



FALL CONFERENCE 2017

WITH SPECIAL GUESTS:



NCTE President
Doug Hesse

National Teacher of the Year
Sarah Brown Wessling

Illinois Teacher of the Year
Brian Curtin

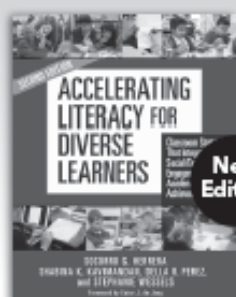
Blogger & Author
Dave Stuart Jr.

and introducing

**2017 Author of the Year
Adam Selzer**



IATE

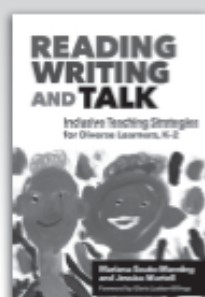


Accelerating Literacy for Diverse Learners

Classroom Strategies That Integrate Social/Emotional Engagement and Academic Achievement, K–8
Second Edition

Socorro G. Herrera,
Shabina K. Kavimandan,
Della R. Perez, and
Stephanie Wessels
Foreword by
Ester J. de Jong

2017 / 224 pp.
PB, \$33.95 / 9780807758595
Ebook, 9780807776155
large format



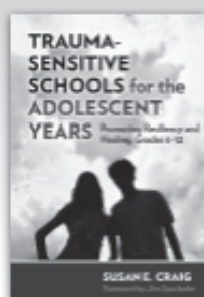
2016 AESA CRITICS' CHOICE AWARD

Reading, Writing, and Talk

Inclusive Teaching Strategies for Diverse Learners, K–2

Mariana Souto-Manning
and Jessica Martell
Foreword by
Gloria Ladson-Billings

2016 / 176 pp.
PB, \$33.95, 9780807757574
Ebook, 9780807774717



Trauma-Sensitive Schools for the Adolescent Years

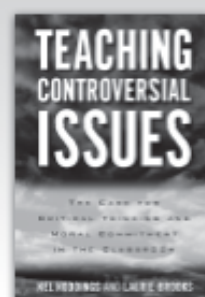
Promoting Resiliency and Healing, Grades 6–12
Susan E. Craig

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Nel Noddings and
Laurie Brooks

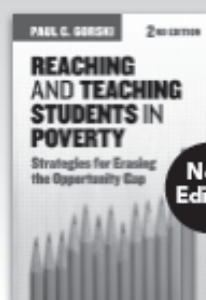
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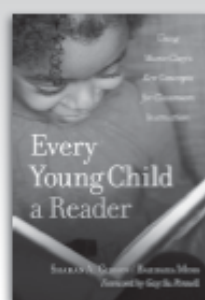
New and
Noteworthy



Reaching and Teaching Students in Poverty

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Paul C. Gorski

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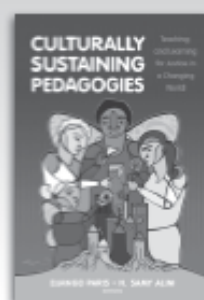


Every Young Child a Reader

Using Marie Clay's Key Concepts for Classroom Instruction

Sharan A. Gibson
and Barbara Moss
Foreword by
Gay Su Pinnell

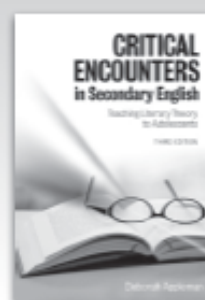
2016 / 160 pp.
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Culturally Sustaining Pedagogies

Teaching and Learning for Justice in a Changing World
Edited by Django Paris
and H. Samy Alim

2017 / 304 pp.
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Critical Encounters in Secondary English

Teaching Literary Theory to Adolescents, Third Edition
Deborah Appleman

2015 / 272 pp.
PB, \$31.95, 9780807756232
Ebook, 9780807773550
Illustrations

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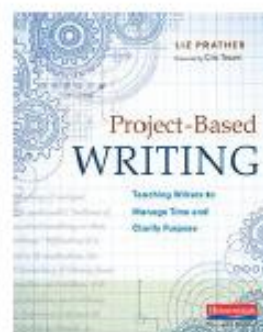
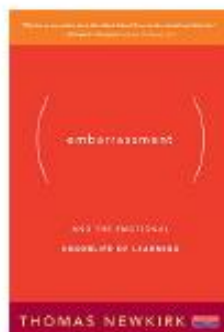
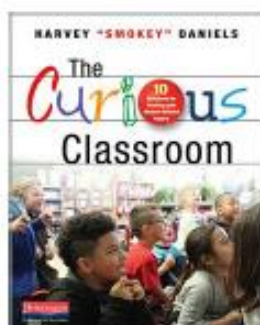
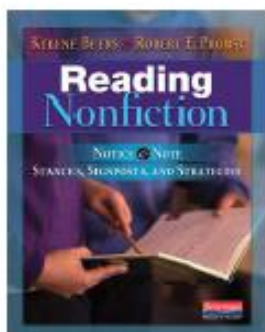
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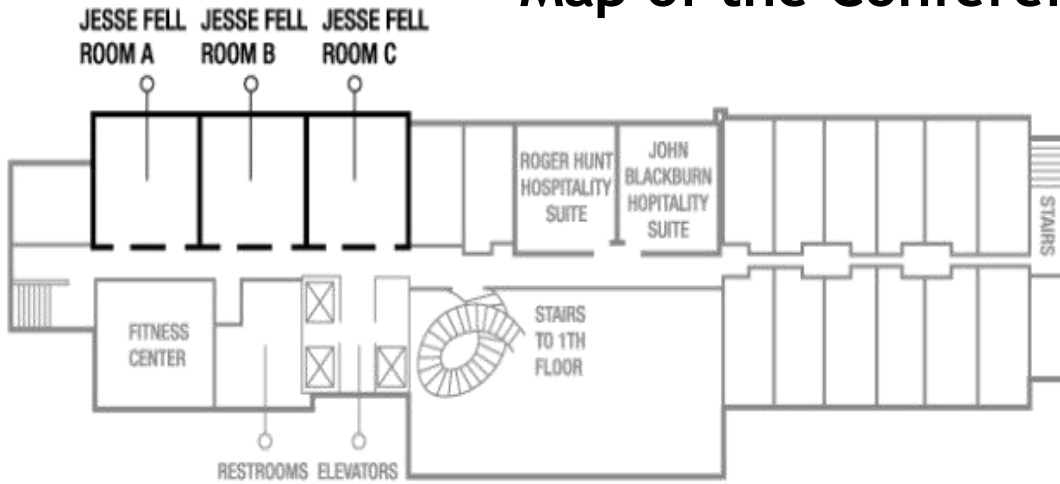


