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# IATE NEWSLETTER

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Monthly Newsletter of the Illinois Association of Teachers of English

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## NEWS & FEATURES

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## Letter from the Executive Secretary

BY KAITLIN GLAUSE

I hope this letter finds you well and that the beginning of the 2022-2023 school year has brought you both joy and excitement as you have entered back into your classrooms and met a new group of students. The beginning of the school year has always been my favorite, as both a public-school teacher and as a university professor. There is nothing more exciting than preparing for a new year: updated materials and bulletin boards, new arrangements of tables and chairs, ongoing conversations and fresh perspectives. Each time I prepare my curriculum and classroom, even a class I have taught many times, I can feel the hope of a new year.

I have also found that each new school year is an opportunity for us to re-evaluate and recommit to our philosophies of ELA education - the ways of knowing and the practices that inform the experiences we provide for our students. Especially as we continue in this educational context beyond 2020, we must pursue the re-examination of our practices as our students come back to our classrooms with an even wider range of experiences and interests.

(continued page 2)

## Letter cont.

For me, this re-examination meant making changes to my assessment policies and practices. Over the last two years, I have moved away from points-based grading and late-work policies and toward point-less and labor-based grading strategies instead. As I have reflected on the previous school years and my goals for the upcoming academic year, it became clear to me that I needed to emphasize both process and progress to ultimately improve products for all students. What have these recommitments meant for me as an educator? They have required me to:

- Read for professional purposes;
- Network and collaborate with like-minded teachers;
- Make changes and adjustments to my classroom practices (starting small and growing over time);
- Reflect upon the successes and challenges of those changes.

I encourage you to think about how you can take similar steps over the course of this new school year in order to build upon your successes in the ELA classroom while also adjusting to the challenges of the past and anticipating future needs. Just as we encourage our students to learn and grow, so too can we model inquiry-based and growth-minded practices ourselves.

Are you looking for a place to get started? We hope you will join us for the IATE fall conference on October 21-22, 2022. Our annual conference is the perfect opportunity to re-energize with discussions of new and best practices in ELA teaching and learning as well as to network and find collaborations with like-minded teachers who share your interests and passions.

It's a new day and a new year, and I look forward to hearing about the great work that you are doing in your classroom.

Yours in education,  
Dr. Kaitlin Glause, Executive Secretary

Department of English, Millikin University ([kglause@millikin.edu](mailto:kglause@millikin.edu))

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## Invitation to Review for Illinois English Bulletin

One of the best ways to get ready to write is by being a reviewer. When you review, you have the opportunity to see and learn from others' feedback. Likewise, being a reviewer helps you develop a critical lens when examining your own work. If you're interested in reviewing (even if you haven't done it before), please reach out to us to learn more.

# It's Conference Time!



Join us as we "Celebrate a New Chapter" at Millikin University on October 21-22.



*Gather - Connect - Revitalize*

IATE 2022  
Fall Conference

Featuring Illinois Author of the Year, Allison Joseph, and Authors Kyle Lukoff, Sona Charaipotra, and Andrea Wang



*Visit <https://iateonline.org/> to learn more and register for the conference!*

The IATE Conference is open to English Language Arts and Reading educators and at the middle, high school, and college level, as well as to library media specialists.

Join us in October as we move beyond the initial challenges of pandemic teaching, look toward healing, form deeper connections, and explore the possibilities ahead.

We invite you to participate in engaging presentations by expert teachers and practitioners that will leave you feeling inspired and recharged, sessions that show how educators innovate and empower, while keeping relationships at the forefront.

Award-winning authors joining us this year include Kyle Lukoff, Andrea Wang, and Sona Charaipotra, along with our Author of the Year, Allison Joseph.

We can't wait to gather together with you this fall!



Are you an IATE Past President?

We would love to catch up at our IATE Fall Conference. Please RSVP your attendance to our Conference Chair Betsy Geiselman.

If you are unable to attend, please send us a brief life update (and picture if you are so inclined). and we will share that information with our IATE community! We love to hear how everyone has been doing.

