



Illinois Association of Teachers of English Fall Conference 2024

Cultivating Humanity: Refining Our Literary Traditions to Forge a Better Future

Millikin University, October 25 & 26



**Carol
Jago**



**José
Olivarez**



**Joelle
Charbonneau**



**Abdi
Nazemian**

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**See posted signage for
Wi-Fi Network and Password**



Dear Colleagues,

Welcome to the IATE 2024 Conference! This year’s theme, “Cultivating Humanity: Refining Our Literary Traditions to Forge a Better Future,” is a reminder and clarion call that we, as teachers, as peddlers of the written word, must remember to activate humanity for our students. When we tap into our deep connections to each other and to our sense of self through storytelling, we stir something up that makes us feel alive and that allows us to create and think, in ways both new and powerful. We have great traditions behind us, reminding us that the legacy of storytelling is what makes us human, and great possibilities ahead of us as language and our teaching practices continue to evolve.

Our conference chair, Andrew Rodbro, has worked tirelessly over the past year to build a program that is layered in its approach to teaching English and inclusive of the many dimensions of our classroom practices. Andrew has routinely inspired me by the thoughtfulness of his choices in preparing the conference, by his efforts to invite new members to IATE, and by his work to improve IATE’s sustainability and outreach over the coming years. I eagerly look forward to seeing the direction that he takes IATE, and I have every confidence in his leadership and guidance as he upholds and revitalizes our storied tradition of being a long-standing resource for ELA teachers, librarians, professors, and education advocates across the state.

In considering the theme of the conference that Andrew has selected, I am reminded of some of the traits humankind, at its best, has aspired to: dedication, service, perseverance, innovation, leadership, curiosity, and inclusion. I am grateful to have served alongside a leadership team that demonstrates, in their various capacities, all these traits. I also know that you, our talented, creative, and passionate members, demonstrate such rich humanity in your teaching endeavors. We enrich each other and our profession when we collaborate and share our vision for the future of English education with each other. I invite you to find ways this weekend to share your gifts with IATE, at the state or district level.

I hope you all have a wonderful time at the conference!



Betsy Geiselman

Betsy Geiselman
IATE President, 2023-2024

Conference Schedule

Friday, 24 October 2018

8:00 am	Registration opens	
8:30-9:50 am	Plenary Session 1 Opening Welcome Carol Jago, Featured Speaker	
10:00-10:50 am	Breakout A	
10:00-10:50 am	Book Challenge Discussion Panel	
11:15 am-12:30 pm	Workshop 1	
11:30 am-12:30 pm	Breakout B	
12:30-1:50 pm	Plenary Session 2 Lunch, Business meeting José Olivarez, Featured Speaker	
2:00-3:15 pm	Workshop 2	
2:30-3:20 pm	Breakout C	
2:30-3:20 pm	Interview with José Oliva- rez	
3:30-4:20 pm	Breakout D	
3:30-4:20 pm	Scripted Curriculum vs. Student Choice Discussion Panel	
3:45-5:00 pm	Workshop 3	
4:30-5:20 pm	Breakout E	
5:30-6:30 pm	Cocktails & Hors d'oeuvres	
6:30-8:00 pm	Plenary Session 3 Awards Dinner, Raffle	

Saturday, 20 October 2018

8:00 am	Registration opens	
8:00-8:50 am	Executive Council Meeting District Leader Meeting	
9:00-9:50 am	Breakout F	
10:00-10:50 am	Breakout G	
10:45am-12:00pm	Workshop 4	
11:00-11:50 am	Breakout H	
11:00-11:50 am	Interview with Abdi Nazemian	
12:00-1:20 pm	Plenary Session 4 President's Lunch Abdi Nazemian, Featured Speaker	
1:30-2:20 pm	Breakout I	
1:30-2:20 pm	Co-Teaching Discussion Panel	
2:30-3:20 pm	Breakout J	



PROFESSIONAL DEVELOPMENT HOURS (CPDU's) AVAILABLE

If you would like the professional development hours for the conference, don't forget to follow the steps below:

AT THE CONFERENCE

1. Sign the attendance sheet at each session with your name and IEIN.
2. Keep track of which sessions you attend in your program.

AFTER THE CONFERENCE

1. After the conference, log in to your ELIS account and navigate to the PD Plus tab.
2. Enter a request for CPDU's for each of the sessions you attended. You can search by provider, using National Council of Teachers of English as the provider.
3. Select the sessions you attended. You must select each session individually.
4. Enter your request **no later than November 2, 2024**.
5. Check your email over the next few days for your approval.
6. Once you have been approved, enter your PD hours in the ELIS system.

