, and/or who stood out from the rest of the teachers of the school. We apply these memories to our own practices and talk about how we can become leaders, based on the teacher leaders we know and respect.

### **Q: How much YA literature should we expose preservice teachers to?**

A lot. Most preservice teachers are very familiar with classic literature. It doesn't matter if they learned *The Great Gatsby* or *For Whom the Bell Tolls* in high school. They have likely learned how to teach texts such as these and already have the tools to analyze most any unknown, classic text that they find on a future school curriculum. Most of us have seen dozens of these texts taught in our own schooling. School curricula are swathed with traditional texts written by White men of the past. We know that YA literature offers complex themes and well-written stories that are comparable to those revered in canonical texts (Groenke & Scherff, 2010; Soter & Connors, 2009). Providing multiple opportunities for preservice teachers to see the potential of engaging, high quality YAL will remind them that these texts are worthy of analysis in their future classrooms. I am not arguing for a removal of the classics. New teachers will enter school systems and see classic texts on their curricula—the texts that they most often read in their own experiences as students. It is important to show them how easy it is to continue the status quo and teach

the same books that have been taught for generations. When teacher education programs provide opportunities for preservice teachers to engage with YAL, these preservice teachers enter their classrooms with an arsenal of high-interest, high-quality texts that they may feel comfortable requesting during the next book order, text acquisition meeting, or department meeting. Further, if we provide them with the skills to bridge these texts with classics, they may feel more comfortable

**SCHOOL CURRICULA  
ARE SWATHED WITH  
TRADITIONAL  
TEXTS...**

offering YA literature alongside the existing required texts in their

curricula. As a classroom teacher, I lined my walls with engaging YAL, and I constantly booktalked titles that might be of interest to students. I began my journey with YAL as a student in UConn's teacher preparation program. The YAL I read in the program increased my drive to provide a supportive climate for the readers in my classroom. I read plenty of classic texts as an English Education major, but the texts on my Methods and Young Adult Literature courses were all YAL, and these texts motivated me most to inspire positive reading goals and habits in my future students.

### **References**

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- Soter, A., & Connors, S. (2009). Beyond relevance to literary merit: Young adult literature as "literature." *The ALAN Review*, 37(1), 62-67.

**-GS**

# Accomplishments & Accolades of CEE-GS Members

## Alice D. Hays

Hays, A. (2017). *From Fiction to Fact to Potential Action: Generating Prosocial Attitudes and Behaviors: Using Young Adult Literature* (Doctoral dissertation, Arizona State University).

This dissertation investigates the impact reading Young Adult Literature (YAL) has on students' empathetic responses as well as their capacity to take action regarding a social justice issue chosen by the student. Drawing on data from a 10th grade honors classroom at a Title 1 school in the Southwest, this ethnographic case study investigates how students use YAL to formulate knowledge construction, empathetic responses, action plans and personal healing. Data for this research includes ethnographic fieldnotes, semi-structured participant interviews, daily journals and a focus group interview. Throughout this study, the teacher and researcher worked together to develop a flexible curriculum that implemented YAL and social activist ideas, such as investigation into action plans and discussion surrounding ways to make change. Results demonstrate that students who had some prior experience with an issue, coupled with identification with a helper character from the novel were more inclined to attempt to take tangible, victimfocused action, whereas students with no prior experience with an issue or those who identified overtly with the victim in the novel were likely to create action plans that spread awareness for others who were unaware of the complexities of the issue. Additionally, the students who had little exposure to the social justice issue they chose demonstrated a level of productive discomfort and a shift in the way they perceived the complexities of the issue. The importance of YAL in the students' social and emotional growth, coupled with an opportunity to create civically minded citizens signals the growing importance of this type of literature in a socially minded world.



\*\*Alice graduated from Arizona State University on May 8, 2017 and will begin working as an Assistant Professor in the department of education at California State University Bakersfield beginning in the fall.

# Accomplishments & Accolades of CEE-GS Members

**Margaret A. Robbins**

CONFESSIONS OF A FANGIRL:  
INTERACTIONS WITH AFFINITY SPACES AND  
MULTIMODAL, MULTICULTURAL TEXTS AT BOOK  
CLUBS AND FANDOM EVENTS

by

MARGARET A. ROBBINS

Under the Direction of DONNA E. ALVERMANN



In recent years, “geek culture” has emerged as a new counterculture. Through geek culture, CONS and book clubs that engage in the study of diverse comics and Young Adult speculative fiction novels have emerged as a way to discuss controversial issues involving still-marginalized texts. This is an autoethnography with narrative inquiry methods in which I study two CONS and one independent bookshop and their literary events, along with congruent online affinity spaces, to improve my engagement with these texts. From a feminist poststructuralist perspective, I describe my and others’ experiences with these texts in affinity spaces in order to show how these practices can carry over into more traditional school settings.

