

GROWING SCHOLARS CHRONICLE

FROM THE EDITORS

by Kate, Nina, and Brandie

Welcome to the Fall 2019 issue of the *Growing Scholars Chronicle*. We are excited to begin our tenure as the editors of the biannual newsletter for ELATE's Graduate Strand. Our hope is to continue to provide the membership of ELATE-GS with timely information and advice about topics relevant to graduate students in our field. Below, we introduce ourselves and provide our contact information. Our goal with the newsletter is to offer columns that reflect and respond to the needs of ELATE-GS members. If you have ideas to share for future issues, please email us at GrowingScholarsChronicle@gmail.com. There is a lot of valuable information in the GSC, and we hope you will find it useful and perhaps contribute to future issues!

Kate Hope is a PhD candidate in English Education at Arizona State University. Her research focuses on multimodal writing history memoirs designed by pre-service ELA teachers, with the goal of better understanding how their reported experiences influence their approaches to teaching writing to secondary students. Kate's vision for ELATE-GS is that we might continue to develop a culture of collaboration in order to broaden the support systems in place for English Education graduate students. You can reach Kate at kmrando@asu.edu.

Nina Schoonover is a PhD student in English Education at North Carolina State University. Her research focuses on arts-based, visual, sensory, and multimodal literacies in the secondary English classroom. In being a part of ELATE-GS and the newsletter team, Nina hopes to find creative ways to build academic relationships among ELATE graduate students in varying programs. You can reach Nina at nradako@ncsu.edu.

Brandie Bohney is a PhD candidate in Rhetoric and Writing at Bowling Green State University. She has just started her research investigating the institutional influences on early-career ELA teachers' writing pedagogies. Brandie hopes to find ways for ELATE-GS to reach students in programs that aren't strictly English Education. You can reach Brandie at bbohney@bgsu.edu.



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ADVICE COLUMN: TRANSITIONS

From Teacher to Teacher Educator

What's it like to transition from English teacher to English teacher educator? Four current ELATE grad students offer advice based on their own experiences.

Trust your pedagogical and instructional instincts. I was so worried about my tertiary students thinking I was treating them like high school students. In the methods courses I was teaching at the time, I realized that using the instructional strategies I employed while teaching secondary English (such as explicit modeling and scaffolding, transparency of my motives and expectations, group work, constructing knowledge together, socratic v. didactic teaching methods, spending ample time creating a productive and generative classroom culture, etc.) made for an explicit embodiment of an “effective” educator for the preservice teachers. My teaching methods are the same, the content has just shifted to a more meta-approach to teaching English.

Kelli Rushek, University of Iowa

I still feel like I am in the process of transitioning from being an English teacher to being an English teacher educator. My advice is to **value and continue to learn from the community and school where you were originally teaching.** It is refreshing, inspiring, and informative to go back home to say hello to your former students and co-workers.

Lindsay M. McHolme, Michigan State University

What became really important for me in the transition from being a high school English teacher to an instructor was to **mourn what I was leaving behind.** Sure, I said tearful goodbyes to my students and colleagues when I left and sniffled my way through a cross-country move, but it wasn't until I was nursing a head cold all second term of my first year that I started wondering if something else wasn't lingering just below the surface. I talked it out with my therapist, and she suggested that perhaps I had not adequately grieved the end of a career and—in large part—how I had come to define myself for so long. I went home that night, ugly cried in the shower, and felt completely renewed (baptism reference, anyone?). My cold went away shortly thereafter.

Naitnaphit Limlamai, University of Michigan

The move to graduate student and college instructor of a methods class made me begin to question myself. I was no longer confident in my teaching. I constantly questioned if what I was doing in my college classes was the right thing. After a year, I came to realize that this constant questioning was almost exactly what I did my first couple of years teaching high school. When I first began teaching, I was still building my teacher toolkit, still learning the ropes, still figuring out what works. I learned a lot from my first year in my graduate program and will continue to learn. Then, I will begin the process again once I finish my doctoral program and enter into a professor role. **It just takes time and a willingness to keep learning and growing.**

Beth Spinner, Western Michigan University

NOTE: Some responses were edited for length.

METHODS FOR METHODS

Getting a Grip on Grammar by Brandie Bohney

For ELA teachers, the term *grammar* usually conjures fascination or disdain, and the same is true for students, with disdain as the overwhelming response. Grammar pedagogies are critical in our methods courses, but what does that mean? How do we prepare preservice teachers to teach mechanics, conventions, style, and usage in meaningful ways that result in better student writing? Having taught a grammar methods course, I have some preliminary ideas.