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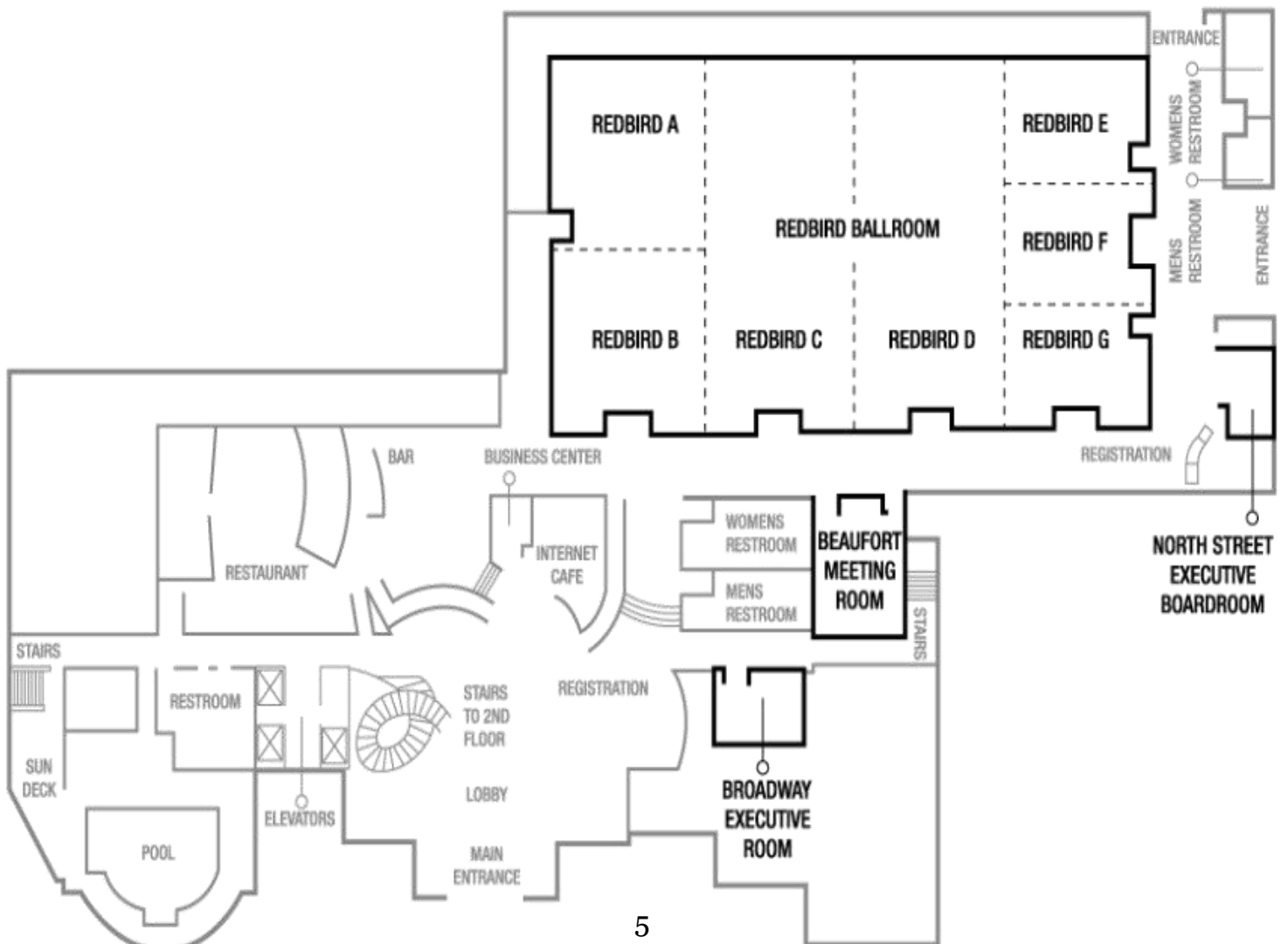
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SECOND FLOOR

Map of the Conference Facilities



FIRST FLOOR



Welcome from the IATE President

Welcome to Bloomington-Normal for the 2017 IATE conference “Re-Imagine: Our Passion, Our Practice, Our Profession.” The fall conference always provides numerous opportunities for learning new tricks for our toolbox and to establish connections with teachers all across our state. Huge thanks go out to Bill Curtin and his team for putting together an amazing conference that will no doubt inspire everyone in attendance!

As dedicated and committed educators, we’re constantly re-imagining every aspect of our practice. We know that new ideas and perspectives are critical to our own growth. As an organization, IATE knows this as well. We are constantly striving to review our previous practice and work to find better ways to serve our members.

We have a full schedule for the next two days. The presenters have spent a great deal of time preparing for their sessions. The program contains the schedule of sessions, presentations, exhibits, meetings, and social events. Please look through the program to create your own unique conference experience.

Mark Sujak, IATE President 2016-17

Message from the President-Elect

Welcome to another exciting fall conference, and congratulations to conference chair, Bill Curtin, for putting together an invaluable two days jam-packed with inspiring speakers, presentations, and workshops.

I am honored to be stepping into the role of president of IATE for this coming year. Together with the other talented leaders on the executive board, I look forward to increasing membership in our organization as well as finding new ways to benefit our members. I especially look forward to resurrecting our leadership academy in the spring and hosting English teachers from throughout the state who are interested in honing their leadership skills. Watch your email and the website for details!

Most importantly, this year I would like to increase involvement throughout our membership. IATE is comprised of hundreds of talented teachers who can benefit each other with their unique ideas and approaches to teaching English. The network I have personally developed through our organization has made all the difference in my own success as a teacher.

I would like to see each of the members of IATE benefit in the same way, through connecting with each other throughout the year, not just in October. Thus, it is important that we engage in a variety of activities in each of our districts, from social networking to professional development. If you would like to get more involved in your own district, or even just have some ideas you would like to share, let me know! Your input is always needed and appreciated.

Thank you all for being here, and here's to another wonderful year of inspired English teaching!

Barb Chidley, IATE President 2017-18

Organizing Friday's Schedule

8:00am	Registration & Continental Breakfast	
9:00am	Opening Session with Brian Curtin	Ballroom
10:00am	Breakout 1: _____	
11:00am	Breakout 2: _____	
12:00pm	Lunch	Ballroom
12:30pm	Keynote - Sarah Brown Wessling	
1:30pm	Workshop: _____	
3:00pm	Breakout 3: _____	
4:00pm	Breakout 4: _____	
5:00pm	Cocktails & Poster Session	Hallway
6:00pm	Dinner	Ballroom
7:00pm	Entertainment	Ballroom

Organizing Saturday's Schedule

7:30pm	Breakfast with Adam Selzer	Ballroom
8:30am	Breakout 5: _____	
9:30am	***check-out break***	
10:00am	Breakout 6: _____	
11:00am	Workshop: _____	
12:30pm	Lunch	Ballroom
1:00pm	Keynote: Dave Stuart, Jr.	
2:00pm	Breakout 7: _____	
3:00pm	Breakout 8: _____	
4:00pm	Dessert with Doug Hesse	Ballroom

Keynote Speakers

Opening Session: Brian Curtin

Brian Curtin teaches English at Schaumburg High School in District 211. He holds Bachelor's degrees in English and Spanish from the University of Illinois and from Illinois State University, and a Master's degree in English Education from the University of Illinois at Chicago. Curtin is a National Board Certified Teacher, a recipient of the Those Who Excel Teaching Award of Excellence, and in 2013, he was named the Illinois Teacher of the Year. As a member of ILSTOY and NNSTOY, Brian advocates for increased teacher leadership in Illinois. He also blogs for the Center for Teaching Quality, engaging educators through online conversations around the importance and implementation of collective leadership. You can follow him on Twitter @BrianCurtinSHS

Friday Luncheon: Sarah Brown Wessling

Sarah Brown Wessling is a National Board Certified Teacher since 2005 and in 2010 was selected as the National Teacher of the Year. In that capacity she worked as an ambassador for education, giving over 250 talks and workshops in 39 different states as well as internationally. Currently she maintains a hybrid teaching position which keeps her in the classroom and allows her to write, speak and work on teacher leadership initiatives around the country. Wessling is Laureate Emeritus for the non-profit Teaching Channel, is an author of *Supporting Students in a Time of Core Standards*, and has launched her own blog, Open Teaching, at sarahbrownwessling.com

Saturday Breakfast: Adam Selzer, Author of the Year

Adam Selzer is the author of more than twenty books for a variety of ages, fiction and non, from third grade to adult, preaching dork empowerment, the joys of info-literacy, and the wonders of fact-checking. His books include *Just Kill Me*, *Play Me Backwards*, *The Smart Aleck's Guide to American History*, *The Ghosts of Chicago*, *I Kissed a Zombie and I Liked It*, (hey, it was 2009, you HAD to have a zombie in your book) and *HH Holmes: The True History of the White City Devil*. See www.adamchicago.com

Saturday President's Luncheon: Dave Stuart, Jr.

Dave Stuart Jr. teaches English and History at Cedar Springs High School in Michigan. He believes all students and teachers should flourish, and the certainty that that can, and must, happen animates his work. He writes about literacy instruction, character strengths, and the inner work of teaching, and shares his work at conferences and schools around the USA. Over 35,000 people read his articles each month through his email newsletter. He describes his work as a focus on what matters most:

“I’m in pursuit of big questions. I want to do all I can to ensure my students dominate life’s challenges. I want my passion for my content areas to be contagious. I want to make an impact with my career while not losing my personal life in the process. I got into teaching because I wanted to impact students. I **did not get into teaching** because I wanted to produce dog-and-pony-show lessons on evaluation day, or because I wanted to obsess over test scores. I’m just not that guy. But I do want to be the guy who helps you get rid of the fluff and **go big on practices that matter most**. So that’s what I do: I show you how to take a non-freaked out approach to teaching. I share what actually works and fails in my classroom and others.”