RSVP here: [betsy.geiselman@cchs165.com](mailto:betsy.geiselman@cchs165.com)

## District Leaders Wanted

The IATE Executive Board and District Leader Coordinator Kim Kotty are excited to find leaders for our open districts. If you would be interested in serving as a district leader or co-leader, please email [kkotty@fenwickfriars.com](mailto:kkotty@fenwickfriars.com). Next to each open district, you will see the counties it encompasses.

Open districts are as follows:

- East Central: Champaign, Ford, Iroquois, Kankakee, Piatt, Vermillion
- Illinois Valley: Bureau, Grundy, LaSalle, Marshall, Putnam
- Kaskaskia Valley: Clinton, Monroe, St. Claire, Washington
- Northeastern: Boone, Carroll, JoDaviess, Stephenson, Winnebago
- Rock River: DeKalb, Lee, Ogle, Whiteside
- Wabash Valley: Clay, Crawford, Edwards, Lawrence, Richland, Wabash, Wayne, White
- Western: Fulton, Henderson, Knox, McDonough, Stark, Warren



## NCTE PROVIDES RATIONALE DATABASE

**NEED A BOOK RATIONALE? IF YOU ARE AN NCTE  
MEMBER, YOU HAVE HUNDREDS JUST A CLICK  
AWAY!**



### GO TO NCTE.ORG

Click on the "Resources" tab near top.  
In left menu, click "Intellectual Freedom."  
In the center of the page, you will find the  
link to the Rationale Database.



### FINE TUNE THE RATIONALE

NCTE Rationales are VERY thorough.  
However, you should fine tune each rationale  
you use for YOUR unit of study and your



### WRITE A RATIONALE

Under the "This Story Matters" tab, you can submit a Rationale for a text that isn't in the database. It will take ALL of us to expand this resource and to thwart censorship.

### JOIN RATIONALE REVIEW TEAM



Volunteer to help the Intellectual Freedom Committee to review newly submitted Rationales.

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## Meet the Second Vice President Nominee



Kim Kotty is in her 19th year as an English teacher at Fenwick High School in Oak Park. Kim holds a B.A. in Secondary Education with a concentration in English and an M.A. in Writing, Rhetoric, and Discourse with a concentration in Teaching Writing both of which she earned from DePaul University. In the classroom, Kim especially enjoys teaching American Studies, which she co-teaches with a member of the history department. Additionally, she teaches pre-service English teachers as an adjunct instructor in the Department of Teacher Education at DePaul University. Kim currently serves as the West Suburban District Leader and District Leader Coordinator for IATE.