At Bowling Green State University (where I teach and study), middle and secondary English education students must take ENG 3810: Grammar and Writing, a course designed primarily to teach grammar methods. Most English teacher education programs don't have a standalone grammar methods course, but there are three big concepts from ENG 3810 that I believe can be implemented in any writing or comprehensive methods course:

- **Recognition that dialect difference is not grammatical error.** Often dialect differences are misinterpreted as failures in conventions or usage, but they are grammatical constructions of nonmainstream dialects. For example, a Hawai'ian Creole English speaker may use *wen* paired with a present tense verb as a past tense marker (*He wen eat breakfast*). Understanding this helps future educators enact culturally relevant practices in their instruction and grading.
- **Emphasis on word play and sentence variety through analysis and imitation.** Sentence manipulation and improved language awareness benefit student writing (Lunsford, 1979; Weaver, 1996; Zuidema, 2012), so we need to teach students how to analyze, imitate, and manipulate effective constructions so that they may do the same with their students. For example, my classes considered why Marcus Zusak's narrator in *The Book Thief*—Death—uses so many dashes: What purpose do they serve? How does the meaning change if we replace them with commas or remove the punctuation entirely? Then we asked the same questions as the students played with dashes in their own writing. Finding meaning and even (gasp!) joy in manipulating language and punctuation is critical to writing well.
- **Development of teachers' abilities and confidence with grammar reference texts.** I had a whole semester with each class, and even with that, I knew my students wouldn't develop an understanding of every convention they might need to teach. So I chose a strong reference text with lots of clear examples (Crovitz and Devereaux, *Grammar to Get Things Done*, 2017) and helped them learn to use it.

My Grammar and Writing students practiced these strategies and several others as a means of getting comfortable with concepts of conventions and usage; they aren't all grammar enthusiasts like I am, but they left the class understanding language difference, the joy of playing with words, and how to find answers to their questions about grammar. Those are skills that will serve them well in their classrooms for student teaching and beyond.



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GRADUATE STUDENT FEATURE: OFF THE SHELF AND INTO PRODUCTION

Despite Our Best Knowledge: How Context Shapes Writing Instruction

by Naitnaphit Limlamai

Writing in school can help students grow academically and intellectually [i], but writing instruction in secondary ELA classrooms seldom occurs [ii] and often privileges non-composing activities, like copying notes and filling-in-the-blank [iii]. As a former high school English teacher who worked with colleagues on writing instruction, this troubled me. Some scholars explain that teachers know what to do but cannot do it: a teacher's context—namely, assessment pressure, class bias that affects instruction, and ideologies about writing instruction—shapes writing curriculum and instruction [iv].

To understand the deemphasis on composition, I studied online discussions, using Ivanič's [v] discourses of writing and learning to write, analyzing discourse on the English Companion Ning (ECNing) and the Teaching and Learning Forum of the National Council of Teachers of English (NCTE) Connected Community. I selected and coded 76 of 401 threads (18.95%) that discussed writing in secondary English classrooms from July—Dec 2016. Only studying online discussion forums offers an incomplete picture, but is a starting point for how teachers discuss writing instruction in virtual communities of practice [vi].

Findings reinforce how context shapes a teacher's classroom decisions [vii]. Teachers whose discussions were oriented to social practices discourse, where writing is "purpose-driven communication within a social context" [viii], have students write for audiences besides their teacher, mentioning highly motivating and "real-life" writing to encourage students in vocational-tech, who had dropped, who were "lower level," English Language Learners, and "low income" city kids. Teachers whose discussions were oriented to genre discourse, where writing is text types shaped by context, emphasized writing in and out of school, but usually in postsecondary settings. These posters most often described students as "accomplished" and college bound. Teachers whose discussions oriented to process discourse, which includes composing processes, discussed pressures that limited teaching process writing: the Common Core State Standards, Regents testing, AP classes, multiple choice testing of writing, implementation of specific reading/writing programs, and school scores based on graduation rates and students' standardized test performance.

Previous research that used Ivanič's discourses showed alignment between curricular documents, teachers' knowledge about writing instruction, and cultural beliefs about writing's purpose helped students grow intellectually [ix]. When tensions existed between knowledge about writing in district curriculum, professional development, and teachers' writing practices, teachers were less successful in teaching the discourses [x].

