

GROWING SCHOLARS CHRONICLE

ELATE-Graduate Strand

Summer 2019, Issue 8

Welcome to the new ELATE-GS Board 2019-2021

At the NCTE 2018 Annual Convention, the ELATE-GS voted in the following new board members, who will serve a two-year term beginning with the ELATE 2019 Conference. Welcome, and we look forward to your leadership!

Chair: Stacia Long, University of Georgia (Stacia.L.Long@gmail.com)

Conference Co-Chairs:

Johnny Allred, University of Arkansas (jballred@email.uark.edu), **David Premont**, Purdue University (dpremont@purdue.edu)

Social Media Directors:

Seth French, University of Arkansas (sdfrench@email.uark.edu), **Merida Lang**, University of Georgia (merida.lang@gmail.com)

NCTE Liaisons: Renee Wilmot

(wilmontre@msu.edu), **Lindsay McHolme** (mcholmel@msu.edu), Michigan State University

Membership Director:

Mary Neville, Michigan State University (mneville@msu.edu)

Newsletter Editorial Team:

Kate Hope, Arizona State University (katehope38@gmail.com), **Brandie Bohney**, Bowling Green State University (bbohney@bgsu.edu), **Nina Schoonover** (nradako@ncsu.edu)

From the Editors of the *Growing Scholars Chronicle*

In our last issue as an Editorial Board of the *Growing Scholars Chronicle*, we would like to recognize all the growth and change this organization and its members have seen in the past two years since we came on board. When we began, we were the Conference on English Education (CEE); now we are English Language Arts Teacher Educators (ELATE). When we began, we had only recently met each other at the Graduate Student Meeting at NCTE 2016 in Atlanta; as co-editors, we have since become colleagues and friends who have collaborated on research and reviewed each other's writing and shared advice about the PhD and job-seeking life.

As an organization of graduate students, it's expected that there will be growth and change and movement. Some of us have recently defended our dissertations and will be starting as Assistant Professors in the fall. Others have finished their dissertation coursework and are deep in the throes of their research and writing projects. Many of you have joined our ranks as new PhD students at the early stages of your own academic careers! We celebrate the successes of our peers at all stages of their own individual journeys as we navigate new paths of academic publishing, conference presentations, university teaching and mentoring, and scholarly research. We hope this newsletter has been a place where you feel represented and where you can go to find support and resources to guide you along the journey.

We are so glad we've had the opportunity to share insights about grad student life and future job prospects in this forum. We're glad we've been able to bring together our community from PhD programs across the United States. It's been so motivating and inspiring to see so many of you celebrated in our awards and accolades section. We know you've been working hard in your studies, and we hope the best for you as you continue in your careers in English education. As this organization grows and changes in response to the needs of its members, we hope you will take the lead and share ELATE-GS with new grad students as you continue to build a vibrant network of English Education graduate students from across the country. We wish you all the best, and hope to continue to stay in touch through our research and teaching and future endeavors.

Katie Alford, Arizona State University
Chris Bass, University of Illinois at Chicago
Amber Jensen, George Mason University
Russell Mayo, University of Illinois at Chicago

INTERESTED IN JOINING AN ELATE COMMISSION?

Anyone can participate in any of the commissions; all you have to do is attend a commission meeting at the ELATE or NCTE conferences or contact the commission chairs.

Join us for CEE Commission Meetings at ELATE 2019*
Friday, July 19 1:00 - 2:00 PM

Check the conference program, as not all commissions will be meeting during this window

Commission on Social Justice in Teacher Education Programs

Our goal is to develop and uncover models of teaching that are flexible with regard to race, class, and gender; to determine how teachers in English language arts see themselves and others; and to delineate the opportunities for transformation, constructive growth, and change in their profession.

Chairs: Amy Vetter, UNC-Greensboro, Melissa Schieble, Hunter College CUNY, Terri Rodriguez, College of St. Benedict (MN)

Commission on Digital Literacies and Teacher Education (D-LITE)

Our goal is to examine the current issues of technology infusion in existing ELA teacher preparation programs, locate relevant research that points to best practices in preservice programs, and make recommendations about preparing ELA preservice teachers to use technology as a tool for teaching and learning.

Chairs: Nicole Damico, University of Central Florida; Lauren Zucker, Northern Highlands Regional High School (NJ)

Commission on Writing Teacher Education

Our goal is to bring attention to the professional development of writing teachers at elementary, middle, secondary, and college levels, with particular emphasis on bringing together writing teacher educators from the English education community with those from college composition.

Chairs: Christine Dawson, SUNY Albany; Shauna Wight, Southeast Missouri State University

Commission on the Teaching of Poetry

Our goals are (1) to promote the teaching of poetry across all curriculum, (2) to examine, suggest, and promote innovative ways of teaching and responding to poetry, and (3) to establish a culture and community for the reading, writing, and teaching of poetry.

Chairs: Bonner Slayton, Moore-Norman Technology Center (OK), Danny Wade, Washburn University (KS)

Commission on the Arts and Literacies (COAL)

Our goal is to effect change in English language arts classrooms by advancing teaching, research, and theory in the three areas of the arts, multimodalities, and new literacies in ways that situate this knowledge as essential components of literacy learning.

Chairs: Alisha White, Western Illinois University; Michelle Zoss, Georgia State University.

