

Lauren Gatti

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Current Position

Assistant Professor: University of Nebraska-Lincoln

Department: Teaching, Learning, and Teacher Education (Affiliate appointment in English)

Areas of Specialization: English Education, Teacher Education, and Democratic Education

Education

Ph.D.	University of Wisconsin, Madison Major field: Curriculum and Instruction Minor field: Education Policy	2012
M.A.	Loyola University of Chicago English	1999
B.A.	Lawrence University (Appleton, WI) English (with certification in Secondary English Education)	1994

Fellowships and Grants

2016	Spencer Foundation Small Grant, Chicago, IL (\$50,000) Submitted with Co-PIs Hilary Conklin and Kavita Matsko Kapadia). (In review).
2015-2016	Layman Award, University of Nebraska, Lincoln (\$10,000)
2011	Vilas International Travel Grant Recipient, University of Wisconsin-Madison (\$1,200)
2011	Avril S. Barr Summer Fellow, University of Wisconsin-Madison (\$5,000)
2010-2011	Tasha Morgridge Distinguished Graduate Fellow, University of Wisconsin-Madison (\$20,000)
2010	Vilas Research Travel Grant Recipient, University of Wisconsin-Madison (\$600)

- 2009-2010 Carrie R. Barton Memorial Fellow for English Education, University of Wisconsin-Madison (\$6,000)
- 2006 National Endowment for the Humanities (NEH) Fellow. Bowdoin College, Maine. Summer. (\$3,000)

Honors and Awards

- 2015 College-wide Distinguished Teaching Award (University of Nebraska, Lincoln)
- 2013 Outstanding Dissertation Award for Division K (Teaching and Teacher Education) of the American Education Research Association (AERA)
- 2011 Spencer Dissertation Fellowship finalist (top 10% of all applications)
- 2009 Selected for participation in "Transnational Perspectives in Democratic Education" summer course at the University of London's Institute of Education
- 2007 Golden Apple Award for Excellence in Teaching nominee. Chicago, Illinois

Monograph (Peer-reviewed):

Gatti, L. (2016b). *Toward a framework of resources for learning to teach: Rethinking U.S. teacher preparation*. Palgrave Macmillan: NY.

Peer-Reviewed Articles:

Gatti, L. (2016a). "Learning to Teach in an Urban Teacher Residency." *Urban Education*.

Catalano, T. and **Gatti, L.** (2016). "Representing teachers as criminals in the news: A multimodal critical discourse analysis of the Atlanta schools' *Social Semiotics*.

Gatti, L. and Catalano, T. (2015). "The Business of Learning to Teach: A Critical Metaphor Analysis of one Teacher's Journey." *Teaching and Teacher Education*, v. 45, 149-160.

Gatti, L. and Payne, K. (2011). "The Civic and Political Assets of Preservice Teachers: Understanding our Millennial students." *Teacher Education & Practice*, 24(3). Invited submission.

Gatti, L. (2011). "Seriously Popular: Rethinking 19th Century American Literature through Teaching Popular Fiction." *English Journal*, (100)6.

Hess, D. and **Gatti, L.** (2010). "Putting Politics in its Place: In the Classroom." In N. Thomas (Ed.), *New Directions for Higher Education*. San Francisco, CA: Jossey Bass, 19-26.

Peer-Reviewed Book Chapters

Gatti, L. (2014). "Conversing with Longfellow: Democratizing the American Literature Curriculum." Book chapter for edited collection of essays on Henry Wadsworth Longfellow, *Reconsidering Longfellow*. Editors: Christoph Imscher and Robbie Arbour. Rowman & Littlefield (Fairleigh Dickinson University).

Gatti, L. (2014). "Negotiating Conflicting Frames of Experience: Learning to Teach in an Urban Teacher Residency" in *Learning Teaching from Experience: Multiple Perspectives and International Contexts* edited by Viv Ellis and Janet Orchard. Bloomsbury Academic, London.

Creative Writing Publications

Gatti, L. (2015). "America." *Voices for Social Justice in Education: A Literary Anthology*. Eds. Julie Landsman, Rosanna Salcedo, & Paul Gorski.

Gatti, L. (2012). "This is where we come from." *What teaching means: Stories from America's classrooms*. Rogue Faculty Press, NE.

Published Curriculum Materials

Gatti, L. (2014). *Restoring Opportunity: The Crisis of Inequality and the Challenge for American Education* by Greg Duncan and Richard Murnane. Harvard University Press: Cambridge, MA. <http://restoringopportunity.com/using-restoring-opportunity-in-undergraduate-and-graduate-courses/>

National and International Conferences

Catalano, T. and **Gatti, L.** "Framed: A critical multimodal analysis of the representation of teachers in the Atlanta 'cheating scandal.'" Poster presented at Division L, Section 5 of the American Educational Research Association (AERA). Washington, DC. April, 2016.