Teachers discuss writing that supports student academic and intellectual growth—in the face of significant pressures. But context matters: teachers privilege composing activities only as they felt their students would benefit and the curriculum allowed it. More research is needed on supporting teachers, their students, and how context shapes writing instruction.

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FIRST-YEAR PROFESSOR NARRATIVE

by Dr. Mary Kelly

I am about to start my second year as an assistant professor of education at a small liberal arts college on the east coast. I can't believe how quickly time has flown! During the job search process, I could have never imagined myself here. Yet, **here, as it turns out, is where I belonged**. With nearly eight different applications, the job hunt felt eerily similar to the application process for grad school. I scoured websites for job postings, re-writing and re-writing my cover letter. Despite the nostalgic feeling, I was woefully underprepared for the unspoken rules around the negotiation process. In short, you can negotiate. As a former teacher, negotiation and the art of asking for what I wanted were foreign. Further, the negotiation process differed greatly across contexts; so figuring out how to negotiate, while still remaining marketable was complicated.

My number one suggestion is to **reach out to your mentors in your program**. I had some amazing mentors who were generous with their time, helping me to comprehend all of the components that were important to consider (e.g., salary, teaching load, a research stipend, moving expenses).

During your first year you are really trying to make your way in a new community, in a new position. Be gentle on yourself. You are not going to come out of the gate publishing every week. A great deal of time will be placed on designing new courses, getting to know your students, and navigating the joy of innumerable meetings. I was

lucky that I found a way to carve out half a day a week for my writing, but **the majority of my writing was accomplished during my first summer**.

I try to write at home, away from my office, making the time sacred and separate from the rest of my work. In my institution, I have a three-four load. I teach three classes in the fall and four in the spring. There is more emphasis on teaching at my institution, but we are expected to equally engage in service and scholarship. Balance is tricky but necessary. I wish I could tell you the secret to finding balance or making it. Yet, to be honest, I have never had it. I know it sounds corny, but I think if you love what you do, then it doesn't feel like work.

So, a year is done. If I could go back in time and give one piece of advice it would be that the place matters. **If you have flexibility in where you can move, make sure that you can see yourself at home there**. The people matter even more. You want to make sure that the environment in which you move matches your values. Ask questions about their mission and vision around teaching. Ask your future colleagues about their favorite thing about the institution. Getting a job, and searching for a job can be stressful, but you are interviewing them just as much as they are interviewing you. To be successful at a place, you have to feel comfortable and know that they are equally invested in your success.

ENTERING THE JOB MARKET: INTERVIEWS WITH KATIE ALFORD & MANDIE DUNN

Katie Alford is Assistant Professor of Education at McKendree University in Lebanon, Illinois. She finished her PhD in English Education at Arizona State University in 2019 and is starting her first year in her new position. Mandie Dunn is Assistant Professor of English Education at the University of South Florida. She received her PhD from Michigan State University in 2019 and began this new position in August of that same year. Here, they both answer a few questions about their experiences being on the job market last year and share some advice for current grad students entering the market this fall.

Katie Alford

Assistant Professor,
Education
McKendree University



Mandie Dunn

Assistant Professor,
English Education
University of South Florida



In what type of institution are you employed?

I am working in small private liberal arts teaching college.

What surprised you the most about the job search?

I was surprised by how slow and then fast the process is. It seemed like an eternity, and then it started really moving quickly which took me off guard. I was also pleasantly surprised by how much I learned and how many new relationships I formed from being on the market. I met people I would not have ordinarily connected with, and I got to visit several places I knew little about. Take advantage and get to know the people interviewing you, too. Ask questions and engage with them about their research as well, who knows, they might be a future collaborator even if you do not end up at that school!

What advice would you give doctoral students who are currently on the job market?

Start now and find a small group to share the workload. It seems counterintuitive to work with others who are competing for the same jobs, but it was really valuable for me to have others going through the same process and we really encouraged one another, even when we were applying for the same positions. Our group was from all over the U.S., so we all shared our resources and this was extremely helpful. I would call these people my friends and colleagues now, and we continue to support one another, which is great!

What are you most looking forward to in your first year?

Teaching. I am looking forward to my students and getting to know my new community. It is exciting to know my work is having an impact on not only my university but the local community at large. As a grad student, you just feel so temporary, and now I feel more engaged than ever in my school and community. Also, let's be real, I am excited to have my own office that has a door and a window! Yep, it is the little things.