INDEX WORDS: fandom, comics, YA literature, speculative fiction, book clubs, feminism, affinity spaces

\*\*Margaret defended her defense on May 12th and will graduate from the University of Georgia on August 4, 2017



# Accomplishments & Accolades of CEE-GS Members



**Meghan E. Barnes**

TENSIONS IN LEARNING TO TEACH: THE ROLES OF COMMUNITIES, MENTOR TEACHERS, AND TEACHER EDUCATORS IN PRE-SERVICE TEACHERS' DEVELOPING CONCEPTIONS OF TEACHING

by

MEGHAN E. BARNES

Under the Direction of Peter Smagorinsky

In this study, I inquire into the tensions experienced by pre-service teachers (PSTs) as they develop conceptions of teaching during their formal teacher education and associated field-based experiences. Data for this study was collected at a large public university in the Southeastern United States as pre-service English Language Arts (ELA) teachers engaged in a Community Inquiry Project (CIP) meant to introduce them to the local communities as part of their teacher education coursework. The study is organized into three manuscripts.

In the first manuscript I draw on theories of place-conscious pedagogies, funds of knowledge, and teacher identity development to inquire into pre-service ELA teachers' developing conceptions of community as they engaged in the CIP. Findings suggest that PSTs' experiences with communities and schools growing up could limit their understanding of reciprocity between communities and schools as teachers, and their potential to take a funds of knowledge approach to teaching.

In the second manuscript I draw on theoretical approaches to teacher identity development and care in teaching as I inquire into the ways that one PST's personal experiences with and expectations for teaching conflicted with those of his Mentor Teacher during student teaching, potentially contributing to the PST's choice to leave teaching altogether. Findings suggest that teacher educators should encourage PSTs to reflect on their expectations of the mentor relationship and to interrogate their own expectations and definitions of care as they complete student teaching.

In the third manuscript I take the stance of a teacher-researcher to analyze the specific documents and tasks used to introduce PSTs to the CIP. I draw on sociocultural approaches to teacher development and literature on experiential education in teacher education to provide a background for the CIP and respective study and offer critical whiteness studies as an appropriate lens through which to analyze the various elements of the CIP. Findings suggest that the CIP limited PSTs' characterizations of community, understandings of sociocultural approaches to learning, relationships to the community, and perceptions of the role of community in teaching.

\*\*Meghan defended her defense on January 25th and graduated from the University of Georgia on May 5, 2017. She will begin her work as an Assistant Professor of English Education at University of North Carolina at Charlotte in the fall.

# Accomplishments & Accolades of CEE-GS Members

## Eileen Beuscher

Learning to Teach English Language Arts in Urban Middle  
Schools:

A Cultural and Interactional Perspective

Under the direction of: Dr. George Newell, Chair; Dr. Mollie  
Blackburn; Dr. David Bloome; and Dr. Francis Troyan



This dissertation explores the experiences of middle childhood pre-service teachers (PST) across two academic years as they learn to teach English language arts to diverse students from conflicting sociocultural contexts. To help PSTs navigate the tensions across contexts, this study introduced culturally relevant (Ladson-Billings, 1995; 2014) and ethnographic (Heath & Street, 2008) perspectives in one Middle Childhood Education (MCE) teacher education program and then considered how such a perspective shapes PSTs' instructional approaches during student teaching. Specifically, this study examines how interactions during "mentoring sessions" between one university supervisor (me) and the PSTs foster a cultural perspective within the PSTs' conceptual and practical development (Grossman, Smagorinsky, & Valencia, 1999). It also follows the PSTs into their student teaching to consider how PSTs appropriated a cultural perspective during interactions with me as their university supervisor and with their peers into their pedagogical decisions in the classroom.