# IATE Reads

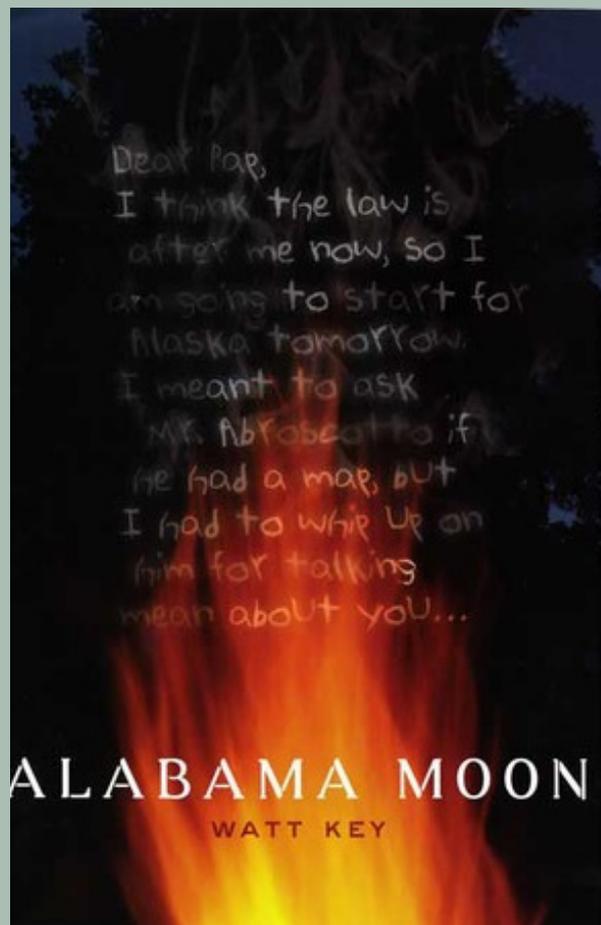
BY Alyssa Staley

Alabama Moon is the first book in a two-book series by Watt Key. This is an ideal book for 5th through 9th grades (especially boys). The story follows a boy who grew up in the woods. His father trained in survivalist skills and didn't trust the outside world. When his father passes away, Moon is unexpectedly thrown into the world his father despised and Moon seeks to return to the familiar but finds it too lonely to manage on his own. This is a great read for boys and reluctant readers. It is fast-paced and keeps their attention.

The book is published by Square Fish & Farrar, Straus and Giroux, and in 2009, was adapted into a film that can be viewed with Amazon Prime.

Watt Key is an award-winning author from Alabama. His website is rich with teaching resources.

Check out the materials by visiting him online at <https://wattkey.com/>



Interested in contributing to IATE Reads - This column is devoted to building our libraries, both professionally and for our students. You might consider sharing books that are great for read-alouds or First Chapter Fridays, books that speak to our students and their experiences, or books for our professional libraries. Submissions might also include ideas for teaching specific books, places to find affordable books, discipline specific books to create cross-discipline connections, and other ideas for creating lifelong readers. When sharing recommendations and ideas, please include the text title, author, and publisher, as well as a "recommended for."

# IATE Fall Conference 2022 Draft Program

## Friday

**IATE Fall Conference 2022 Program (Draft)** \*\*\*Final program available week before conference

### Friday Sessions, October 21

**Registration / Exhibit Hall Open 9:00-11:00 am**

**Breakout Session A 9:30-10:30 am**

Promoting Democracy through Discussion: The Importance of Creating, Maintaining, and Sustaining Small and Large Group Discussions	So...You're a New Teacher: Mentoring New and Preservice Teachers for Successful Teaching Practices	Learning from Old Chapters: Using Primary Sources in the English Classroom	Postcard Field Trip	
Dawn Forde and Andrew Bouque	Kristen Strom	Kim Kotty, Theresa Steinmeyer, and Kate Whitman	Nichole Folkman	

**Business Meeting / Lunch 10:45 am-12:30 pm Sona Chariopotra**

**Break / Exhibits Book Signing 12:30-1:00 pm**

**Breakout Session B 1:00-2:00 pm**

Using Annotated Bibliographies in Collaborative and Independent Research Writing	Shaking Up Shakespeare: Putting the Play Back into Shakespeare's Plays	Reclaiming Discussion in the ELA Classroom	Featured Author Session	A Day of Documentary Film
Cynthia Cochran and Luke Beatty	Shannon Radcliffe	Carly Lacombe, Youla Simos, and Gregg Long	Kyle Lukoff	Elizabeth Kenney, Stephen Heller, and Dawn Forde

# IATE Fall Conference 2022 Draft Program

## Friday, cont.

### Breakout Session C 2:15-3:15 pm

This Story Matters: Censorship Resources from NCTE	Building Students' Cultural Competence through Creative Writing	A New National Literary Magazine Featuring YOUR Students' Work	Ukrainian Schooling during the War with Russia.
Mark Letcher and Sarah Miller, NCTE	Elizabeth Jorgensen	Miles Harvey and Chris Green	Ivan Petryshyn

### Breakout Session D 3:30-4:30 pm

Analyzing Context--Historically and Rhetorically	SLJO Workshop: Learning and Writing Korea's Poetry	Featured Author Session	Promoting Student Voices for Equity	Preparing for a Book Challenge: Writing Book Rationales
Stephen Heller and Seamus Campion	Elizabeth Jorgensen	Andrea Wang	Steven Zemelman, Katy Smith, and Tina Curry	Amy Magnifichi Strong