Dessert and Closing Session: Doug Hesse

Douglas D. Hesse is Professor and founding Executive Director of Writing at the University of Denver, where he’s been named University Distinguished Scholar. The current Past President of the National Council of Teachers of English, he previously chaired the Conference on College Composition and Communication, was President of the Council of Writing Program Administrators, and held leadership roles in the Modern Language Association. He taught twenty years at Illinois State University, where he directed the Writing Program, the Center for the Advancement of Teaching, and the University Honors Program.

Hesse’s 60 published articles and four co-authored books focus on writing pedagogy; nonfiction; and professional issues facing teachers and writing programs. He’s been keynote speaker at over 40 conferences and consulted at over 50 universities. Hesse edited the journal *Writing Program Administration* and helped found a national writing competition, the NCTE/Mailier Writing Awards for High School and College Students.

Friday, October 20, 2017

9:00am Opening Session Ballroom

Speaker: Brian Curtin

Re-engaging Kids in Language: It Matters Now More Than Ever

English teachers have always understood the power of language. In today's socio-political climate, however, many others are beginning to see the serious impact of language as well. How do we re-engage our students to understand that words carry real power? Three practical strategies can change the culture in your classroom to recalibrate the way in which your students view English/Language Arts class. By building a learner's mindset, promoting creativity, and encouraging healthy conflict, we can empower students with the tools to critically engage with a world where words matter.

10:00am Session 1

F1.1. The Great 8: Classroom Tested, Student Approved Activities

Cheryl Simonds

Redbird E

From "Up Against the Wall" debates and "The Capulets Go to Marriage Counseling" to "Draw Again or Phone a Friend" review sessions, these ideas will bring lively conversations and lots of laughter to your classroom. Other activities covered in this session include Readers Theatre, art projects, student-friendly seminar topics, the Star Crossed Board Game, and on-the-scene-reporting with "The News Crew".

F1.2. What's New in Young Adult Literature?

Deborah Althoff Will and Jeanné Aken

Redbird F

Are you looking to incorporate new texts into your classroom? Would you love to have students read independently and enjoy the books they are reading? Are you tired of begging students to read? Come join us. We will talk about new books that inspire students to WANT to read, and we'll talk about programs that create a culture of readers for both middle school and high school students.

F1.3. Act It Out: Expanding Student Engagement, Reading Skills, and Critical Thinking With Active Approaches to Dramatic Literature

Mary T. Christel, Juliet Hart, Kathryn O'Day Beaufort

Learn how to use drama's performance attributes to unlock the language of a text. Learn how exploring a play's themes and a key monologue with active drama approaches prepare students for reading the full text.

F1.4. 2017 Digital Odyssey: Reinvigorating a Classic with Digital Storytelling

Shannon Bicknell, Casey Crowhurst, & Megan Howard Fell A

Do you want to reinvigorate the study of a classic, develop students' multimodal composition skills, and provide a platform for students' voices? Join us as we share the Odyssey digital storytelling project we developed for freshmen. You will learn how to leverage the digital storytelling process in your classroom, and we will share project resources and student exemplars.

F1.5. Engaging the Disengaged: SPACED Assignments in a Professional Writing Course: Mijan Rahman Fell B

The session will introduce the audience to an innovative teaching practice, that of making professional writing assignments Staged, Personalized, Actual, Contextualized, Elaborate, and Diverse (SPACED), which can make the students of traditionally GED required writing classes engaged and invested. Bring in actual writing assignments for most benefit from the session.

F1.6. Summary Notice

Patricia Marshall Fell C

The humble summary, a cornerstone of reading comprehension, re-deployed in a cross-curricular, easily assessable format, partnered with response and citation practice to help students succeed in English and across the curriculum.

11:00am Session 2

F2.1. Talking Their Way to Knowing: Creating Discussions that Teach

Thinking: Sarah Brown Wessling

Redbird E

If you've found yourself asking, "How do I get my students to see beyond the surface? How do I get them to *think*?" you're part of a huge club of us who are constantly trying to help our students "get beyond." When we're learning deeply, when we're deconstructing the processes of thinking, we're cultivating our strongest thinkers. In this session, we'll do a deep dive into some ways discussion can challenge students to exercise deeper learning.

F2.2. 25 MORE Strategies in 50 minutes

Jamie Zarnstroff & Carrie Thomas

Redbird F

In a fast-paced format inspired by *Too Much Light Makes the Baby Go Blind*, Jamie and Carrie will present twenty-five MORE strategies to help you improve, streamline, simplify, and enjoy instruction and evaluation. The ladies have outdone themselves this year adding tons of new strategies and bringing back a few favorites. Prepare yourself for a wealth of information that can be put into practice instantly with any text or topic.

F2.3. Building Students' Critical Awareness Through Media Analysis and Narrative Writing

Cassandra Huelet-Graham

Beaufort

This presentation describes a project in which students analyze media portrayals of different aspects of their individual identities to discover dominant "narratives" about those identities; they then compose narratives of moments in their lives when they have challenged or embraced those narratives. Through rhetorical analysis, analytical and narrative writing, students gain critical awareness and the power to define themselves.

F2.4. RE-enforcing Reading and Writing in Science

Jennifer Smith

Fell A

Reading and writing technical texts is as essential in the language arts classroom as it is in the science classroom. Participants will learn how to use science texts to teach various reading strategies including close reading and annotating. The Claim, Evidence, Reason strategy for writing will also be discussed.

F2.5. Argument-Centered Instruction: Reclaiming Our Teaching Passion in Classrooms of Intellectual Conflict, Inquiry, & Discovery

Les Lynn

Fell B

As Neil Postman has said, argument is “the soul of an education.” There has been a widespread embrace of argumentation in the teaching profession recently, because of its importance to improved learning outcomes and more widespread college readiness. This presentation, however, will show teachers how an argument-centered classroom can help them reclaim their own professional passion for ideas, learning, and discovery.

F2.6. Re-Imagining The AP Literature Curriculum

Zach Kuhn

Fell C

This presentation is for AP Literature teachers who are looking for new ways to teach the course. I will discuss novels, stories, and poems that are outside of the canon that have been successful with my students who take the AP test and score 4s and 5s. The goal is to start a network of like-minded AP teachers who collaborate and share successful lessons and texts.

12:00pm Luncheon

Ballroom

Presenting NCTE Teacher of Excellence Genevieve Sherman

“She leads students not only in the classroom, but outside of it, providing students with a model for excellence by holding herself and her students to the highest standards. Students aren’t just receiving knowledge from Ms. Sherman, they are actively engaged in constructing their learning.” —Michael Blades, English Division Chair

Speaker: Sarah Brown Wessling

The Let-Go that Gets More: Creating Classroom Culture

Letting go is never easy, especially when we are so determined to help our students succeed. Even though it can feel counter-intuitive, giving the classroom to our learners makes for much more effective teaching. Together we’ll explore how to letting go of some things will help create a classroom culture where group work is productive and helps our learners flourish.

1:30pm Workshops

FW1. Can We Talk about White Privilege? Student Choices and Conversations about Critical Issues

Thomas McCann, Elizabeth Kahn, & Carolyn Walter

Redbird E

When students choose the focus for their inquiry and discussions, they immerse themselves enthusiastically in the talk about tough issues. The panelists share the processes for student-selected inquiries and the forum structures that prompt a sequence of discussions that connect texts and transform into elaborated writing.

FW2. Get 'Em Moving: Developing Literacy Skills with Improv

Katherine McKnight

Redbird F

The connections between play, creativity, and learning are essential components for the development of critical thinking. Improv increases movement and develops reading, writing, speaking and listening with kinesthetic movement. Improvisation is an ideal pedagogical strategy for teaching and learning because it has both inherent structure and flexibility.

FW3. DAMN. It's Lit.

Michael Smith & Hasham Bhatti

Beaufort

This presentation provides strategies for teachers to navigate the intersection between language, the self, and race in America through Kendrick Lamar's DAMN. as an anchor text.

FW3. Problem-Solving the Writing Classroom

Jared Friebe

Fell A

How can we help students see themselves as writers worth reading? How can we improve student writing without overworking ourselves? It's really a matter of developing writing communities in class so that students see their peers and professional writers as guides who can help them problem-solve their struggles.