It is important for the field of teacher education to understand what and how ideas about teaching ELA in diverse classrooms are taught in pre-service teacher education and how they are taken up by PSTs. Although previous studies have examined some of these conflicting messages that PST must consider, there is a need to study how these conflicts get taken up interactionally (Bloome, Carter, Christian, Otto, & Shuart-Faris, 2005) to better understand the moments in which teacher educators can learn how to support PSTs in becoming reflective teachers with a deep commitment to all of their students. By focusing in on how learning is constructed during specific interactions and then zooming out to consider the larger settings and people that are reflected in and constructions of these interactions, this study provides significant theoretical and pedagogical implications for the field of English teacher education.

\*\*Eileen defended her dissertation on April 11th and graduated on May 7, 2017. She will continue her work as an Assistant Professor of Literacy at Eastern Kentucky University this fall.

# Job Search Advice: The On-Campus Interview

By: Kathryn Caprino  
University of Florida

kathryn.caprino@gmail.com

The academic job search is grueling and stressful. Happening often at the same time as you are finishing your dissertation, the academic job search has actually been described to me by many as a full-time job.

Of course, after one progresses through the phone or Skype interview (which arguable deserves its own article), he or she encounters the on-campus interview, the subject of my current article.

## TIPS FOR THE ON-CAMPUS INTERVIEW

Here, I offer some tips for the on-campus interview. Adapted from some of the great advice I received during my job search, the following tips are not meant to serve as the only tips. They are just tips I have kept in mind during the on-campus interviews on which I have gone.

First, **remember that you are quite close to earning a position at that institution if you are invited for an on-campus interview.** This should give you confidence whether the search committee presents you with an offer or not. Bringing someone to campus costs a lot of money, and faculty members give a lot of their time to meet with the candidate. So please remember that if you are on campus, you are one of their top choices for the position.

My advisor gave me what I thought was silly advice at the time, but I later realized how important it was: **Bring some snacks with you so you can sneak some food in the bathroom.** You are always on during an on-campus interview. And meals are only meals for the search committee members. They are an extension of the interview for you, so you do not always have time to eat the food your order.

**Remember that you are interviewing them, too.** I know you might hear this a lot and it might get lost in this quest to just land a job. But you do not want just any job. You want a job that fits you

and that plays to your strengths. Make sure that you are keeping mental notes of the type of people with whom you interact. You will be sharing a hallway or committee work with them. It is important that they are keeping the same mental notes on you. I think it is helpful if you can **balance a sense of confidence with an openness to learning from and with your potential colleagues.**

Relatedly, **prepare some real questions ready to ask the committee and the individuals with whom you meet.** You might ask about new faculty mentoring opportunities, funding assistance, and teaching/research/service responsibilities the first year. Ask these questions numerous times to different people so that you can “triangulate” the data. **Seek out newer faculty members - either during or after the interview - because your experiences will be more like theirs than those of senior faculty.**

You do not have to inauthentically put references to all of the search committee’s work in your

# JOB SEARCH ADVICE (CONTINUED)

presentation, but when it fits, **show how your teaching and/or research interests fit with your potential colleagues' work.** People want to know that a potential colleague has some similar interests and are always thinking about future collaborative efforts.

While we are on the topic of presentations, **stay to the time limit of the presentations.** There is often a strict schedule, and people will be happier if you stay under the required time limit and leave room for some questions. And when they ask you questions, you might not know the answers to all of them. And that is okay. But if you say you will get back to a particular person with an answer, be sure to reach out to him or her after the interview.

So that you will be able to stay on time during your presentation, you will need to **practice your presentation several times.** You do not want to be so nervous that you rush during the actual job presentation. Also, do not hesitate to ask what questions before you arrive on campus. Here are some examples: How much time do I have for my presentation? What is the

nature of my presentation? Is it a research presentation? Would you like me to discuss how my research informs my teaching? Is it a teaching demonstration? What technology will be in the room? How many students and faculty members will be there? How much time would you like me to reserve for questions?

I also recommend that you **read the institution's mission statement before arriving on the campus** (if you did not read it when you were applying to the institution). If an institution prides itself on having faculty teach all of its undergraduate courses, it may not be the perfect fit for someone who wants to procure several research grants each year. You should know why you believe you will be a good fit for that particular institution and for the particular position. Not only may you be asked explicitly to explain why you believe yourself to be a good fit, but your beliefs about how well you feel you fit the institution and position will be fairly transparent to the search committee.

I do not recommend going for an on-campus interview at a place that will not allow you to

be the type of educator or researcher you want to be. **You can certainly tweak your presentation to the type of institution it is if you are open to multiple types of institutions,** but it will be obvious to the search committee if you are just trying to appease them.