Diniz, J., **Gatti, L.**, Catalano, T., Alfredo, M., and Silva-Peña, I. "Privatization of teacher education around the World." Discussant: Ken Zeichner. Paper presented at symposium session Division K of the American Educational Research Association (AERA). Washington, DC. April, 2016.

Gatti, L., Thomas, S., and Green, N. "Responsibility and Creativity in English Teacher Education: The Role of Professional Care in Mentoring the Next Generation." Panel presentation for the National Conference for Teachers of English (NCTE). Minneapolis, MN. November, 2015.

Gatti, L. and Thomas, S. "Depicting our Programs: Using Visual Representation to Think about Program Coherence and Innovation." Presentation at the Conference on English Leadership. NCTE. November, 2015.

Friedrich, D., **Gatti, L.**, Tyson, T. Niccolini, A., Pindyck, M., and Backer, D. "Education States of Suspension: Tinkering and Hacking." Symposium paper presented in Division B (Curriculum Studies) of the American Educational Research Association's Annual Conference. Chicago. April, 2015. *In absentia*.

Friedrich, D., Swalwell, K., Kretchmar, K., **Gatti, L.**, and Sondel, B. "Concentric Circles of Teach For America/Teach For All: A Layered Approach to Neoliberal Reform." Roundtable paper presented in Division L of the American Educational Research Association's Annual Conference. Philadelphia. April, 2014.

Gatti, L. and Sarroub, L. "What is the Purpose of School Writing?" Conference paper presented at the Writing Research Across Boundaries III conference. Paris, France. February, 2014.

Gatti, L., Catalano, T., and Hamann, E. "Learning to Teach within a Neoliberal Policy Context." Conference paper presented at the annual conference of the American Anthropological Association. Chicago. November, 2013.

Gatti, L. and Thomas, S. "Working Toward Programmatic Continuity and Teacher Efficacy in English Education." Workshop conducted at the Conference on English Education. Fort Collins, Colorado. July, 2013.

Gatti, L. "The Rhetoric of Partnership: Exploring the Complexity of an Urban Teacher Residency." Roundtable paper presented at Division K of the American Educational Research Association. San Francisco, May, 2013.

Gatti, L. "A Critical Examination of Partnership in an Urban Teacher Residency." Roundtable paper presented at the American Association of Colleges for Teacher Education. Orlando. February, 2013.

Edwards, A., Ellis, V., **Gatti, L.**, Max, C., Payne, K., and Zeichner, K.. "Cultural-Historical Approaches to Teacher Education: Examining Collaboration, Expertise, and Mentoring in

Teacher Learning.” (In absentia due to serious illness). Discussant: Professor Peter Smagorinsky. Symposium paper written for Division K of the Annual meeting of the American Educational Research Association. Vancouver, British Columbia. April, 2012.

Gatti, L., Guay, M., Lang, L., and Porath, S. “Expanding Access, Knowledge, and Participation Through Discussion and Discourse.” Symposium paper presented at the Literacy Research Association conference. Jacksonville, Florida. November, 2011.

Gatti, L. “Learning to teach in urban settings: Examining the interplay between teacher education pathway and learning to teach English and facilitate discussion in urban contexts.” National Council of Teachers of English annual conference. Chicago. November, 2011.

Gatti, L. “Learning to Facilitate Discussion: How and Why the Relational Matters.” Poster presented at the Research Symposium, “What and How do Teachers Learn from Experience?” held by Oxford’s Centre for Sociocultural and Activity Theory Research. Oxford, U.K. October, 2011.

Hess, D. and **Gatti, L.** (co-authors of conference paper). “Discussion in Social Studies: A Basic Primer on What We Know and What We Need to Learn.” Paper presented by Diana Hess. Annual meeting of the American Educational Research Association. New Orleans. May, 2011.

Anderson, L., **Gatti, L.**, Pacheco, M., Payne, K., Stillman, J., and Zeichner, K. “Cultural-Historical Approaches to Preservice Teacher Education: Examining the Role of Context, Community, and Culture in Teacher Learning.” Discussant: Professor Luis Moll. Division K Invited Session at the annual meeting of the American Educational Research Association. New Orleans. May, 2011.

Gatti, L. and Payne, K. “The civic and political assets of preservice teachers: Understanding our millennial students.” Roundtable presentation at the annual meeting of the American Association of Colleges for Teacher Education. San Diego. February, 2011.

Gatti, L. and Payne, K. “The millennial teaching generation: Mining the assets of preservice teachers' civic and political engagement.” Roundtable presentation at the annual meeting of the American Educational Research Association. Denver, CO. April, 2010.