FW4. Refactoring Instruction: Think Like an Engineer

Blake & Carrie Thomas

Fell B

Code literacy has rapidly become the single most sought after skill a prospective employee can bring into the workforce, and yet it is simply not taught in most schools, often because the instructors themselves are not code literate. The solution is nonetheless within reach for all of us, regardless of our technical skills: teach our students to think like a coder. In this workshop, Blake and Carrie will show you how to adapt your language and instruction to lay the foundation for critical thinking skills central to engineering applications for mobile and web platforms. They will arm you with simple logical constructions to shift your thinking. They will dazzle you with Shakespeare rewritten in simple, elegant code. They will even teach you a little Python so that you, too, can spin poetry from punctuation. Whether you are a competent coder or code illiterate, there is a place for you at the table.

FW5. Students Don't Have to Be Stuck in the Middle

Bobb Darnell

Fell C

Discover how to ignite increased achievement for all students with a renewed emphasis on the average students. Experience what it takes to increase students' risk taking, achievement, and confidence. Learn how you can explicitly teach students success strategies and skills that can make a growth mindset really pay off.

3:00pm Session 3

F3.1. REengaging Learners

John Hartzmark

Redbird E

Students have technology and engaging resources at their fingertips. Teachers need to be able to utilize technology to re-engage learners. We can not just give worksheets and follow a book. Teachers have to use the old-tools with the new-tools to help multiple intelligences and connect to all learning types. You will see modified lessons, various websites, and other tools to make students engaged and connect your lessons to their lives.

F3.2. REclaiming "Test Prep"

Barb Chidley

Redbird F

This session will empower teachers to guide students through multiple choice test prep in a way that builds students' skills in comprehension, critical thinking, analysis, and problem solving so that the dreaded "test prep" actually becomes an engaging opportunity to increase student learning, in English as well as in other disciplines.

F3.3. Assessment: Isn't There a Better Way?

Courtney Eddleman & Don Sturm

Beaufort

Interested in standards-based grading? What began as a series of conversations about philosophy and managing an intense workload culminated in the transformation of a dual credit class. Hear discussion of the logistics of the shift from the viewpoints of a technology integration specialist and a classroom teacher resulting in benefits for both students and teacher.

F3.4. Illusions of News: Teaching our Students to Identify Bias in an Era of Fake News

Jason Block and Cambria Myers

Fell A

It has never been more imperative that our students learn to be critical consumers of the media, and this session give teachers the tools necessary to help them identify bias and escape their own media echo chambers. Differentiating between "fake news" and "journalistic error" will also be covered.

F3.5. Revisiting Reflection

Sherrill Rayford

Fell B

Even as a career educator, I find myself constantly REflecting. I ponder what I can do to prepare lessons that are meaningful for students. During lessons, I strive to ensure active learning is occurring rather than being passively tolerated. It is important to make learning an engaging activity. How can these goals be accomplished? No one told me the importance of being a REflective teacher when I commenced my teaching career. This session informs, encourages, and equips early career teachers to practice self-Reflection as an educator.

F3.6. Peer Mentor Collaborations For English Language Arts Classrooms

Kristen Strom, Maddie Blackwell, & Caroline Burns

Fell C

This presentation introduces the peer mentoring model an ELA methods course used to improve pre-service teachers' lesson planning and encourage the use of peer mentoring in their future classrooms. Benefits of the collaborations and future applications to ELA reading and writing lesson plans will be shared.

F3.7. Literature and Math: A Quixotic Combination

Byung-In Seo

Redbird C

Math is everywhere, especially in the literature we teach. It's in books that have a math focus, like *The Number Devil*, or math embedded within its plot and setting, like a Shakespearean sword fight. From picture books to contemporary fiction, ELA teachers will bring home exercises that they can use in their classrooms.

4:00pm Session 4

F4.1. REenvisioning the Revision/Editing Stages of Writing Through

Cloud-Based Platforms: Natalie Spath

Redbird E

The lack of motivation and confidence in the revision stage of writing for students is evident everywhere. Luckily, through the introduction of cloud-based platforms, such as Google Apps for Education or Microsoft 365, educators can help students realize the value of the revision stage. In this session, we will explore these opportunities.

F4.2. Expanding Your Teaching Toolbox: Classroom Activities that Promote Engagement, Critical Thinking, and Close Reading of Any Text:

Karena Nelson

Redbird F

You've assigned a text, students have read it, now what? This interactive presentation will help you develop a toolbox full of engaging classroom activities that help students get the most out of their reading. Discuss applications and leave with templates you can use in any class.

F4.3. Utilizing Slam Poetry to Engage Students in Self-Expression

Cerelia Hampton & Brandy Roe

Beaufort

How often do we encourage true self-expression in the classroom? Often times it is neglected and even discouraged. In an effort to ignite students' creativity and passion and facilitate self-expression, Cerelia Hampton and Brandy Roe planned and implemented a Poetry unit. Afterwards, they hosted a Poetry Slam at the middle school level.

F4.4. The Student-Staffed Writing Center: RE-invigorating Your School's

Writing Culture: Richard Martin

Fell A

Peer editing is an essential, real-world element of the writing process that is often skipped, especially outside of the English classroom. Teacher Rich Martin and student writing tutors from high school and junior high will detail how writing centers encourage students and teachers from across the curriculum to reimagine writing.

F4.5. Re-imagining Journalism

Bryan Dunn

Fell B

Increasingly journalism has seen its importance grow in our society as well as in our schools. This session details how one journalism program tries to internalize the struggles of professional newsrooms while also staying true to the search for truth and entertainment to which many current journalists aspire.

F4.6. RE-imagining Shakespeare Through the Use of “Context” and

“Texture” Texts: Kristen Strom & Ashton Mathews

Fell C

This presentation will introduce Wessling’s “reading complexity circles” as a way to re-imagine a Shakespeare play using texts that “talk” to each other. Lesson plans, activities, and supplemental titles will be shared that will engage and motivate students while reading Shakespeare.

5:00pm Cocktail Hour

Main Hallway

Poster Session: Questions of Practice

Musical Guest: Emily Johnson (acoustic pop/country)

6:00pm Dinner

Ballroom

IATE Fall Business Meeting

Proposed Amendment to IATE Constitution

2017-2018 Officer Election

IATE Lifetime Achievement Award

7:00pm Entertainment

Ballroom

Musical Guest: The Afterhours (classic rock)

Cash bar available

Saturday, October 21, 2017

7:30am Author's Breakfast

Ballroom

Speaker: Adam Selzer, IATE Author of the Year

8:30am Session 1

S1.1. Revising Shakespeare: A New (Better) Approach

Michael Palmquist & Chris Kostro

Redbird E

Most English teachers agree that Shakespeare belongs in the curriculum; however, Shakespeare doesn't come without its problems. Clear unit objectives, time to teach them, and lack of student engagement all present obstacles for making this an enjoyable experience for both students and teacher. This workshop-based approach to designing a Shakespeare unit begins with clearly identified and assessed objectives, dramatically reduces the length of the unit, and raises student engagement.

S1.2. REimagining Close Reading: Using Graphic Novels and Films in the

English Classroom: Anne Singleton & Ryan Ebling

Redbird F

Instead of wringing our hands over the saturation of visual stimulation vying for our students' attention, enhance close reading skills using images. Through teaching the structure and analysis of graphic novels and film, students of all reading abilities learn the tools of literary analysis by examining the purposeful way directors and artists fill their frames.

S1.3. Cultural Proficiency: Narratives of Difference to Create Similarities

Kristy Ingram & Michaela Wieczorek

Beaufort

One default response to diverse classrooms is to start by finding similarities among students. But what if we believed it was possible to build on difference? What if we could use personal narratives to identify, esteem, and advocate for the things that make us different?

S1.4. Increase Family Engagement at Your School!

Katie Russell

Fell A

Host a parent make and take, execute a family reading night, plan a reading day, invite an author, or instruct a seminar on reading strategies to use at home! Unsure how you can plan or pay for these events? Need more ideas? Come to this session! Bring your ideas to share!

S1.5. Authentic Assessment of Mythological Proportions

Anna Jenkins

Fell B

Looking for authentic assessment for your students which meets Common Core requirements and has real meaning for students? Here are some ideas taken from a senior level World Mythology class which can be adapted for gifted, regular, or special needs diversification.