Visit the Exhibition Hall

Our exhibitors have made generous donations to help make the conference possible. Please visit the exhibition hall during your breaks and between sessions. The exhibition hall is located in the lobby of the Staley Library across from the registration table.

Exhibition Hall Hours

Friday: 10:00 am - 12:30 pm
2:00 pm - 5:30 pm

Saturday: 8:00 am - 12:00 pm
1:30 pm - 3:30 pm

Vendors

The Literary
ThinkCerca
Roxy & Lola
Thinking Habitats
Illinois Humanities

Friday, 8:30-9:50 am, Plenary Session 1

Staley Library, Ballroom (3rd Floor)

Conference Welcome and Opening Session Featured Speaker

“Challenged and Challenging Texts and Teaching”

Carol Jago, Featured Speaker

Carol Jago taught middle and high school for 32 years in Santa Monica, California. She has served as president of the National Council of Teachers of English and on numerous committees including the College Board’s English Academic Advisory Committee, ILA Adolescent Literacy Interest Group, and NAEP Writing Standing Committee.

Carol Jago has published a number of books on literacy and English pedagogy, including her most recent book *The Book in Question: Why and How Reading Is in Crisis* (Heinemann, 2019). She has written for the *Los Angeles Times* and many educational journals and online forums.

Carol is the recipient of the International Literacy Association's Adolescent Literacy Thought Leader award and the NCTE Exemplary Leadership Award.



Book signing to follow

Breakout Session A

Friday, 10:00-10:50am

B.A1	Kimberly Williams Sarah Scholz	Hinsdale Central High School	Staley 138 Middle school High school
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Mimicking Isn't Thinking: Putting Thinking Back in Writing Instruction

Students emerged from Covid classrooms, but not unscathed. More than ever, they were not engaging in their own learning. The course team decided they couldn't keep lamenting the fact that tried-and-true approaches weren't working anymore; teachers needed to adapt to teach the students in front of them now. Inspired by a book for math teachers on getting kids to think, the presenters adapted their own approach to writing instruction.

B.A3	Beth Schurman Allison Nagaraja Abby Eaton	Olivet Nazarene University	Staley 142 High school College/University Pre-service teachers
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Culturally Responsive Teaching Standards, Practices, and Resources for the High School English Classroom

In March of 2021, the Illinois State Board of Education adopted a set of Culturally Responsive Teaching and Learning Standards for the purpose of better preparing future teachers to create culturally rich spaces and curricula that are welcoming and supportive for all students. While the new standards are an important tool for teacher education programs, there does not seem to exist a similar set of standards for practicing teachers in Illinois. While research suggests that culturally responsive teaching is a practice of many high school English teachers regardless of a required set of standards, the presenters wanted to determine the extent to which this is happening using the CRP standards as a lens for teachers to consider the ways in which they are already embracing culturally responsive practices.

Specifically, this session will first share the results from a survey and interview with several high school English teachers in Illinois about their perspectives on and teaching habits related to the CRP standards. Then, the presenters will share a repertoire of resources that they have curated and created to support teachers in their continued implementation of the CRP standards and culturally responsive practices in general.

B.A2	Stephanie Bailey	Glenbrook South High School	Staley 140 Middle school High school
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Perils of the Participation Grade: Rethinking our Evaluation of Participation

Educators know the value of participation. However, they also know that many barriers to participation exist in and out of the classroom. Participation grades favor extroverted students, and at their worst, participation grades “may be inherently ableist” (Laurel Bastian, as cited in D’Agostino, 2023). But what if there is a way to abandon the perilous participation grade while simultaneously showing students their daily engagement is valued? There is a way: the Engagement Grade.

In this session, Dr. Stephanie Bailey will define the Engagement Grade and the implementation of it with various abilities and grade levels. Dr. Bailey has been teaching high school English for 27 years and has taught at the community college level. Also, she has been a reader for the AP Language and Composition test. Currently, she teaches AP Language and Composition and remedial junior English.