**IT THINK THE MOST IMPORTANT PIECE OF ADVICE I CAN CONVEY HERE IS TO BE YOURSELF.**

I think the most important piece of advice I can convey here is to **be yourself.** You cannot be anyone but yourself. And you want to work at a place where you can be yourself. If you have a sense of humor, show it.

And, after you are back home, **be sure to send in reimbursements promptly and write email and paper thank yous to the people with whom you interacted.** You will not only meet with the search committee but other faculty and staff, and a thank you note can go a long way in revealing just what type of person not just job candidate you really are.

**-GS**



# MEET THE NEW BOARD!

Congratulations to the incoming executive board of the CEE-Graduate Strand.

The CEE-Graduate Strand (CEE-GS) provides graduate students with the opportunity to begin networking with the peers they will work alongside over the course of their careers. Moreover, it provides opportunities for establishing collaborative partnerships and forming a peer-based support system to enhance the graduate student experience.

The term begins and ends at the CEE conference, with the upcoming term beginning in June/July 2017 and ending in June/July 2019. The bios of the leadership team are below.

## About the Leadership Team

### Chair

#### Mandie Dunn

Mandie B. Dunn is a PhD student studying teacher education at Michigan State University.



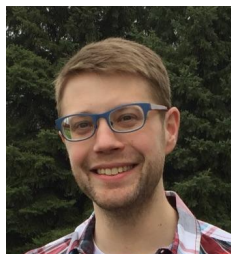
Originally from Suwanee, GA, Mandie completed her undergraduate and master's degrees at the University of Georgia, and taught high school English in Johns Creek, GA. Her current research interests include dialogic pedagogy, classroom talk, and teacher identities. In particular, her dissertation study explores dialogic teaching from the perspectives of teachers and students. This work asks what challenges are identified "on the ground" and explores possibilities for

sustaining teachers and students through dialogic curriculum that attends to relationships. Mandie enjoys traveling, especially with her husband, Josh. Recent adventures include visiting China and Peru, with a visit to Glacier National Park in Montana upcoming. And, in case anyone wants to challenge her, Mandie is ruthless in a game of Settlers of Catan

### Conference Director

#### Ryan Schey

Ryan Schey is currently a doctoral candidate in the Adolescent, Postsecondary, and Community Literacies program at The Ohio State University. His work focuses on literacy, non-heteronormative sexualities and genders, and social change. He is currently working on his dissertation, which is a yearlong ethnography in an urban comprehensive public high school where he collaborates with a teacher in her English language arts classes and the school's Genders and Sexualities Alliance. The ethnography examines how the teacher and her students in school-based literacy events and practices work for social change with respect to heterosexual hegemony. Before working on his doctorate, he taught high school English and co-advised his school's Gay-Straight Alliance. Throughout his time as a teacher and graduate student, he has been a member of a central Ohio teacher inquiry group focused on combatting homophobia, transphobia, and heterosexism.



### Membership Director

#### Lauren Zucker

Lauren Zucker is a doctoral candidate at Fordham University's Graduate School of



Education. A New Jersey native, Lauren earned undergraduate degrees in English and English Education at Boston University, and a master's degree in English at Rutgers University. She currently teaches high school English at a public school in Allendale, NJ. Her research interests include digital literacies, reading motivation, and adolescent literacy. Lauren is working on her dissertation exploring adolescents' out-of-school digital reading behaviors through videos and interviews. When she's not teaching, reading, or writing, you'll find her doing yoga, or experimenting in the kitchen. Lauren is enthusiastic about helping to expand the growing network of CEE-GS members!

### Social Media Director

#### Nichole Barrett

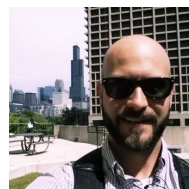
Nichole Barrett is entering the final year of her doctoral program at the University at Buffalo. Her research interests include digital video, popular culture, adolescent identity and rural education. Over the past year she has worked closely with rural teachers as they learn and integrate digital video in their classrooms. As a part of the Department of Learning and Instruction, Nichole has also taught Intro to Education for the past 5 semesters and has been an active member of the Graduate Student Association. She is very excited to be a part of the CEE-GS Board for the next two years



### Newsletter Editor(s)

#### Russell Mayo

Russell Mayo is a PhD candidate and graduate instructor in the Department of English at the University of Illinois at Chicago. He currently works with pre-service teachers in UIC's English Education program and is an Assistant Director of the UIC Writing Center. Russ's research



# MEET THE NEW BOARD!

involves Composition, Rhetoric, and English Education, with a particular interest in the relationships between anthropology, anarchism, ecology, and education. His dissertation project involves an ethnographic exploration of writing centers as spaces of "everyday anarchism." Before starting his doctorate work, Russ spent ten years as a middle grades teacher of English and Social Studies in Chapel Hill, North Carolina. He enjoys reading, traveling, gardening, biking, playing drums, and spending time with his wife, Ashley, and their dog, Banksy.