S1.6. Integrating Diverse, Nonfiction Texts in the ELA Classroom

Nicolette Jager

Fell C

In this session, we will explore the following questions through a lesson simulation informed by the research and practice of Sarah Brown Wessling and other published teacher researchers' works in teaching nonfiction: Why is diverse nonfiction so important? What do students think of diverse nonfiction? Where does diverse nonfiction fit into existing text sets?

9:30am Break

With hotel check-out time at noon, this break provides an opportunity for our overnight guests to take care of logistics without having to miss a session. If you do not need to check out, this is a great time to visit our vendors, meet our Author of the Year and get a book signed, or just have a cup of coffee and process all of the ideas you've gathered!

10:00am Session 2

S2.1. That's a Fact!

Deborah Althoff Will

Redbird E

This session will provide participants with a short (5 day) unit on News Literacy. Based on research from the Center for News Literacy from Stony Brook University and adapted for high school students, this unit highlights information regarding research methods and critical thinking. Participants are encouraged to bring their own devices so that we can actively explore the ideas of news literacy and how to teach our students to distinguish between fact and fiction.

S2.2. Questions for Revision

Janice Neuleib

Redbird F

To lead writers away from seeing revision as fixing or adding to an essay rather than rethinking it, I ask them to create at least two questions for their readers, substantive questions that will alter or add to the essay. This session will include examples of the papers, the revision questions, and the revised papers. We will also discuss ways to help students reflect successfully on their writing.

S2.3. (Re)Discovering Relevancy in Timeless Texts:

A Writing Model for 21st Century Learners

Cara Lane and Jacob Carlson

Beaufort

The reasons that some texts are considered timeless are not always readily apparent to students, and sometimes even their teachers. This session explores strategies to engage readers with these foundational texts while emphasizing writing as the main tool for making meaning.

S2.4. Re-Imagining Classroom Management to Maximize Instructional Time

Dana Blanchard

Fell A

Reduce misbehaviors without using gimmicks or bribing students. Win back more time to do what you love - teach - while empowering your students to make better choices and achieve success. Learn research-based, classroom-tested strategies you can use now to maximize learning time.

**S2.5. Teaching Voice: Re-Vising How I Teach Zora Neale Hurston's
"How it Feels to Be Colored Me" as Mentor Text**

Maggie Morris Davis

Fell B

Using "How It Feels to be Colored Me" as a mentor text to teach voice, this presentation integrates sample student writing with lessons about deconstructing the essay as well as scaffolding brainstorming, sentence modeling, and revision activities designed for the following prompt: Write an essay that begins by filling in your own adjective to Hurston's title.

**S2.6. Re-Imagining Nonfiction in the Middle, High School, and College
Classroom**

Robin Murray and Donna Binns

Fell C

In this session, we will re-imagine nonfiction, offering strategies to help students tackle the overwhelming demands of reading nonfiction texts in a variety of genres. As Kyleene Beers and Robert Probst assert, to read nonfiction texts effectively, "we are required to read beyond the four corners of the text" (16).

11:00am Workshops

SW1. Writing with Precision

Erika Bolte

Redbird E

Re-think essays: Five pages? Try five words. In this session, attendees will participate in writing activities that limit words and force the writer to present only the most salient information. You will leave with activities that are applicable across the curriculum and can be implemented right away.

SW2. Rehearsing Shakespeare with Original Practices:

Tara Lyons

Redbird F

How did Shakespeare's actors prepare for performance? What happened during rehearsal? What did an actor's script look like and how did he learn his lines? This workshop answers these questions with new research on original performance practices on the Shakespearean stage. Using the Pyramus and Thisbe play-within-a-play from *A Midsummer Night's Dream*, participants will engage in a Renaissance-style stage rehearsal and learn how to develop a similar activity with any play (or scene) in Shakespeare's canon. Audience members will also be introduced to a website called Anteloquy, which provides research-based resources for teaching Shakespeare and other works of early British Literature. This is a hands-on workshop, so come prepared to "play"!

SW3. Standards Based Learning: Philosophy and Implementation

Aric Foster

Beaufort

A culture rich in the growth mindset, "failing forward," and internalizing meaningful feedback permeates Standards Based Learning classrooms. This session explains SBL philosophy and implementation. Collective philosophies, differentiated implementation, and authentic examples are interlaced throughout the presentation to make it clear that SBL fosters learning.

SW4. I've Tried Everything

Bobb Darnell

Fell A

Expand your “everything” by becoming aware of over 120 additional classroom practices. Unleash the power of struggling, defiant, and disinterested learners and see how to motivate students to become engaged, empowered, and ready to achieve high literacy standards. Bring back energy, passion, and positive attitude to students who are struggling.

SW5. REvisiting Argument: REclaiming the Warrant

Andy Bouque, Joe Flanagan, Dawn Forde, Mark Patton, &
Nicole Boudreau Smith

Fell B

In this session, the panelists will demonstrate how teachers can build curricular sequences and instructional strategies that require students to collaborate to create a communal, nuanced understanding of the warrant by identifying, generating and testing warrants in their reading, discussion, and writing.

SW6. Larry R. Johannessen Forum for New Teachers

Thomas McCann & Dianne Chambers

Fell C

The Larry R. Johannessen Forum for New Teachers has become a perennial feature of the IATE Conference. The forum invites pre-service and early career teachers to join in discussing critical matters and noteworthy triumphs in the beginning stages of teaching English. Veteran teachers are also welcome to join the conversation.

12:30pm President's Luncheon

Ballroom

Speaker: Dave Stuart, Jr.

Never Finished: Continually Becoming the Teachers We Want to Be (and Staying Sane in the Process)

How do we sustain a passion for the work of teaching over the long haul? How do we continue developing ourselves and pushing our practice forward without burning ourselves out? In this talk, Dave will outline three disciplines that all teachers can practice to help us do the work we always hoped we'd do while not sacrificing our lives in the process.

2:00pm Session 3

S3.1. Building Student Agency through Partnerships and Performance

Opportunities: Timothy Dugan, Nicole Cordero, & Amy Lekan

Redbird E

Learn how an urban high school and a university partner established a culture of student advocacy through a variety of performance opportunities, including monthly open mic sessions, a writing group, and collaboration with local theater companies. Presenters will share strategies for participants to develop similar activities in their schools.

S3.2. The Million Words Club: How to Create a Community of Readers at

Your School: Dawn Taylor

Redbird F

Transform the climate of your school, from students that hate to read and never finish a book, to one filled with bookworms who all want to be part of the "coolest" club in the school!

S3.3. Rereading Complex Text to Deepen Understanding and Build Content

Knowledge: Ellen O. Edmonds

Beaufort

What do you do when students don't understand what text says, how it works, or what it means? Attend this interactive session to learn 6 strategies for providing differentiated scaffolds that support students when reading complex texts. Scaffolds help students gain knowledge they need to read text and understand it.

S3.4. Everyone Is a Literacy Teacher, Even in Higher Ed

Byung-In Seo, Kimberly Black-Parker, Adetokunbo Fatoke,

Nancy Grim Hunter, DeWitt Scott, & Chyrese Wolf

Fell A

Literacy across the content areas is a common topic in K-12 education. However, it is not a common topic in higher education. Six professors from different higher education institutions and different subject areas will talk about how they have become de facto reading and writing instructors.

S3.5. Integrating Music into the General Education Classroom

Monica Soulsby

Fell B

Music is a key component in classrooms that is not always utilized. It helps students to learn in any subject area, and is an important tool for teachers to be aware of and able to use constructively. Integrating music can benefit students and differentiate learning in myriad of ways.

S3.6. Teaching Creative Writing with *The House on Mango Street*

Marcy Newbold

Fell C

My curriculum for *The House on Mango Street* includes studying a particular grammar or writing concept with each vignette. We will do a practice vignette together, then discuss tips on teaching this curriculum. This is the perfect book because the vignettes can be used individually and out of order.

3:00pm Session 4

S4.1. Initial Experiences: New English Teachers—Acclimation and Retention

Jill K. Anderson, Amanda Arment, Jacob Carlson, Chelsea Crockett, Tyler Hopper, & Kevin Vysoky Redbird E

English Language Arts teachers experience a variety of institutional and instructional challenges and successes in their first three years of teaching. This roundtable of English teachers, all recent graduates of Southern Illinois University Edwardsville's program in Secondary English Education, will discuss their key concerns about the profession.