Gatti, L. “Seriously popular: Rethinking the 19th century American literature canon through the teaching of popular fiction.” Presentation at the annual meeting of the Wisconsin Council for the Teachers of English. Milwaukee, WI. October, 2009.

Gatti, L. "Citizens of the world': Myles Horton's search for an international social movement in the 1970s." Paper presented at the annual meeting of the American Educational Research Association. San Diego. April, 2009.

Teaching Experience

Assistant Professor: Department of Teaching, Learning and Teacher Education, University of Nebraska, Lincoln

Coordinator of undergraduate and graduate English Education programs. Teach undergraduate courses in English education methods and graduate courses in the teaching of writing, teacher education policy, and democratic education. Advise Masters and Doctoral students in Teaching, Learning, and Teacher Education as well as in the English Department. Serve on Graduate, Secondary Education, and Advisory committees. Awarded College of Education and Human Sciences (CEHS) Distinguished Teacher of the Year (2015). Affiliate appointment in the English Department. August 2012-present.

University Instructor: English Department, University of Wisconsin, Madison

Taught course in college composition (English 100), a portfolio-based writing course emphasizing the development and enactment of rhetorical awareness. August 2011-January 2012.

University Supervisor: Professional Development Schools (PDS), University of Wisconsin, Madison

Co-facilitated weekly seminars with school-based supervisor; supervised practicum students in Math, Language Arts, and Social Studies; cultivated and maintained open and respectful lines of communication between the University and Cherokee Heights Middle School faculty and cooperating teachers; and supervised student teachers at Cherokee and Thoreau Elementary. 2008-2010.

High School English Teacher: Cristo Rey Jesuit High School, Chicago, IL

Taught Freshman English, Sophomore English, Junior American Literature, and Junior Modern Poetry (NB: all classes were untracked in this dual language, bicultural school created for youth in the working poor, Mexican immigrant neighborhood of Pilsen). Appointed steering chair for five-year, school-wide North Central Accreditation process. Developed curricula rooted in essential questions for Modern Poetry and American Literature. 2001-2007.

High School English Teacher: Loyola Academy, Wilmette, IL
Taught Freshman English, Sophomore American Literature, Sophomore Speech/Communication, Senior Modern Fiction, and Senior Modern Poetry. Awarded curriculum-writing grant to developed semester-long, senior Modern Poetry elective; co-created social justice-themed Modern Fiction course. 1995-2001.

Invited Lectures and Talks

Invited speaker for “John Dewey’s Democracy and Education at 100: Provocations and Conversations.” Conference hosted at the University of Wisconsin, Madison’s and jointly sponsored by Educational Policy Studies and the Center for Ethics and Education at the University of Wisconsin, Madison. March, 2016.

Invited presenter for the Great Books Foundation of Chicago’s webinar series. Topic: The Role of Disciplinary Aims in Facilitating Discussion.” March 19, 2014.

Invited presenter for the International Research Symposium, “What do teachers learn from experience (and what not)?” at Brunel University, London. February 21, 2014.

Invited speaker for Disciplinary Based Research Group at the University of Nebraska, Lincoln. Topic: Learning to teach English: Contending with Bipolar Disciplinary Aims. September, 2013.

Invited speaker for Spencer Foundation Philosophy of Education Institute, Chicago, Illinois. Topic: Exploring the Role of Aims in Urban English Teacher Education. July, 2013.

Invited lecturer for undergraduate course in Urban Education at University of Wisconsin, Whitewater. Topic: Learning to Teach in Urban Classrooms. November, 2012.

Professional Service

AMERICAN EDUCATIONAL RESEARCH ASSOCIATION

Mentor for new faculty in Division K (Teaching and Teacher Education). 2015-2016.

Selected participant for Division L (Education Policy and Politics) New Faculty Seminar, a pre-conference workshop. Philadelphia, 2014.

Selected participant for the Division K (Teaching and Teacher Education) New Faculty Seminar, a pre-conference workshop. San Francisco, 2013.

Selected participant for the Division K Graduate Student Seminar, a pre-conference workshop for dissertators. New Orleans, 2011.

Reviewer for AERA annual meeting: Division K; Cultural-Historical Activity SIG; Writing and Literacies SIG; and Urban Learning, Teaching, and Research (ULTR) SIG. 2011-2016.

ENGLISH AND ENGLISH EDUCATION

Invited participant for Conference on English Education (CEE) Commissioned Study on the preparation of English teachers. 2015-2016. (PIs: Donna Pasternak (University of Wisconsin, Milwaukee; Heidi Hallman (University of Kansas); Sam Caughlan (Independent scholar); Laura Renzi (Westchester University of Pennsylvania); and Leslie Rush (University of Wyoming).