**Break / Exhibits 4:30- 5:00 pm**

**Cocktail Hour / Raffle 5:00-6:30 pm**

**\*\*\*District Leader Meeting 5:00-5:30 pm**

**Dinner with Illinois Author of the Year, Allison Joseph 6:30 pm-8:00 pm**

# IATE Fall Conference 2022 Draft Program

## Saturday

### Saturday Sessions, October 22

**Keynote Session 9:00-10:00 am** Andrea Wang

**Breakout Session E 10:15-11:15 am**

Modeling Resistance: Biographies of Women in Children's and Young Adult Literature	The Larry Johannessen New Teacher Forum	The Role of ELA in STREAM	#ungrading - Teaching Writing Without "Grades"	Visualize Through a Character's Lens
Amina Chaudhri and Sunah Chung	Elizabeth Kahn and Dianne Chambers	Byung-In Seo	Jennifer Connolly	Jamie Wilson

**Breakout Session F 11:30 am-12:30 pm**

Beyond Amy Tan: Asian American Literature in the Classroom	People Need People: Upholding Interpersonal Connections in the Time of Covid	Creativity Is Your Right	Featured Author Session	
Byung-In Seo	Monique Cruz and Bethany Costello Stebelton	Jen Cullerton Johnson	Sona Charaipotra	

**President's Lunch, Keynote Kyle Lukoff 12:30-1:30 pm**

**Book Signing / Exhibits 1:30-2:00 pm**

# IATE Fall Conference 2022 Draft Program

## Saturday, cont.

### Breakout Session G 2:00-3:00 pm

Creating an LGBTQ-Friendly Environment in Your Classroom	Museable: Pairing Contemporary, Diverse, and Brand New YA Literature with Books Commonly Used in the Classroom	The Travel of Literature	Preparing for a Book Challenge: Writing Book Rationales	Fostering Belonging and Connection by Focusing on Teacher Wellness
Maggie Partipilo	Wendy Streit and Beth Stephens	Ngozi Onuora and Anne Matthews	Amy Magnifichi Strong	Elisa Galvan Alba and Kimberly Musolf

### Breakout Session H 3:15-4:15 pm

Ditching Whole Class Books: The Case for Rhetoric and Contemporary Issues in the ELA Classroom	Reader's Choice Awards 2023	Building Networks of Reform: Finding a "New" Way Forward in a "Post"-Covid Educational Landscape	A Brave Space: Centering the Voices at the Margins	The Story So Far: Finding Our Stories Through Inquiry
Caitlin Miller, Paul Anderson, and Brady Gunnink	Jeanne' Aken and Nichole Folkman	Angelo Bonadonna, Moira Bonadonna, Norman Boyer, Kimberly Kotty, and Carol Medrano	Sawsan Jaber	Amy Vujaklija and Lisa Pennington

### Breakout Session I 4:30-5:30 pm

Refining the Palate: Evolving from Spoon-feeding the Canon to Becoming Connoisseurs of Readable, Inclusive, and Equitable Texts	Coaching Hesitant Writers toward Confidence	Questioning the Author	Cultivating Inclusive Spaces: The Duality of Arab and Muslim Students, a Story often Untold	
Erik Borne, Katie Hoving, and Niki Woodruff	John Hayward	Rhonda Russell-Henderson, Ed Consultant	Sawsan Jaber	

# Membership

IATE membership works toward maintaining and advancing the professionalism of the English/Language Arts field. Your membership benefits you through:

- Providing a means to make your concerns heard by state officials
- Expanding your network of educational contacts across the state
- Keeping you up-to-date through the annual IATE Fall Conference and IATE publications like the Illinois English Bulletin and the IATE Newsletter
- Promotion the recognition of outstanding members of our profession

Did you know that we offer a free, one-year membership to all teachers who have not previously been a member of IATE and to students?