B.A4	Tim Libretti	Northeastern Illinois University	Staley 144 High school College/University
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It Does Happen Here: The Literary and Cultural Roots of American Authoritarianism

It hardly seems arguable that U.S. national politics have, for nearly a decade now, veered in a decidedly and intensified authoritarian direction. That nearly half the nation seems to crave autocratic rule and repression is not, in fact, a brand new development. Despite the fact that prominent trailblazers in American literary study such as F.O. Matthiessen defined American literature precisely by its strong democratic impulse and individualist spirit, one finds from even a cursory study of the U.S. literary tradition a powerful and canonical anti-democratic politics—relentlessly so. In the works of such writers including T.S. Eliot and William Faulkner, one finds unapologetic supremacist values. Even the romantic individualism of Emerson and Thoreau endorse autocratic behavior, eschewing the rule of law that is a key principle of democracy. This seminar invites us to scrutinize closely as teachers of literature what values we are transmitting to our students as we teach U.S. literature, reflecting on how the institution of literary study itself has participated in creating our current national condition.

Discussion Panel 1

Friday, 10:00-10:50 am,

Book Challenges

Staley 146

Moderated by Amy Magnafichi Strong

IATE Intellectual Freedom Committee Chair

While Illinois schools and libraries enjoy broad protections against book bans, parents and community members bring challenges nevertheless. Panelists will discuss their experiences with book challenges. What books in the curriculum or library have been challenged? On what grounds? How have they addressed challenges to those books? What measure of success have they had in defending the challenge? What defense strategies have been most effective?

Panelists: **Gary Anderson**, District 211 (Retired), Illinois State University, Harper College; **Bayyinah Bey**, Chicago Public Schools; **Stacy Haynes-Moore**, Coe College; **John Essington**, Blackburn College

Workshop Session 1

Friday, 11:15am –12:30pm

W1.1	Julie Hoffman	Springfield Public Schools	Scovill 211 Elementary school Middle school Pre-service teachers
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Sharing our Humanity: Healing from Trauma Through the Power of Story

Healing from trauma can be scary, messy, and complicated. Fortunately, the power of story can help. We have been passing stories on to each other for centuries. Stories of hope and resilience are the best ones to share with each other. This session will cover some of the basics regarding trauma, including a review of the physiological responses (fight, flight, freeze).

The session will include discussion about how the vicarious experiences of fictional characters help readers know they are not alone, introduce new coping mechanisms, and provide a safe place to approach traumatic experiences. The presenter knows that all books are not created equal. Not only will she explain how some “bibliotherapy” books miss the mark, but she will introduce books that are much more effective.

Expect lively read-alouds and group discussions about how the books can be used to teach SEL goals in general or toward healing from trauma. You will receive a link to a comprehensive book list, but you might also start filling your bookstore cart during the presentation!

W1.2	James Drown Mark Brand	University of Illinois at Chicago	Scovill 212 High school College/University
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Video Games as Literary Source Material for the Writing Classroom

Video and computer-based games emerged as consumer products in the 1970s and now surpass movies, television, and music in terms of worldwide profits. Many of the original text-based games, such as Zork and Deadline had a genre based literary quality to them, and 50 years later we still see literary storytelling in this medium, with both major corporations and independent developers delivering significant texts using varying levels of technology and sophistication.

At the lower level, developers often produce low-cost material that effectively deals with social and personal issues our students are interested in. Papers *Please* is a multi-platform game that examines issues around immigration and documentation. *One Night, Hot Springs* looks at the experience of being trans at a hot spring, while *This War of Mine* allow us to be a civilian in an urban combat zone (and is a text in Polish history classes). New and exciting games come out frequently, and this is a rich area for texts, which are sophisticated and meet students “where they live.”

We have successfully used video games in the writing classroom, and this workshop presents a number of short low-cost (or free) games to the audience, along with a variety of ways of using them in the classroom. As part of the experience, presenters will engage the participants in an actual lesson in relation to one of the games being presented.



Illinois Humanities is creating a statewide network to support humanities educators across Illinois.

To learn more about our programs, including the Gwendolyn Brooks Youth Poetry Awards and the Envisioning Justice Re:Action Curriculum Guide, join our mailing list.



Scan here to join the mailing list and visit ILHumanities.org to learn more.