In what type of institution are you employed?

I work at an R1 institution.

What surprised you the most about the job search?

I think the thing that surprised me most was how down I felt around the time of NCTE, which is actually really early in the job search year. It was hard for me to hear "you have nothing to worry about" and "it's so early" over and over and over again because I WAS worried. I remember spending a lot of time at NCTE working to make sure no one would notice my mood or feeling guilty about how I felt. I didn't want it to get to me, but it did. Since this newsletter is coming out around NCTE, I want anyone who is feeling down now to know that I felt down too! You aren't alone.

What does your writing practice look like (time, space, etc.)?

I make a writing plan for each year and know which projects are at what stage (under review, in preparation, in data collection, in conception). This helps me to document my plans and to remember that I have enough projects in the works when I don't feel like I'm making progress as efficiently as I want to be. But really what my writing practice looks like is practicing forgiveness. I have perfectionism running in my veins and can easily fall into a trap of feeling like I'm not enough. I forgive myself for (and celebrate!) not being like everyone else: I don't write daily and writing daily doesn't work for me. I forgive myself for not getting to writing when I thought I would. I forgive myself for writing badly. I forgive myself if I didn't get as much done by the time I thought I would. And then I remember I have a plan and there is room in the plan for change. I go back to it and make necessary adjustments. Then I keep going.

What advice would you give doctoral students?

If you see something that you think needs doing, do it. Lead.



INTERNATIONAL CONFERENCES: PERSPECTIVES & REVIEWS

TWO GRADUATE STUDENTS
SHARE THEIR INTERNATIONAL
CONFERENCE EXPERIENCES

ARLE Conference Review

by Jessica Eagle, North Carolina State University

I attended and presented at the 12th ARLE conference at the Universidade NOVA de Lisboa in Lisbon, Portugal, in June 2019. ARLE stands for The International Association for Research in L1 Education. This was not only my first conference presentation, but my first international presentation as well. I presented the work I had recently published as third author with two other graduate students from NCSU; unfortunately, my co-authors weren't able to join me. At first, I was nervous presenting the work as a third author, but I am thoroughly relieved that I did go. I knew one other person at the conference and brought my mom along, so we made the trip a mini-vacation.

My session was classified as a poster session; however, the moderator decided to have us all stand up, introduce ourselves and our work, then host audience members in a "go around the room chat about your poster" format. Then, we came together to have a whole room discussion about common threads and other implications of our work in a panel style where the presenters were at the front of the room and asked questions to keep the conversation going. It was very laid back. I also found myself asking more questions during my own poster session, probably more than I actually gave out information, and of course, it was super neat to hear non-US perspectives on the questions floating around in my mind.

I also had the privilege of joining a new SIG (special interest group) with researchers from all over the world who are interested in digital literacies. The ARLE conference is focused on studies in language learning, but I hung out with the people interested in how digital literacy functions in the language learning world. So, I highly recommend trying to attend at least one international conference as a PhD student to make those connections. I now have connections with professors and grad students in other countries.

Jessica's Advice for International Conferences & Poster Presentations:

Make plans to fly in as early as possible before your presentation. My flight was delayed 24 hours, and I wound up getting to the city about 3 hours before I had to present, so I had just enough time to shower and run over to the venue. That was stressful. I would also attend the conference dinner as a way to connect with others in a more informal environment—I got a few emails that way and have since kept in touch with another grad student from South Korea because we were seated next to one another at the dinner.

Apply for conference funding—I used up the whole budget my university gives us for my plane ticket, and that wasn't even the price of the whole ticket. Print your poster early—my poster cost me \$100 because I printed last minute. Buy the tube to carry your poster—it'll get banged around on the flight.



**"I now have
connections with
professors and grad
students in other
countries."**

- Jessica Eagle

EARLI SIG CONFERENCE REVIEW

by Michelle Glerum, Arizona State University

Last August, I had the pleasure of packing my bags and my presentation poster to escape the blistering Arizona heat in favor of the cooler temperatures and stunning streets of Ghent, Belgium, for the biannual EARLI SIG Writing Conference and Research School, a world-renowned gathering on writing research. As a PhD student in English Education, I was attending the Research School to present my work on the benefits of writing conferences in secondary classrooms as well as to learn from elite scholars, fellow junior researchers, and interactive workshops.