S4.2. Women's Education League: Favorite Moments from the Field

The Women's Education League Redbird F

Keeping your teaching morale fortified is fundamental to your professional success. The Women's Education League was created to energize and uplift women in education by sharing inspiring stories and recognizing outstanding women educators. Come and listen to a panel of women in education share their Favorite Moments from the Field.

S4.3. Re-Believing Peter Elbow in the Secondary English Classroom

Kristina Vik, Evan Nave, Clinton Soper, Bob Broad Beaufort

Five secondary teachers of writing studied the oeuvre of famous composition teacher Peter Elbow. They explored how Elbow's scholarship could strengthen and enhance their pedagogy. They gained insights into: teachers' roles in the classroom; freewriting in relation to hip-hop; teacherless writing circles; the believing game and democracy; and Elbovian writing assessment. Peter Elbow will join this session via video chat.

S4.4. Centers that WORK! Using the PLC Model to Implement Literacy Work

Stations: Kate Russell Fell A

Do your centers need a makeover? Need to reach ALL of your students? Tips, tools, and activities to help you manage and implement literacy-focused centers in your classroom! You will leave with ideas to use next week!

S4.5. Composition as Content: Teaching Transferable Writing Knowledge in High School: Megan Guthrie Fell B

Students DO learn how to write in high school. Unfortunately, transfer of this knowledge into college doesn't always happen. Many have proposed curricular changes to better facilitate writing transfer. In this presentation, I report how I adapted the popular Teaching for Transfer approach in a Senior Composition classroom.

S4.6 Children and Simultaneous Language Acquisition

Mona Alzahrani

Fell C

This presentation will review the concerns of children and simultaneous language acquisition and the impact it has on learning and language development. It will include an audience survey about how bilingual students they have worked with, problems and issues they have observed, and methods/techniques/materials they have used to make the follow-up discussion more personal and allow teachers to share their experience.

4:00pm Closing Session and Dessert Ballroom

Presenting the Women's Education League Distinguished Educator:

Lynda Cohagan, Kankakee School District

2018 Conference Preview, Raffle Prizes, CPDU Evidence Forms

Speaker: Doug Hesse, Past President, NCTE

Re-Imagining Writing's Connective Potential in a Sad Age of Incivility

There's a vast gap these days between the features of effective writing we teach in our courses and the features of writing that seem to predominate--and work--in America's chaotic social spheres. We value assertions and evidence, building bridges to readers, even creating good will. Yet blunt stridency, with facts optional or ignored, so often prevails. It's easy for teachers and students to get cynical. Perhaps we should just capitulate to teaching meme-making and snark? But there are dimensions of reading and writing that we should reclaim and teach, ones that privilege writing's capacity to connect ideas, experiences, and people. Drawing upon two rich writing situations, one from this summer, the other from the late 19th century, I'll try to convince you that I'm not just naïve or flakey. I'll also lay out examples of how this richer view of writing, underpinned by traditions of creative nonfiction, might look in our classrooms.

Suggested Conference "Threads"

Some attendees are interested in sessions with a common theme or "thread."

Following are some suggestions:

Early Career Educators

F1.1	S1.6
F2.2	S2.4
FW5	SW6
F3.5	S3.3
F4.2	S4.1

Higher Education

F1.3 or F1.5	S1.3
F2.3 or F2.5	S2.2
FW1	SW2 or SW5
F3.6	S3.4
F4.1	

Middle School

F1.2	S1.4
F2.4	S2.6
FW2	SW1 or SW3
F3.2	S3.2
F4.3	S4.4

Cross-Curricular Connections

F1.3 (theatre)
F2.4 (science)
FW3 (coding)
F3.7 (math)
S3.5 (music)

Elementary (Saturday)

S1.4
S2.4
SW1
S3.5
S4.4

Conference Presenters

Name	Affiliation	Email Address
Alzahrani, Mona	St. Louis University	monaalzahrani@hotmail.com
Aken, Jeanné	Beach Park Elementary District	jaken@bpd3.org
Anderson, Jill K.	Southern Illinois University Edwardsville	jiander@siue.edu
Arment, Amanda	Hazelwood (MO) West High School	aarment@hazelwoodschoools.org
Bhatti, Hasham	Evanston Township HS	bhattih0531@gmail.com
Bicknell, Shannon	Monticello High School	shannon.bicknell@sages.us @MrsBicknell_MHS
Binns, Donna	Eastern Illinois University	djbinns@eiu.edu
Black, Kimberly	Chicago State University	kblack21@csu.edu
Blackwell, Maddie	Illinois State University	mmbllac2@ilstu.edu
Blanchard, Dana	LeConte Elementary	danalblanchard@gmail.com
Block, Jason	Prospect HS	jason.block@d214.org
Bolte, Erika	Rhodes School	erikabolte@gmail.com @erikajanereads
Bouque, Andy	Adlai Stevenson HS	abouque@d125.org
Broad, Bob	Illinois State Universtiy	rlbroad@ilstu.edu
Burns, Caroline	Illinois State University	csburn1@ilstu.edu
Carlson, Jacob	Civic Memorial HS	jcarlson@bethalto.org
Chambers, Dianne	Elmhurst College	dianneec@elmhurst.edu
Chidley, Barb		mschidley@gmail.com @barbchidley
Cordero, Nicole	Amundsen High School	namatassa@cps.edu

Illinois Association of Teachers of English

Christel, Mary	Adlai Stevenson HS	cristal.mary@gmail.com
Crockett, Chelsea	Waterloo High School	ccrockett@wcusd5.net
Crowhurst, Casey	Monticello High School	croca@sages.us
Darnell, Bobb	Achievement Strategies	bobbdarnell@mac.com @BobbDarnell
Davis, Maggie Morris	University of Illinois at Urbana-Champaign	maggiemorrisdavis@gmail.com
Dugan, Timothy	Northeastern Illinois University	t-duggan@neiu.edu @TDuggan4
Dunn, Bryan	Carbondale Community High School	bryan.dunn@cchs165.com @bonuspointsblog
Ebling, Ryan	Libertyville High School	Ryan.Ebling@d128.org
Eddleman, Courtney	Morton High School	courtney.eddleman@mcusd709.org @CAEddleman
Edmonds, Ellen O.	W. H. Sadlier MS	ellenoedmonds@aol.com
Fatoke, Adetokunbo	Malcolm X College	adefatoke@gmail.com
Flanagan, Joe	Adlai Stevenson HS	jflanagan@d125.org
Forde, Dawn	Adlai Stevenson HS	dforde@d125.org
Foster, Aric	Armada High School	afoster@armadaschools.org @aricfoster2
Friebel, Jared	Hinsdale Central HS	jfriebel@hinsdale86.org
Grim Hunter, Nancy	Chicago State University	ngrim@csu.edu
Guthrie, Megan	Western Illinois University	me-guthrie@wiu.edu
Hampton, Cerelia	Crete-Monee MS	cereliajhampton@gmail.com
Hart, Juliet	TimeLine Theatre Company	juliethart@sbcglobal.net

Hartzmark, John	MacArthur High School	johnhartzmark25@gmail.com @jhartzmark
Hopper, Tyler	Alton High School	thopper@altonschools.org
Howard, Megan	Monticello High School	howme@sages.us
Huelet-Graham, Cassandra	University High School, Normal	cassie.huelet@gmail.com
Ingram, Kristy	Olivet Nazarene University	kingram@olivet.edu
Jager, Nicolette	Illinois State University	najager@ilstu.edu
Jenkins, Anna	Mascoutah High School	jenkinsa@msd19.org
Kahn, Elizabeth	Northern Illinois University	ekahn@niu.edu
Kuhn, Zach	Downers Grove South High School	zkuhn@csd99.org
Lane, Cara	Edwardsville HS	clane@ecusd7.org
Kostro, Chris	Hinsdale Central HS	ckostro@hinsdale86.org
Lekan, Amy	Amundsen High School	aslekan@cps.edu
Lynn, Les	Argument-Centered Education	leslynn@argumentcenterededucation.com @ArgCenteredEd
Lyons, Tara	Illinois State University	tllyons@ilstu.edu @TaraLyons
Marshall, Patricia	Porta High School	pmarshall@porta202.org
Martin, Richard	El Paso Gridley Jr. High and High School	martinr@unit11.org
Mathew, Ashton	Illinois State University	amathew@ilstu.edu
McCann, Thomas	Northern Illinois University	Tmccann1@niu.edu
McKnight, Katherine	National Louis University	McKnight.kt@gmail.com @Literacyworld