Breakout Session B

Friday, 11:30am-12:20pm

B.B1	Barbara Schiffer	Legal Prep Charter Academy	Staley 138 High school
<p>Teaching SEL in the Secondary High School Classroom</p> <p>For educators, the primary goal is not only to impart academic knowledge but also to nurture the holistic development of students. Recently, there has been a growing conversation around the importance of social-emotional learning in the classroom space. By infusing SEL skills and techniques into the classroom environment, teachers have the opportunity to support the whole child, fostering their self-esteem and creating an atmosphere conducive to optimal learning. Ultimately, the goal of this session is to look at how by recognizing and nurturing the social-emotional well-being of our students, we empower them to thrive academically and personally. This session will equip educators with the knowledge, skills, and support they need to effectively integrate daily practices into their teaching, ultimately fostering a more compassionate and resilient learning community.</p>			

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AND STUDENTS

SARAH HAS TAUGHT HIGH SCHOOL ENGLISH FOR 10 YEARS, LED MINDFULNESS MEDITATION WITH STUDENTS FOR 8 YEARS, AND IS A COMMUNITY MEDITATION TEACHER

B.B2	Kevin Aldrich	Routt Catholic High School	Staley 140 Middle school High school College/University
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The CEIT Paradigm for Non-fiction Writing

In non-fiction writing, there are only four basic “moves” a writer can make. An acronym to help student writers remember them is CEIT, for claim, explain, illustrate, and tie-back. Once students become adept with the CEIT paradigm, they can choose which features to use and which to leave out. This presentation will thoroughly explain the CEIT paradigm and use student examples to show how it applies both simpler and more complex essays.

B.B3	Carol Jago	University of California at Los Angeles California Reading and Literature Project	Staley 146 Middle school High School
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Strengthening Students’ Reading Muscles to Build Stamina and Confidence

What can teachers do when students balk at doing the assigned reading? Why do so many students have difficulty staying with a book for more than a few minutes? In this workshop Carol Jago will demonstrate instructional moves that can help students increase their stamina and develop greater confidence in themselves as readers. Based upon current research in adolescent literacy, the session offers texts and tasks designed to engage today’s young readers.



Remember to buy tickets for the basket raffle to support the IATE Minority Scholarship!

Friday, 12:30-1:50 pm, Plenary Session 2 Staley Library, Ballroom (3rd Floor)

Business Meeting Luncheon

Featured Speaker General Address

“Promises of Gold: Reflections on Writing, Reading, and the Classroom”

José Olivarez, Featured Speaker

José Olivarez is the author of two collections of poems, including *Promises of Gold* and *Citizen Illegal*. He co-edited the poetry anthology *The BreakBeat Poets, Volume 4: LatiNEXT*, with Felicia Rose Chavez and Willie Perdomo.

Promises of Gold was long-listed for the 2023 National Book Award, and *Citizen Illegal* was a finalist for the PEN/Jean Stein Book Award and winner of the 2018 Chicago Review of Books Poetry Prize.

In 2018, José Olivarez was awarded the first annual Author and Artist in Justice Award from the Phillips Brooks House Association and was named a Debut Poet of 2018 by Poets & Writers. In 2019, the Poetry Foundation awarded

Olivarez a Ruth Lilly and Dorothy Sargent Rosenberg Poetry Fellowship.

Olivarez's work has been featured in the *New York Times*, *Paris Review*, and *POETRY magazine*, among others.



Book signing to follow

Workshop Session 2

Friday, 2:00-3:15pm

W2.1	Leslie Birdwell Jane Schumacher	New Trier High School	Scovill 211 High school
“My Excellent Friend”: The Letter-Writing of Frankenstein in the Age of SnapChat			
<p>Students use text to correspond with each other more than ever, often churning out micro-epistles while we teach our most engaging lessons. But while research overwhelmingly suggests that handwriting stimulates brain development and correspondence boosts mental health, snapping bypasses many of these benefits, due to the brevity and screen-dependence of the medium. When given the opportunity to turn a text into a real letter, however – one with an elevated salutation, advanced vocabulary, and ornate sentences -students will scribble seriously for half an hour, phones forgotten in backpacks. Engaging in this activity in preparation for reading novels such as Mary Shelley’s <i>Frankenstein</i> will allow students to playfully encounter the language of the 19th century, consider new words and their shifting meanings over time, and compose heartfelt and often hilarious missives (if only to scold the dog for soiling the “citadel” of their bedroom).</p> <p>In this workshop, participants will examine sample letters, both from Frankenstein and from online archives of Victorian-era correspondence; next, they will draw from an extensive word list in composing letters of high emotion and elevated language. At the end of the workshop, participants will discuss further implications for how such writing generates authentic stakes, stimulates discussions of word usage and parts of speech, and increases student confidence in the otherwise daunting task of reading 19th century texts.</p>			

W2.2	Florian Feucht	Thinking Habitats	Scovill 212 Middle school High school
Engaging Students in Local, Collaborative Problem Solving to Build Their Vision of the Future			
<p>Explore how local news can be used as a powerful tool to teach reading, writing, critical thinking, and collaborative problem-solving skills, while serving as a motivational hook to help students seek out information and connect</p>			

with peers and the broader community. This federally-funded unit connects reading and thinking skills with the writing process using a student-centric, project-based approach.