The EARLI (European Association for Research on Learning and Instruction) Special Interest Group on Writing aims to support and disseminate current research on writing. Scholars, researchers, and graduate students gather to learn from one another and discuss the newest findings, trends, methods, and ideas in writing research.

Last year, the conference theme, “Challenge Writing, Embrace Creativity”, and the research school theme, “Facets of Writing and Writing Research: Substantive and Methodological issues” worked in harmony to deliver an experience that inspired members of the writing research community to continually push our thinking forward, share our current work, and learn from one another.

As a doctoral student, I found numerous benefits in attending the Research School. Prior to attending, the organizers sent out a programme with options for choosing interactive, thematic workshops, allowing each student to create a schedule based on their own interests and needs. I was able to focus my schedule on learning methodological approaches since I felt a need in that area, while also choosing several workshops on other topics that piqued my interest. The workshops themselves were focused on research, as opposed to teaching, and led by experts in the field of writing research; each session included a lecture, audience engagement, and a chance to apply what we had learned.

In addition to the workshops, the research school participants presented their work during poster presentation segments where colleagues and senior scholars engaged in discussions around each participant’s research, discussing

the next steps for each project and offering insightful feedback. This individualized attention and support were defining characteristics of the school.

The leadership team, comprised of leaders in writing research, not only led the workshops but also joined us for daily lunch and coffee breaks (the food was marvelous, by the way), where they would continue to mentor and engage with junior researchers, offering support, ideas, and expertise. The experience was one that I will never forget and hope to repeat.

This summer, the 17th annual EARLI SIG conference will be held in Umeå, Sweden. The conference theme, “Right2Write” and the Research School theme, “Integrating Multiple Perspectives on Writing,” promise to be both engaging and inspiring.

SPRING 2020 CONFERENCES

JoLLE (Journal of Language & Literacy Education)

Athens, GA | February 1-2, 2020

NCTEAR (National Council of Teachers of English Assembly for Research)

Nashville, TN | February 8-10

WRAB (Writing Research Across Borders)

Xi'an, China | March 11-14

AERA (American Educational Research Association)

San Francisco, CA | April 17-21

IFTE (International Federation for the Teacher of English)

Sydney, Australia | July 2020

BLOGGER'S CORNER: AN INTERVIEW WITH SARAH DONOVAN

Tell us about yourself.

I am an Assistant Professor of Secondary English Education at Oklahoma State University. This is my first tenure track position in higher ed. I earned a doctorate in English in 2014 from the University of Illinois at Chicago, but I stayed in the classroom, teaching junior high English Language Arts until now. So, altogether I have about 17 years of teaching experience.

Why did you originally create your blog, *Ethical ELA*?

The first published post on *Ethical ELA* was June 10, 2015: "Endings and Ethics." I wrote that post during the final week of the school year—a month after I attended my graduation ceremony—about making time to reflect on and potentially change practices that don't align with our vision for what is "good" and "right" in our schools. Graduating, after all, is more about beginnings than endings. I had to imagine what my beginning was going to be as a classroom English teacher with this PhD. My doctoral work had already impacted my classroom instruction. One of the ideas that came out of my dissertation work about reading genocide literature was about schools measuring, ranking, and sorting our students' bodies—reducing their humanity to numbers. What started as a dissertation to shift reading practices became a book about rethinking standards and testing practices. I had to stay in the classroom to make sense of this, and *Ethical ELA* became a place to write about that work, a place that was free and accessible to anyone interested in thinking alongside me or doing the work with me.

How long have you maintained your blog?

Four years, 383 posts. But to be fair, at least a third are poetry prompts for our annual National Poetry Month 30-poems-in-30-days challenge.

Have you seen any specific benefits or impacts (for teachers, students, or academics) from your blog?

I was just thinking about the "impact factor." Now in higher ed, I have to think about the "impact factor" of publications. I learned about the h-index just this week. And I wondered: What is the reach of *Ethical ELA*? I've heard that some faculty in teacher education programs have recommended the site. I've heard from teachers in comments on social media. Several times a year, I do Google hangouts with teachers all over the country to talk about assessment or planning reading and writing workshops in junior high or high school. These are people I've never met in person but reached out to me because of something they read on *Ethical ELA*. In 2016, while at NCTE, for the first time ever, my session was really well attended. People said it was because they followed the blog, which was affirming but also told me that the blog was resonating. I've seen teachers trying out some ideas and sharing them with others. There's been more participation each month on the 5-day writing challenge. Teachers who have been writing in that space have shared such powerful testimony about how it feels to write in such a supportive space. I have some data from the website, but none of this gives me an impact number. It has just been anecdotal. I should say, for me, the benefit has been beyond measurement because of the relationships with teachers in all levels of education who have impacted my thinking and, now, my career.