Myers, Cambria	Prospect High School	@cambria_myers
Murray, Robin	Eastern Illinois University	rlmurray@eiu.edu
Nave, Evan	Illinois State University	ebnave@ilstu.edu
Nelson, Karena	Next Time Teaching Resources	karenaknelson@gmail.com
Neuleib, Janice	Illinois State University	jneuleib@ilstu.edu
Newbold, Marcy	A-C Central High School	marcywinkelmann@yahoo.com @BoldMarcyNew
O'Day, Kathryn	Von Steuben Metropolitan	koday@cps.edu
Palmquist, Michael	Hinsdale Central High School	mpalmqui@hinsdale86.org @mrpalmquist
Patton, Mark	Adlai Stevenson HS	mpatton@d125.org
Rahman, Mijan	Illinois State University	mrahman6@ilstu.edu
Rayford, Sherrill	McKendree University	syrteaching@yahoo.com
Roe, Brandy	Crete-Monee MS	brandy.i.roe@gmail.com
Runyon, Kristin	Charleston High School	kristinrunyon50@gmail.com @KristinRunyon
Russell, Kate	Carruthers Elementary	krussell@mhs.org
Scott, DeWitt	Moraine Valley Community College	fivepercent11@gmail.com
Seo, Byung-In	Chicago State Univ.	dr.bseo@gmail.com
Simonds, Cheryl	Carbondale Community High School	cheryl.simonds@cchs165.com
Singleton, Anne	Libertyville High School	anne.singleton@d128.org
Smith, Jennifer	Monticello MS	smije@sages.us
Smith, Michael	Hinsdale South High School	msmith@hinsdale86.org @msmithhshs

Smith, Nicole Boudreau	Adlai Stevenson High School	nbsmith@d125.org
Soper, Clinton	Roanoke-Benson HS	csoper@rb60.com
Soulsby, Monica	Dwight High School	msouls@ilstu.edu
Spath, Natalie	Central High School	spathnatalie@gmail.com @nspath87
Strom, Kristen	Illinois State University	kstrom@ilstu.edu
Sturm, Don	Morton High School	Donald.Sturm@mcusd709.org @SturmDon
Taylor, Dawn	Murphysboro MS	dtaylor@mhs.org
Harsy, Kathleen	The Women's Education League	Womenseducationleague1@gmail.com @WomensEdLeague1
Thomas, Blake	eSparks Learning	bwthomas@gmail.com @dijnn
Thomas, Carrie	Warren Township High School	cthomas@wths.net @cmsthas
Vik, Kristina	Tremont High School	kristina.vik@d702.org
Vysoky, Kevin	Riverdale High School	kvysoky@riverdaleschools.org
Walter, Carolyn	Northern Illinois University	cwalter1@niu.edu
Wieczorek, Michaela	St. Anne Community High School	@mrs_wieczorek
Will, Deborah Althoff	Zion-Benton Township High School	willd@zbths.org
Wolf, Chyrese	Chicago State Univ.	cwolf@csu.edu
Zarnstroff, Jamie	Warren Township HS	jzarnstroff@wths.net

Make a Difference in our Profession: Become an IATE District Leader!

District leaders are teachers like you whose passion for education goes beyond the classroom; they are willing to give up a few days each year to enrich their own lives and those of their colleagues. If you would like to learn more about being a district leader, contact IATE 1st Vice President Bill Curtin (billcurtin@gmail.com or 708-337-1932).

DISTRICT LEADERS

<p>Black Hawk (Rock Island, Henry, Mercer) DISTRICT LEADER NEEDED</p> <p>Central Michelle Ryan, Lincoln Community HS Jennifer Gouin, Lincoln Community HS</p> <p>East Central Sue Williams, Olivet Nazarene University</p> <p>Eastern Donna Binns, Eastern Illinois University Robin Murray, Eastern Illinois University</p> <p>Illinois Valley DISTRICT LEADER NEEDED</p> <p>Kaskaskia Valley Mary R. Philip, Belleville East High School Marsha Cremer, Belleville East HS</p> <p>Marquette (Bond, Calhoun, Greene, Jersey, Madison) DISTRICT LEADER NEEDED</p> <p>Metro North and West Ryan Dooley, Taft High School Sergio Santillan, Taft High School</p> <p>Metro South Norm Boyer, Saint Xavier University Andrea Cobbett, Lockport Township HS</p> <p>Mississippi Valley Callie Sears, Pittsfield High School</p>	<p>North Lakes Carrie Thomas, Warren Township HS Deborah Will, Zion-Benton Township HS</p> <p>Northeastern DISTRICT LEADER NEEDED</p> <p>Northwest Suburban DISTRICT LEADER NEEDED</p> <p>Northwestern DISTRICT LEADER NEEDED</p> <p>Peoria Courtney Eddleman, Morton HS</p> <p>Rock River (DeKalb, Lee, Ogle, Whiteside) DISTRICT LEADER NEEDED</p> <p>South Central Jennifer Hudson, MacArthur High School</p> <p>Southern Betsy Gieselman, Carbondale Community HS</p> <p>Wabash Valley (Clay, Crawford, Edward, Lawrence, Richland, Wabash, Wayne, White) DISTRICT LEADER NEEDED</p> <p>Western Suburban Kim Kotty, Fenwick High School Carol Medrano, Saint Xavier University</p> <p>Western Dr. Bonnie K. Sonnek, Western Illinois Univ.</p>
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IATE Committees and Representatives

Articulation Committee:	Elizabeth Kahn
Budget:	<u>VACANT</u>
Constitution:	Norman Boyer
Convention Sites:	Jean Black
Honorary Awards:	Genevieve Sherman
Intellectual Freedom:	Kathleen Harsy
ISBE Representative:	<u>VACANT</u>
Minority:	<u>VACANT</u>
NCTE Slate:	Marilyn Hollman
Nominating:	Mark Sujak
Paul Jacobs Research:	Tom McCann
Publicity:	<u>VACANT</u>
Program:	Carrie Thomas
Publications:	Cris Embree & Michelle Ryan
Rebecca Caudill Book Award:	Ruth Gheysen
Special Projects:	Deborah Will
Teacher Education:	Dianne Chambers
Webmaster:	Angelo Bonadonna
District Leader Coordinator:	<i>Selection Pending</i>