You can become a member by clicking here: [iateonline.org](http://iateonline.org)

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## Publish Your Work in the IATE Newsletter

The IATE Newsletter welcomes articles, reviews, reports, announcements, brief teaching narratives, calls for papers, and other material important to the professional lives of English teachers in the state of Illinois. IATE district leaders are especially encouraged to send reports of district events. For any timely information, the deadline for submitting for the next month's newsletter is the second week of the previous month. All other submissions will be taken on a rolling basis.

### **Recurring columns:**

**Technology in the Classroom** (250-500 words) - Submissions for this column could include reviews of devices, programs, and/or apps for the classroom, as well as lesson ideas utilizing technology in the classroom. Submissions should include the name of the technology, as well as any cost associated with it.

**IATE Reads** (400-600 words) - This column is devoted to building our libraries, both professionally and for our students. You might consider sharing books that are great for read-alouds or First Chapter Fridays, books that speak to our students and their experiences, or books for our professional libraries. Submissions might also include ideas for teaching specific books, places to find affordable books, discipline specific books to create cross-discipline connections, and other ideas for creating lifelong readers. When sharing recommendations and ideas, please include the text title, author, and publisher, as well as a "recommended for." (cont. page 6)

# Publish Your Work in the IATE Newsletter

**Job Corner** (100-200 words) - Do you know of any English openings that you can share? Please include any details about the job and district, as well as contact information.

**Brag Book** (100-200 words) - Tell us something good! Pat yourself on the back or pat someone else on the back. Let's celebrate the good things happening around us.

**Honoring Our Retirees** (100-200 words) - Our veteran teachers deserve recognition for their contributions to our profession. If you know someone retiring from the English classroom, tell us! Let us give them a "cheers for all their years!"

**A Tribute to Meaningful Educators** (100-200 words) - We all have someone who inspired us or inspires us as an English educator. This column is devoted to your favorite English teacher. Be sure to share who they are, where they are, and why they hold a special place in your heart. Pictures of your honoree are welcomed for this column.

**But What About?** (100 words) - This column is devoted to all of those questions we have as educators, whether we are new or veterans. Send in your questions and we'll provide the platform for sharing ideas and answers to your most pressing issues, even if it's as simple as maintaining your classroom library or how to make time for that bathroom break. (cont. page 9)

**Teacher Creators** - We teach in the English classroom, but we also have passions and talents outside of those four walls. Share your work with us. We invite submissions of original poetry and prose, photography, cartoons, art. You name it. Your submission should include your name, affiliation, and a brief statement accompanying your piece.

Please send inquiries or submissions via e-mail to Michelle Ryan at [iatencteonline@gmail.com](mailto:iatencteonline@gmail.com).

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## Invitation to Review for Illinois English Bulletin

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# Writing for the Illinois English Bulletin: Tips for Publication

Michelle Ryan, Editor (mryan@lchsrailers.org or iatencteonline@gmail.com)  
Kaitlin Glause, Executive Secretary (kglause@millikin.edu)

## **1 - Write about what you know and experience as an educator.**

Your daily life as an educator or researcher provides great fodder for writing. For instance, you could write about a home-run lesson, professional development session you led, or conference presentation you recently gave.

Here are some steps you can take to move your professional life into a manuscript:

- Carve out 30 minutes after that lesson or presentation to reflect on what went well.
- Free write about any telling anecdotes that illustrate what you want to share.
- Outline the moves you made during a lesson, both visible and invisible to your students.
- Consider what language moves you can incorporate to “coach” someone else who wants to try out what you’re so excited to share.
- Take the bulleted points from a presentation (i.e., professional development session or conference presentation) and expand each of to tell the “story” you want to share.
- Review recent literature that connects to your writing to better situate your writing.
- Remember: Even writing 15-30 minutes a day will eventually lead to a finished manuscript.