"I wrote as honestly as I knew how, and that resonated with teachers and teacher educators."

- Sarah Donovan

SARAH DONOVAN'S ETHICAL ELA

How does blogging compare to writing journal articles, book chapters, or other “scholarly” types of writing?

For a journal article, my writing first has to pass the editor’s “desk” to even make it to peer reviewers. And then, two or more peers whom I am not sure I have ever met and don’t have access to my identity have to read my work and decide if it is worthy of disseminating. And then, it could be a year or more before anyone will read it. Finally, a journal article becomes a permanent record, which is why peer-review is important. I need their, my peers’, guidance. With blogging, I have no way of knowing if the people reading my work like it or think it is valuable unless they comment or share it. I don’t have colleagues to hold me accountable for my thinking, research, citations before my work goes public. My motivation for writing the blog is to process a procedure, reflect on an experience, synthesize my reading, share book titles and sources. I can write it on a Friday and publish it on a Sunday. In a few hours, I know if the ideas resonated. I can fix a typo. And on Monday, some teachers will use a lesson I or a contributor shared or rethink some practice because of *Ethical ELA*. Chapters are a blend of these two forms. For chapters, I have taken concepts from blogs and revised them to fit editors’ chapter format suggestions. Working with editors and copyeditors is a process of collaboration that I have enjoyed immensely. There is something incredible about contributing to a vision a colleague developed, nurtured, and published by and for our field.

What are some of the ways in which writing a blog influenced your job search?

I think the years of writing *Ethical ELA* helped me find my voice as a writer but, perhaps more importantly, developed a capacity to write regularly, to grapple with ideas through writing in a public way. There is a challenge to make linear and comprehensible the complexity of teaching, which is anything but linear and, in many ways, defies knowing. I wrote as honestly as I knew how, and that resonated with teachers and teacher educators, which found me an audience. And that brought me opportunities for chapter publications and national conference presentations. When I finally went on the job market last year, I found a network of colleagues willing to be a reference, coach me through the process, and, it turns out, welcome me to their university. Again, I don’t know how much the blog influenced the hiring committee, but I had a body of work that I could point to that would help me develop a pipeline of scholarship for the next few years.

Do you have any advice for others considering writing a blog?

So much of the blog was learning-as-I-go. I read a lot about websites and web hosting. I played with the aesthetic of the blog with different themes once I better understood the impact of font, color, images, and widget content (e.g., video, hyperlinks, book reviews) on the message and audience. The blog is a dynamic space, so the menu changed as I started new projects like the YA Summit and the 5-Day Writing Challenge. My advice, then, is to be inventive with its purpose so that it can be a live space that can serve you and your audience. Initially, brainstorm topics for blogs. Write several 1000-word pieces before publishing anything, and then schedule those to post in the first week you launch your website. Then, build content weekly or bi-monthly. Share these posts on Facebook, Twitter, and Instagram, but also read other people’s blogs and share good content. Sometimes your blog ideas come in response to what’s going on in the world, but more than anything, your teaching and dissertation work will drive your content. If you read a great article in a course you are teaching or taking, write a blog post about that. If you attend a conference and hear a great talk or sit at a round table that stirred an idea, write about that. Use the blog to continue conversations. And then, think about how you might serve teachers or communities with your blog—a series of interviews, a free workshop, guest blog series. It will be what you make it.

Is there anything else you would like to share?

I so appreciate your invitation to talk about *Ethical ELA*. I had no idea how long I was going to keep it going. I could not have anticipated the relationships I have developed in this virtual space. I truly believe that what has resonated most with readers is my willingness to be vulnerable, to share stories that illuminate my missteps, and how I grapple with paradoxes of teaching. I think we need more of that in education, and I look forward to hearing your stories and the stories of *Growing Scholars* readers.

ELATE-GS

MEET THE BOARD!

**CHAIR****Stacia Long**

The University of Georgia

"I'm interested in the power of graduate student groups to build strong communities, supportive networks, and contribute to the larger field."

**NCTE LIAISON****Lindsay McHolme**

Michigan State University

"I am interested in supporting ways for ELATE to be a more inclusive community."