Elected position: National Council for Teachers of English (NCTE) Nominating Committee. Term of Service: 2014-2015.

Member of Search Committee, English Department. Reviewed, ranked, and discussed approximately 130 applications (each year) for an Assistant Professor opening in Composition and Rhetoric. Fall 2013, Fall 2014.

Invited participant for the Conference for English Education's (CEE) Mentoring Program. Mentor: Cathy Fleisher.

Co-facilitator for the Nebraska Writing Project (Summer Institute). June 2016.

Co-facilitator for the Nebraska Writing Project (Activist Teaching Institute). June, 2015.

Co-facilitator for the Nebraska Writing Project (Literature Project). June, 2014.

Co-facilitator for the Nebraska Writing Project (Summer Institute). June, 2013

Organizer and facilitator for "Girls Only Writing" day sponsored by the Women's Clubs of Nebraska. Day-long writing event for approximately 80 girls from around the state. Civic Center in Seward, NE. November 2013, 2014, 2015, 2016.

Invited judge for the National Council for Teachers of English's (NCTE's) National Achievement Awards in Writing contest. 2013, 2014, 2015, 2016.

Primary organizer for interdisciplinary, community-wide “Go Big Read” event. Over 130 local high school students and 50 University of Wisconsin, Madison English 100 students gathered for a panel discussion on literary journalism and the media’s portrayal of immigration, followed by student-led Socratic Seminars on Sonia Nazario’s book, *Enrique’s Journey*. October, 2011.

PEER REVIEW and EDITORIAL BOARD SERVICE:

Advisory Board Member for Bloomsbury’s new International Series on Teacher Education, “Reinventing Teacher Education.” Invited by series editors Marie Brennan (Victoria University, Australia), Meg Maguire (King’s College, London), Viv Ellis (Brunel University, London), and Peter Smagorinsky (University of Georgia, USA). Three-year term (2015-2018).

Invited reviewer for *Research in the Teaching of English*, *Journal of Teacher Education*, *English Education*, *Educational Policy Analysis Archives*, *Teaching and Teacher Education*, *Urban Education*, and *Journal of Literacy Research*.

Reviewer for Literacy Research Association (LRA) conference. 2015.

Editorial Board Member and Article Editor for SAGE Open Manuscripts. 2013-present.

Editorial Board member, *Journal of Urban Learning, Teaching, and Research* (publication of AERA SIG: Urban Learning, Teaching and Research). Editor, Sharon Ulanoff of California State University. 2011.

Editorial Assistant for *Networks: An On-Line Journal for Teacher Research*. Editor, Catherine Compton-Lilly. 2010-2011.

Research

Gatti, L., Conklin, H., and Kapadia, K. (In process). “Learning to teach in an Urban Teacher Residency and a traditional university program: A comparative study.” Funded by the University of Nebraska’s Layman Award. 2016-2018. Spencer Small Grant application in review for an additional \$50,000.

Gatti, L. (In process). “The Role of Resources in Learning to Teach English.” This two-year, longitudinal study explores how novice teachers in Nebraska learn to teach English throughout the last year of their teacher preparation (practicum and student teaching) through the first year as teacher of record. It will explore the role of resources—programmatically, disciplinary,

dispositional, experiential, and relational—in the learning to teach process. Spring 2015-Fall 2017.

Gatti, L. (2012). Year-long, qualitative study (N=27) exploring the learning to teach processes of two cohorts of novice urban English teachers enrolled in two different teacher education pathways: an “alternative” Urban Teacher Residency and a “traditional” university teacher education program. Academic Advisor and Principal Investigator: Professor Ken Zeichner. September 2010-2012. This study was awarded the AERA Division K Dissertation of the Year (2013).

Gatti, L. and Payne, K. (2011). Co-investigator on comparative qualitative study (N=17) examining civic and political engagement of teachers entering a university-based teacher education program and a national alternative teacher preparation program. Principal Investigator: Professor Diana Hess. January 2009-2011.

Active Memberships in Professional Organizations

NCTE (National Council for the Teachers of English)

CEE (Conference on English Education)

LRA (Literacy Research Association)

AERA (American Educational Research Association):

Division memberships: Division K (Teaching and Teacher Education), Division G (Social Context of Schooling), and Division B (Curriculum Studies)

SIG memberships: Critical Educators for Social Justice, Qualitative Research, Research in Reaching and Literacies, Research on Teacher Induction, and Writing and Literacies.

References

Professor Ken Zeichner: kenzeich@u.washington.edu, 608-212-0693

Professor Diana Hess: dhess@spencer.org, 608-234-0826

Professor (Emerita) Deborah Brandt: dbrandt@wisc.edu, 608-233-1272

Professor Viv Ellis: Viv.Ellis@brunel.ac.uk, +44 (0)1895 265159