## **2 - Keep your intended journal in mind as you write.**

Get to know the journal. Carefully review the aim, scope and guidelines on the journal’s website. Skim the last 2-3 issues of a journal. (For members, an archive of issues is available on the IATE website.) Does the writing resonate with your own work? If so, this journal might be a good fit for your scholarship. Then, reread any articles relevant to your scholarship to consider how you can situate your work in relation to them while also moving the conversation forward. Finally, take note of articles that inspire you (even if the topic is dissimilar from your own). You could map out the rhetorical moves authors use to get a sense of what the audience would expect and consider what writing moves you could adapt for your own purposes. (Continued page 8)

# Writing for the IEB: Tips for Publication, Cont.

The Illinois English Bulletin accepts manuscripts written in a range of genres, including:

- Methods (i.e. practical strategies for preparing ELA pre-service teachers)
- Practice (i.e. successful teaching practices, professional development)
- Research (i.e. original qualitative, classroom-based studies)
- Critical Pedagogy (i.e. political essay exposing a social injustice)
- Narrative (i.e. first-person account of a compelling teaching/classroom story)
- Criticism (i.e. in depth critique of literary text(s) or author(s))
- Review (i.e. evaluate current texts related to English education)
- Essay, Fiction, Memoir, and other original creative work

## **3 – Reach out to professional colleagues for writing and publication support.**

Journal editors, reviewers, and others invested in the world of English language arts want you to succeed in sharing your story as a language arts educator. If you're unsure if your work fits the journal, are wondering about the expected timeline for reviews, or want to check on the status of a manuscript you submitted, don't hesitate to email the journal editors. Here's how the process works: After journal editors have received all manuscripts for an issue deadline, they read them all carefully; they will then seek out 2-3 reviewers for pieces they identify as being a good fit for the journal. The reviewers will carefully read your manuscript to provide questions and suggestions for revision, which will be returned to you, the author, with a decision about publication in the journal. If your manuscript is moving forward with the journal, you'll be asked to make revisions using the reviewer's feedback. Remember that rejection is also a regular part of writing. It doesn't necessarily mean that your work is not important to the greater language arts educational community; it just means that it's not ready yet. If you do get rejected, keep at it. You can take the feedback from the editors and reviewers to keep building upon and refining your work.

## **4 – Ask for critical feedback and use it to shape your writing.**

A critical step in the writing process is asking for, receiving, and utilizing critical feedback from colleagues to help shape your writing. During the publication process, reviewers are responsible for critiquing your writing and scholarship to meet or exceed the level of academic quality for the journal. Therefore, in submitting your work to the journal, you are seeking their feedback in hopes of moving your work forward. (Continued page 9)

# Writing for the Illinois English Bulletin: Tips for Publication, Cont.

Carefully attend to feedback you get from reviewers and colleagues. Don't just say, "They don't get it," but ask yourself why reviewers don't get it and use that to move forward.

When receiving critical feedback, here are some suggestions to guide your revision process:

- Think about why you received that feedback. How did your audience understand your work? How do you want them to understand your work?
- Think about the revisions you're making. How is this revision improving the quality of your manuscript? How is this revision addressing the needs of your reader?
- Create a table with feedback from colleagues or reviewers and use it to keep track of your revisions and your rationale for those revisions.
- If you're confused by feedback, seek advice from more experienced scholars (even the editors) or a critical writer's group with colleagues to talk through the reviewer's comments.

## **5 - Keep your audience in mind. What are you contributing to the ongoing conversation?**

Our writing never feels ready for an outside audience, but sometimes it's a matter of it being ready enough. When you submit your manuscript to IEB, we ask that you also submit a cover letter. Use the cover letter to speak directly to editors and reviewers; use this space to explain how your work is situated within the scope of the journal as well as to explain how your work makes a unique contribution. This is the goal: we want our writing to get the reader thinking in new ways.

Here are some guiding questions to help you think about your contributions to the field:

- How does your manuscript help further an ongoing scholarly conversation?
- How are you drawing upon your own experiences and knowledge to further the conversation?
- How are you drawing upon the experiences and knowledge of the broader scholarly community to further the conversation?
- What new perspectives, strategies, and/or practices will other educators learn or be able to think about after reading your manuscript?