To highlight some features of the highly versatile featured unit, students develop reading and critical thinking skills through interactive modeling of cognitive skills and corresponding writing assignments. Built-in prompts engage students in peer-to-peer discussion about local issues. A culminating group project invites students to engage in collaborative problem-solving with their peers as they formulate a personal cause, select and analyze news articles, and produce an essay and a creative work aimed to advocate for change within their own community.

Participants will learn a reliable process for evaluating news articles in a non-biased manner. They will explore unit materials, including reading and writing activities, grading rubrics, student work, and notes from teachers who have taught with the materials previously. This unit can be tailored to meet the needs of any classroom, and provides ample opportunities for cross-curricular connections, community involvement, and meaningful communication with peers and the broader community.

Breakout Session C

Friday, 2:30-3:20pm

B.C1	Remy Garard Katie Bovenkerk	Normal West High School	Staley 140 High school
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"Picturing" Socially Just Research Writing

As teachers navigate “contentious times” in the ELA field, a high-interest and non-threatening approach to moving our students towards engaging in social justice issues is using diverse children’s picture books as a jumping-off point for students to choose topics for required research papers. The presenters encourage teachers to use a mentor text to lead students through the process of engaging with diverse picture books for children, critically examining the texts that capture their attention, and then using a single text to lead their higher-level research and study of visual media. This approach is a highly motivating and non-threatening way to engage students in important discussions, concerns, and eventual research about culturally diverse topics. Teachers will come away from this session understanding the research that supports a move towards this type of unit, as well as with practical tools and lists of texts to use immediately in their lessons.

B.C2	John Essington	Blackburn College	Staley 142 Middle school High school College/University Pre-service teachers
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ELA & AI: The Obstacle Course of Future Pedagogy

Generative artificial intelligence (genAI) is disrupting, if not overthrowing, five thousand years of human communication, encompassing the entire existence of the English language. ELA educators must clearly understand the role genAI will play in our classrooms and adapt to technological trends in a vigilant yet open manner.

This session will highlight numerous areas of genAI and how they correspond with English education. Additionally, the presentation will discuss and question our current understanding of genAI and how that affects our understanding of what it means to educate students.

One of the main goals of the presentation is to critically examine the correct role for genAI in ELA education and tangle with the philosophical implications of this moment, and seek the middle ground between accepting all technological innovations without thought and living in a neo-luddite, sequestered classroom space.

B.C3	AngelaNina Escanilla	Unity Junior High School	Staley 146 Middle school High school
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Empowering Students Through the Use of Culturally Responsive Pedagogy

Culturally responsive teaching stresses the importance of connecting students’ identity and lived experiences to the classroom in order to enhance their learning. With book banning and curriculum censorship at an all time high, students feel powerless. They feel as if their voices don’t matter, often leading to the question “Why do I need to know this?” By understanding the communities from which our students come, we are better able to create engaging lessons and find literature that all students can relate to. Creating a welcoming and culturally responsive classroom will decrease student apathy and, in turn, increase student engagement. Not sure how to get started? This session will provide participants with a multitude of resources, ranging from beginning of the year “Get to Know You” activities to giving students voice and choice on literature.

Interview with José Olivarez

Friday, 2:30-3:20 pm

Staley 144

Interviewed by Jen Vincent
Bannockburn School
Story Exploratory

Writers bear witness. Educator and writer Jen Vincent will talk with poet José Olivarez about how living the life of a writer means paying attention, collecting ideas, navigating the writing process, and ultimately, bearing witness to the human experience. In exploring writing through Olivarez's eyes, educators will see ways to wield the power of poetry as invitations to read and write and celebrate our humanity.



Illinois Valley Community College's
Mu Alpha Chapter of Sigma Kappa Delta
wishes the **Illinois Association of Teachers of English**
a successful conference, October 25-26, 2024.

We recognize the importance of our literacy educators
in **Cultivating Humanity** at all levels of education and
thank them for their hard work!