Commission on Dismantling the School-to-Prison Pipeline

Our goal is to establish an activist working group of constituents who will critically engage with School-to-Prison Pipeline (STPP) research and disseminate and engage with 'glocal' communities and their constituents where NCTE/CEE hosts conventions.

Chairs: David E. Kirkland, New York University; sj Miller, University of Wisconsin-Madison

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Commission on Family and Community Literacies

The focus of this commission is to make intentional connections between English Education courses, students, families and teachers, and their surrounding local communities.

Chairs: Tracey Flores, University of Texas - Austin; Laura Gonzales, University of Texas - El Paso

Commission on the Study and Teaching of Adolescent Literature

Our goal is to bring together leaders in the academic field of adolescent literature for the purpose of planning and sharing research and teaching experiences and to plan, advocate and promote scholarship in the field of adolescent literature.

Chair: Victor Malo-Juvera, University of North Carolina-Wilmington

Commission on Everyday Advocacy

This commission focuses on creating and implementing approaches to help pre-service and practicing teachers see themselves as advocates, beginning in their local communities, and sharing these approaches with other English educators.

Chair: Cathy Fleischer, Eastern Michigan University

Commission on Climate Change and the Environment

Our purpose is to organize and collaborate with English Language Arts teachers and teacher educators concerned about climate change and dedicated to advancing environmental education, PK-12 and college, in and out of schools.

Chairs: Russell Mayo, University of Illinois-Chicago; Rich Novack, Teachers College

Commission to Support Early Career English Language Arts Teachers

Our goal is to support early career English Language Arts educators as they begin their professional journeys in K-12 classrooms.

Chairs: Anna J. Small Roseboro, Grand Rapids, MI; Claudia Marschall, Buffalo, NY

Commission on English Methods Teaching and Learning

Our goal is to inform membership regarding trends and issues in the design of English methods courses and their effect on teacher learning.

Chairs: Heidi Hallman, University of Kansas; Kristen Pastore-Capuana, SUNY Buffalo State

Commission on the History of English Education

No commission description available.

Chairs: Sheridan Blau, Teachers College; Patricia Stock, Michigan State University

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at ELATE 2019***

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FOR YOUR CALENDAR UPCOMING CONFERENCES

NCTE 2019:

"Spirited Inquiry"
Baltimore, MD | November 21-24, 2019

LRA 2018:

"Literacy Research: Illuminating the
Future"
Tampa, FL | December 4-7, 2019

JOLLE 2019:

Athens, Georgia
February 2020; Dates and CFP TBA

CCCC 2020:

"Considering our Commonplaces"
Milwaukee, WI | March 25-28, 2020

AERA 2020:

"The Power and Possibilities for the
Public Good when Researchers and
Organizational Stakeholders Collaborate"
San Francisco, CA | April 17-20, 2020

RSA 2020:

Rhetoric/Hospitality
Portland, OR | May 21-24, 2020

Congratulations to the ELATE-GS PhDs of 2019!

Dr. Katie Alford successfully defended her dissertation, "Writing Together: A Study of Secondary ELA Preservice Teachers Participating in Peer Writing," and earned her PhD at Arizona State University. She has accepted a position as an Assistant Professor at McKendree University in Lebanon, Illinois.

Dr. Mandie Dunn successfully defended her dissertation, "English Language Arts Teachers' Experiences Teaching While Grieving a Death" and earned her PhD at Michigan State University. She has accepted a position as an Assistant Professor of English Education at University of South Florida in Tampa, Florida.

Dr. Amber Jensen successfully defended her dissertation, "Preservice English Teachers and 21st Century Composition in Flux: Implementing Principles of Writing Across Sites of Learning" and earned her PhD in Writing and Rhetoric at George Mason University. She has accepted a position as an Assistant Professor of English Education at Brigham Young University in Provo, Utah.

Dr. Charlotte Land successfully defended her dissertation, "Designing Critical, Humanizing Writing Instruction: Exploring Possibilities for Positioning Writers as Designers" and earned her PhD at the University of Texas at Austin. She has accepted a position as Assistant Professor at the University of Pennsylvania in State College, Pennsylvania.

Dr. Kira LeeKeenan successfully defended her dissertation, "Teachers' Work Toward Humanizing Secondary Writing Pedagogy and Supportive Response Groups for Writing" and earned her PhD at the University of Texas at Austin. She has accepted a position as Assistant Professor of Secondary Education at California State University Fullerton.

Dr. Stephanie Loomis successfully defended her dissertation, "Remixing pedagogy: How teachers experience remix as a tool for teaching secondary English language arts" and earned her PhD at Georgia State University.

Accomplishments & Accolades of ELATE-GS Members



Stephanie Toliver

received the 2019 NAEd/Spencer Foundation Dissertation Fellowship.



Jennifer Penaflorida

published "Signposts: Constructs for Navigating Rhetorical Paths" in English Journal, July 2019.



Seth French

co-published with Jacob Campbell "Media literacy and American education: An exploration with detournement" in the Journal of Media Literacy Education, 2019.



Johnny Allred

published "Young adult sports literature and identity construction in the ELA classroom" in The ALAN Review, Winter 2019.



Russell Mayo

published "all schooled up': One teacher's path toward deschooling," a chapter in the edited volume Unsettling Education: Searching for Ethical Footing in a Time of Reform (Edited by Brian Charest and Kate Sjostrom), June 2019.



David Premont

published "Young adult sports literature and identity construction in the ELA classroom" in The ALAN Review, Winter 2019.