## Chris Bass

Chris Bass is a doctoral candidate in the Department of English at the University of Illinois Chicago. He has taught English and Executive Functioning Skills in both Chicago Public Schools and the Chicago suburbs. His research interests include Disability Studies, Literacy Studies, and English Education. At UIC, he has taught courses in both the first year writing program and the English Education program.



## Newsletter Committee

### Katie Alford

Katie Alford is a PhD student studying English Education at Arizona State University. Coming from the Midwest Katie received her bachelor's degree in English and Secondary Education from the University of Northern Colorado. Moving to Tempe, AZ she began her career as an educator and received her MA in English from Northern Arizona University while continuing to teach. After teaching all levels of English in an urban Title I school for 9 years Katie returned to pursue her PhD in order to share her passion for classroom instruction particularly writing instruction. Katie has two major research



interests, first the writing practices of second language students particularly as they transition from high school to college level writing and second the writing self-efficacy of ELA teachers and the impact that has on the writing instruction they provide in their classrooms. She is a National Writing Project co-director and Young Adult Writing Project Educator who values the writing communities that are created in NWP summer institutes. She lives in Arizona with her two red-headed children and the most supportive husband a doctoral student could ask for!

## Amber Jensen

Amber Jensen is a doctoral candidate in Writing and Rhetoric at George Mason University. She has an MEd in Education Policy from the Harvard Graduate School of Education and a BA degree in English Education from Brigham Young University. Her 10 years teaching English at Edison High School in Alexandria, VA, including founding and directing the Edison Writing Center, inspires and informs her work teaching, mentoring, and supervising pre-service English teachers. Her research interests include digital and multimodal writing pedagogy, teacher advocacy and leadership, and peer writing tutoring. Her dissertation study examines how pre-service teachers' knowledge and values around 21st century literacies develop and evolve as they transition between sites of learning as writers, learners, and teachers. Amber is a self-proclaimed wanderluster and luckily does her most productive writing on airplanes, which she uses to justify adventures to places like Japan, England, Costa Rica, South Africa, Oman, and Morocco. She lives in Northern Virginia with her husband, Matt.



## NCTE Liaisons

### Rae Oviatt

Rae L. Oviatt is a PhD student at Michigan State University studying Curriculum, Instruction, and Teacher Education. Originally from Chicago, Rae completed her undergraduate at Kennesaw State University and her graduate work at



Georgia State University. Rae has spent the last twelve years teaching high school English and middle school Language Arts in Atlanta, Bangkok, Indianapolis, and East Lansing. Her research interests include multi-modal composing, critical social-civic literacy, and participatory learning within both urban classrooms and community-based settings. Her work attends to building authentic relationships and civic participation through community coalition building as seen through urban youth's and teacher's multi-modal collaborative composing through community coalition building as seen through urban youth's and teacher's multi-modal collaborative composing travel. Rae is excited to collaborate across communities to expand the support for graduate students provided through participation and collaboration with CEE-GS!

## Chea Parton

Chea Parton is a first-year Dean's Scholar in the Language and Literacy program at The University of Texas at Austin. A native Hoosier, Chea earned an undergraduate degree in English and then spent two years working on her teaching certificate post baccalaureate at Purdue University. After finishing, she taught high school English at a rural Indiana school before returning to Purdue where she earned an MEd in English Education. She is interested in investigating how sociocultural narratives impact students, teachers, and curriculum in rural spaces. Her research interests include adolescence as a cultural construct, the use of art in English classrooms, and the experiences and perceptions of rural adolescents and education. When she's not teaching or working with preservice teachers, Chea enjoys exploring Austin and playing her guitar. She loves taking her two dogs on long walks, taking care of her four chickens and, if given the chance, will talk your ear off about nearly anything.