IATE Presidents

1907-98	E.C. Baldwin	1951-52	Hila Stone	1992-93	Lolita Green
1908-09	W.E. Simonds	1952-53	Alice Grant	1993-94	Kay Parker
1909-10	C.N. Greenough	1953-54	Wilmer Lamar	1994-95	Wendell Schwartz
1910-11	H.E. Giles	1954-55	Charles Willard	1995-96	George Shea
1911-12	W.F. Mozier	1955-56	Helen Stapp	1996-97	Shirley Putman
1912-13	J.F. Hoscic	1956-57	Margaret Adams	1997-98	Anna Jackson
1913-14	W. Wilbur Hatfield	1957-58	Eugene Waffle	1998-99	Lela DeToye
1914-15	J.M. Crowe	1958-59	Emma Mae Leonhard	1999-00	John Strauch
1915-16	B.C. Richardson	1959-60	Florence Cook	2000-01	Jean Wallace
1916-17	J.M. Clapp	1960-61	J.N. Hook	2001-02	Alison Nelson
1917-18	Lorimer V. Cavins	1961-62	Margaret Ann Cummings	2002-03	Barbara Fuson
1918-19	A.F. Trams	1962-63	Roy Weshinskey	2003-04	Mary Lou Flemal
1919-20	J.O. Huff	1963-64	Marion Stuart	2004-05	Teri Knight
1920-21	Florence Skeffington	1964-65	Phillip Ford	2005-06	Claire Lamonica
1921-22	Essie Chamberlain	1965-66	Orville Baker	2006-07	Larry Johannesson
1922-23	Clara Hawkes	1966-67	Dorothea Trump	2007-08	Jean Black
1923-24	C.W. Woolbert	1967-68	Elmer Brooks	2008-09	Elizabeth Kahn
1924-25	Eva Mitchell	1968-69	William Campbell	2009-10	Deborah Will
1925-26	Isabel Hoover	1969-70	John Heissler	2010-11	Amy Magnafichi-Lucas
1926-27	Florence Crocker	1970-71	Stanley Gritzbaugh	2011-12	Angelo Bonadonna
1927-29	Essie Chamberlain	1971-72	Paul Jacobs	2012-13	Michelle Ryan
1929-30	Frank Platt	1972-73	Raymond Hollmann	2013-14	Cheryl Staley
1930-31	Howard D. Widger	1973-74	Mary Brinkman	2014-15	Elizabeth Kahn
1931-32	Frank Platt	1974-75	Glen Rittmueller	2015-16	Kimberly Musolf
1932-33	Mellie John	1975-76	Margaret Crowe	2016-17	Mark Sujak
1933-34	Ruby Kirk McLean	1976-77	Norman Stewart		
1934-35	Nellie Taylor Raub	1977-78	Clarence W. Hach		
1935-36	Elizabeth Scott	1978-79	Glenn Grever		
1936-37	Francis Koenig	1979-80	Lee Mulcrone		
1937-38	Josephine Harris	1980-81	Mary Sasse		
1938-39	Elizabeth Graham	1981-82	Bernice Rappel		
1939-40	Frank DeLay	1982-83	Gene Hass		
1940-41	Mary Miller	1983-84	Bruce Appleby		
1941-42	Lois Dilley	1984-85	Rachel B. Faries		
1942-44	Bernice Falkin	1985-86	Beth M. Stiffler		
1944-46	Hazel Anderson	1986-87	Donna Blackall		
1946-47	Ellen Burkhart	1987-88	Ken Holmes		
1947-48	Mary Carlson	1988-89	Tom Kent		
1948-49	Mary Heller	1989-90	Kay Jacob		
1949-50	Mina Terry	1990-91	Janice Neuleib		
1950-51	Addie Hochstrasser	1991-92	Sue Howell		

IATE Life Membership Award Recipients

1972	Jessie Frederick	1987	Beth Stiffler
	J.N. Hook	1988	Mildred Largent
	Melba Wixom	1989	Marti Swanson
1973	F.P. Armstrong	1990	David Briggs
	W. Wilbur Hatfield	1991	Lee Mulcrone
	Dorothea Trump	1992	Robert Workman
1974	Clarence Hach	1993	Rachel B. Faries
1975	Stanley Gritzbaugh	1994	Lydia Martin
	Catherine Hudson	1995	Ken Holmes
1976	John Heissler	1996	James Stottlar
	Roy Weshinskey	1997	Kay Jacob
1977	Paul Jacobs	1998	Sue Howell
1978	Wilmer Lamar	1999	Janice Neuleib
1979	Margaret Ann Cummings	2000	Wendell Schwartz
	Mary Ellen Poorman	2001	Kay Parker
1980	Mary Brinkmann	2002	Donna Blackall
	Margaret Crowe	2003	George Shea
	Glen Rittmueller	2004	Jean Wallace
1981	Addie Hochstrasser	2005	Betty Jane Wagner
	Taimi Ranta	2006	Herb Ramlose
	Norman Stewart	2007	Richard Pomier
1982	Jeanne Claeys	2008	Claire Lamonica
	Eldonna Everts	2009	Tom McCann
	Tom Kent	2010	Herb Ramlose
1983	Glenn Grever	2011	Jean Black
1984	Mary Sasse	2012	Norman Boyer
1985	Raymond Hollmann	2013	Donna Binns
1986	Dorothy Matthews	2014	Marilyn Hollman
		2015	Cheryl Stanley
		2016	Angelo Bonadonna



2017 Author of the Year

Adam Selzer

IATE ILLINOIS AUTHORS OF THE YEAR

1971	Dee Brown	1994	Lucia Getsi
1972	Rebecca Caudill	1995	Lisel Mueller
1973	Clyde S. Kilby	1996	Leon Forrest
1974	Edgar Lee Masters	1997	Robert Owen Butler
1975	Mike Royko	1998	Alex Kotlowitz
1976	Victor Hicken	1999	Jackie Joyner-Kersey
1977	Richard Peck	2000	Luis Rodriguez
1978	Gwendolyn Brooks	2001	Richard Powers
1979	Natalia Belting	2002	Mary Schmich
1980	Harry Mark	2003	Sandra Cisneros
1981	J.M. Hook	2004	Fern Chapman
1982	Marguerite Henry	2005	Dave Eggers
1983	Burl Ives	2006	Mawi Asgedom
1984	Carl Sandburg	2007	Scott Turow
1985	Michael Anani	2008	Simone Elkeles
1986	John Knoepfle	2009	Li-Young Lee
1987	Stella Pevsner	2010	Tony Romano
1988	Lloyd Krop	2011	Achy Obejas
1989	Eugene Redmond	2012	Chris Ware
1990	Elizabeth Talent	2013	Marylin Brant
1991	Haki Madhubuti	2014	Libby Hellmann
1992	Lucien Stryk	2015	Jesse Ball
1993	Larry Heinemann	2016	Melanie Benjamin

[FRIDAY'S MENU]

Continental Breakfast

Breakfast Breads and Pastries with Sliced Fresh Fruit

chilled orange, apple, and cranberry juices with coffee and hot tea

served from 8-9am before the opening session

Lunch

Black Forest Ham & Brie

thinly sliced black forest ham with apple butter and brie on brioche

or

Roasted Vegetable Focaccia

roasted vegetables with boursin cheese and smoked tomato jam

on a toasted focaccia bun

served with

house-made potato chips, pickle spear, and chef's choice of dessert

coffee, water, and iced tea

Dinner

Caesar Salad

chilled romaine, parmesan tuile, and herb roasted tomatoes with traditional caesar dressing

with

Seared Chicken with Sundried Tomato Cream

seared chicken breast topped with sundried tomato cream

or

Vegetarian Stuffed Portabella

stuffed with zucchini, asparagus, tomatoes, cannellini beans, and basmati rice, topped with mozzarella and marinara

served with

sour cream & chive mashed potatoes, chef's choice of seasonal vegetables

coffee, water, and iced tea

and

Tiramisu Bistro or Black Cherry Bourbon Cheesecake

[SATURDAY'S MENU]

Breakfast

French Toast with Fresh Strawberries

*served with bacon
chilled orange juice, coffee and hot tea*

President's Luncheon

Market Green Salad

*grape tomatoes, cucumbers, shredded carrots, and parmesan cheese
with*

Honey-Dijon Chicken

*grilled chicken breast with honey dijon
roasted potato wedges and chef's selection of seasonal vegetables*

or

Vegetarian Rigatoni Pasta

with fresh summer vegetables in marinara sauce

served with

*bread service and chef's choice of dessert
coffee, water, and iced tea*

Dessert

Selection of Cheesecake and Chef's Cupcakes

served with coffee to accompany our closing session

*coffee, tea, and lemonade will be available
throughout the conference*

IATE Fall Conference 2018:

Educating the Whole Person as a Whole Person

It seems that everywhere you look, the trend toward simplifying and de-cluttering is taking hold. Maybe, under the tutelage of Marie Kondo's *Life Changing Magic of Tidying Up*, you have carefully held ten years' worth of old homecoming t-shirts trying to decide whether or not they bring you joy. Or maybe you felt the triumph of finally pitching a ledge full of dead dry erase markers. There's something very satisfying about cutting through the detritus to make room for what really matters.

In our profession, nothing matters more than people, the students, the teachers, our communities and families. In 2018, the IATE fall conference asks us all to think critically about how we can honor what matters most as we trek through the daily grind of teaching and learning.

We invite you to share the ways you make space for your students as whole people and citizens of the world, techniques that clear the path for more meaningful collaboration with colleagues, and routines and habits that give you peace of mind or time for self-care.

The deadline to submit proposals is Friday, April 6, 2018. To submit a proposal or register for the conference, visit our website at iateonline.org.

Please contact 2018 Conference Chair Carrie Thomas with questions: cthomas@wths.net.

*The 2018 Fall Conference will be held October 19-20
at the Chicago Marriott Northwest in Hoffman Estates.*