**CONFERENCE CO-CHAIR****Johnny Allred**

University of Arkansas

"I want to reach across boundaries to more fully engage preservice teachers, graduate students, and faculty members in conversations, mentorship, and academic work with each other."

**MEMBERSHIP DIRECTOR****Mary Neville**

Michigan State University

"I am interested in advocating for members to feel supported as they navigate NCTE and graduate school and in helping support ELATE in becoming more inclusive."

**CONFERENCE CO-CHAIR****David Premont**

Purdue University

"I envision establishing a stronger identity of cohesion and access for members of the ELATE-GS and helping preservice teachers feel more connected to the annual conference."

**NEWSLETTER CO-EDITOR****Brandie Bohney**

Bowling Green State University

"I would love to figure out ways to make ELATE more visible to graduate students on campuses that don't have liaisons or who are in programs in closely related fields."

**SOCIAL MEDIA CO-DIRECTOR****Seth French**

University of Arkansas

"I want to further develop ELATE's social media presence through Twitter and a website, as well as connect teacher educators with one another all across the country."

**NEWSLETTER CO-EDITOR****Kate Hope**

Arizona State University

"I would love for ELATE-GS to draw in more pre-service teachers who are considering an English Ed focus for graduate school."

**SOCIAL MEDIA CO-DIRECTOR****Merida Lang**

The University of Georgia

"I would love to utilize our resources to make ELATE as useful to graduate students as possible."

**NEWSLETTER CO-EDITOR****Nina Schoonover**

North Carolina State University

"I'd like to see ELATE-GS expand to communities of ELA teacher educators that haven't traditionally been involved in ELATE."



ACHIEVEMENTS & ACCOLADES! ELATE-GS MEMBER UPDATES

- **Neil Klein** (Indiana University) successfully defended his dissertation (Ed.D.) and is now a doctor!
- **Naitnaphit Limlamai** (University of Michigan) was recently named the diversity, inclusion, justice, and equity (dije) chair of the Michigan Council of Teachers of English.
- **Russell Mayo** (University of Illinois at Chicago) was awarded the 2019 ELATE Graduate Student Research Award in support of his longitudinal research study “Teaching English Teachers in the Anthropocene: Qualitative Case Studies of Climate Change in English Education.”
- **Johnny Allred** (University of Arkansas) authored “Online Student Discussions for Social Construction of Knowledge and Dialogue,” a chapter included in the *Handbook of Research on Integrating Digital Technology with Literacy Pedagogies*.
- **David Premont** (Purdue University) coauthored “Picturing Writing: Differentiating Secondary Writing Instruction with Picture Books,” to be featured in the November 2019 issue of *English Journal*. He also recently passed his prelim and proposal exams and is officially a doctoral candidate.
- **Chea Parton** (The University of Texas at Austin) coauthored “Suburban Dreams: The American Teenage Experience in Netflix Originals” in the latest edition of *Screen Education*. She also passed her exams and finished her dissertation proposal, making her an official doctoral candidate!
- **Katie Nagrotsky** (Teachers College) has two recent publications: “Turning Into the Skid” in the July 2019 *English Journal* and “Teaching By Numbers: Rhetoric in a New Graduate School of Education” in the forthcoming Fall 2019 *Social Justice and Education Foundations*.

**"Study hard
what interests you in
the most undisciplined,
irreverent and original
way possible."**

- Richard Feynman

WRITE FOR US!

GROWING SCHOLARS CHRONICLE ~ CALL FOR SUBMISSIONS

BATTLING IMPOSTER SYNDROME

The ELATE-GS Growing Scholars Chronicle is seeking submissions from graduate students in English Education or a related field that offer personal definitions of imposter syndrome, strategies for overcoming these debilitating feelings, experiences shared through narrative, or other related discussions of this topic. This column provides a space intended to build awareness around imposter syndrome, and to share with graduate students approaches to moving this crippling mindset into feelings of empowerment. This column is intended to support growing scholars as they navigate the job market leading into careers in higher education, as they teach pre-service teachers in English language arts, and as they enter into new roles as scholars and researchers. Submissions are also intended to encourage further development from graduate students in the field of English Language Arts Teacher Education.

Please submit all manuscripts as Google Documents or Word attachments through email by February 1, 2020, to GrowingScholarsChronicle@gmail.com for the Spring 2020 issue. Manuscripts should be no longer than 500 words in length; use in-text documentation, following the current APA style. Include a list of references.