Find out how to involve your pre-service teachers in NCTE!

# Igniting a Passion for Professional Development among Prospective English Teachers

In this session, teacher educators will learn how to get their pre-service teachers involved in a session at NCTE where they can present research and projects. It is also a session that will detail how current and future teacher educators can serve as respondents at roundtables during this innovative session at NCTE in St. Louis in November, 2017.

It is essential that prospective English teachers have the opportunity to “develop a sense of belonging to a professional community and a desire for professional growth” (NCTE, 2006, p. 11). To that end, for the past four years we’ve organized “The Future is Now: Exploring 21st-Century Teaching Ideas with the Next Generation of English Teachers,” a large roundtable session for prospective teachers at the NCTE Annual Convention.

In 2016, supported by dedicated teacher educators—including those named on this proposal—the “Future is Now” provided 74 students from 29 universities a platform to share 63 presentations on many of the thematic topics in the CEE Summer Conference call for proposals. Eager to involve more teacher educators and, subsequently, more prospective teachers, we’re proposing a CEE roundtable session in which attendees have an opportunity to explore the “Future is Now” and discuss various topics, such as identifying and encouraging students, preparing students to present, securing funding, and overcoming potential obstacles.

In this way, we’re targeting an audience of teacher educators and doctoral students unfamiliar with the “Future is Now” as well as individuals who are already participating but wanting to learn more about how others approach these efforts.

ATTENDEES HAVE AN OPPORTUNITY TO EXPLORE THE FUTURE IS NOW

The full roundtable session will be structured as follows:

- Overview of the “Future is Now” and the importance of fostering a sense of belonging to a professional community

- Video testimonials from “Future is Now” participants (i.e., students, teacher educators)
- Roundtable discussions on topics such as those noted above
- Reporting out and closing remarks

## Presenters include:

Luke Rodesiler, Indiana University-Purdue University Fort Wayne

Alan Brown, Wake Forest University

Mark Lewis, Loyola University Maryland

Ashley Boyd, Washington State University

Dawan Coombs, Brigham Young University

Nicole Sieben, SUNY College at Old Westbury

Robert Petrone, Montana State University

Deb Van Duinen, Hope College

Patricia Waters, Troy University

Robert Montgomery, Kennesaw State University

Allison Wynhoff Olsen, Montana State University

Tom Crochunis, Shippensburg University

Jill Ewing Flynn, University of Delaware



# Call for Winter Issue

**DEADLINE FOR SUBMISSION: NOVEMBER 1, 2017**

## Requested Submissions

- Books reviews of texts used in methods courses. These should follow and APA style annotated bibliography format, not to exceed 1000 words.
- Advice for graduate students regarding any aspect of graduate school including, but not limited to: writing, collaboration, submitting proposals, time management, reference management , and working with professors on or off campus.
- Member accolades: If something great is happening, we want to hear about it!
- We publish general interest submissions as space is available. You may submit manuscripts on any topic that will appeal to graduate students of English Education. Formats include articles, essays, research, art, creative writing, multi-modal etc.

## Outgoing CEE-GS Leadership Team



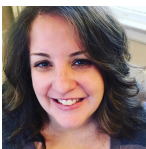
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Social Media Director, University of  
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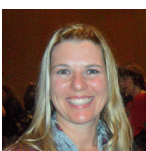
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### SHELLY SHAFFER

Newsletter Editor, Eastern Washington  
University, sshaffer1@ewu.edu

## CEE-GS MEMBER PRESENTATIONS AT CEE

- Russell Mayo "Culturally Sustaining Pedagogy and the Common Interest" on Friday, June 2nd, 10:30am
- Combined Roundtable: "The Roles of the Dialogic and Narrative in Be (com)ing an English Teacher" :
- Ileana Cortes Santiago -- "We did this project... so what?" When reality checks in strenuous sociopolitical times reshape future community-based literacy research with Latino/a families"
- Mary Neville, Ashley Johnson, and Alice Hays -- "Multicultural literature, empathy formation, and dialogic teaching with secondary English students and pre-service teachers"
- Leilya Pitre -- "From Hosting to Cooperating to Guiding: The Role of Mentor Teachers in Preparing Future Teachers"
- Mandie Dunn -- "Considering the Preservice Teacher's Vulnerable role in Fostering Equitable and Compassionate Dialogic Classroom Relationships"
- Sunday, June 4, 10:15-11:15am.