SIGMA KAPPA DELTA
The English Honor Society for Two-Year Colleges

Breakout Session D
Friday, 3:30-4:20pm

B.D1	Erin Perkins Jay Mehta	Adlai E. Stevenson High School	Staley 138 Middle school High school Pre-service teachers
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Engaging Scholars through Counter-story and Connection

As education consistently adapts to the ever-changing landscape of the field and its student population, teachers and administrators are acknowledging the necessity of diverse curriculums as part of culturally relevant and responsive practices. However, the presenters argue that this has been implemented to varying degrees of success, especially texts related to the Asian American Pacific Islander and Desi American (AAPIDA) community. As the United States continues to grow its racial diversity, the literacy opportunities within the education system need to represent it. Presenters will report on the unique perspectives that teachers of color bring to the professional space as it comes to curriculum and instruction from their own personal experience as teachers within the AAPIDA community as well as research. They will offer a discussion about how counter-story narratives empower scholars and promote empathy across racial, ethnic, and socioeconomic groups and challenge colleagues to view all stories with complexity, nuance, and compassion. They will examine successful ways to conduct authentic moments of cultural connections and discuss how well-intentioned practices may result in inauthentic or exacerbate systems of harm for scholars. They will offer and report on practices that they have used to enable student discussion surrounding how their identities interact with the various systems while centering counter-stories, authentic connections, and tending to the social and emotional needs of scholars.



Remember to buy tickets for the basket raffle to support the IATE Minority Scholarship!

B.D2	Abigail Kindelsperger	University of Illinois at Chicago	Staley 140 High school College/University Pre-service teachers
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Handling Heavy Texts with Care

Many of the most frequently taught works of literature include death, trauma, and other topics that can feel daunting for new teachers to approach in the classroom. Focusing on a literacy methods course with a fieldwork component in Chicago Public Schools, this presentation explores how pre-service teachers learn to navigate teaching literature with heavy content. With *Krik? Krak!* by Edwidge Danticat as a focal text, the presenter will share classroom strategies that help teachers reflect on their teaching philosophies and design lessons that balance paying attention to social-emotional needs and building literacy skills.

B.D3	Keisha Rembert	National Louis University	Staley 142 Middle school High school
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The Perfect Match: Coupling Groundbreaking Texts with Revolutionary Pedagogy

ELA teachers know the power of a great book to captivate students' minds and hearts. By thoughtfully selecting and presenting texts that grapple with issues of race, identity, and justice, ELA teachers can ignite students' curiosity, empathy, and critical consciousness. But we can't stop at just putting diverse books in students' hands - we must also equip ourselves with the pedagogical tools to guide them through meaningful engagement and reflection.

In "The Antiracist ELA Classroom," Rembert lays out a vision and roadmap for transforming English Language Arts classrooms into sites of antiracist education and empowerment. But how do teachers bridge the gap between theory and practice, between the pages of a professional book and the lived realities of our classrooms? In this session, the presenter will book talk some great texts coupled with ready-to-implement anti-oppressive, antiracist instructional strategies

B.D4	Kate Sjostrom	University of Illinois at Chicago	Staley 144 High school Pre-service teachers
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Exploring Our Literacy Histories in Verse: Using Poetry to Cultivate Humanity, Content Knowledge, Community, and Craft

Much has been written about students’ and pre-service teachers’ fear of poetry; heck, there’s even a scientific name for the fear of poetry: metrophobia. Thankfully, there have been some great books to guide teachers and teacher educators in suffusing their classrooms with positive poetry experiences—books like John O’Connor’s 2004 *Wordplaygrounds* and the new *Whispering in the Wind* by Linda Rief and *A Poetry Pedagogy for Teachers* by Pindyck and Vinz. And yet, it can be hard to make sufficient time for poetry in high school and methods courses, where teachers and teacher educators are often bound by curriculum and time constraints. The presenter will describe her project to infuse both her high school classroom and, later, her writing methods course with poetry in an attempt to create fear-free poetry experiences—as well as to capitalize on poetry’s power to enhance content knowledge, collaboration, communication, and creativity. In the process, she will outline a literacy autobiography assignment she has done with high school and college students which enlists writers in creating snapshots of their most formative literacy experiences: engaging in writing workshops, reflecting on the implications of their and peers’ experience, and celebrating each other’s voices through publishing parties. Attendees will be invited to share some of their own literacy experiences and play with poetry as well.



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Discussion Panel 2

Friday, 3:30-4:20pm

Student Engagement in Scripted Curriculums vs. Student Choice Contexts

Staley 146

Moderated by Elizabeth Kahn

Northern Illinois University

Some districts engage students with a severely limited classroom experience using scripted curriculums, while others engage students with curriculums that allow for broad student choice. Panelists will discuss their experience on this student engagement continuum. Where do their districts fall? What successes and challenges have they experienced? How have they worked around the challenges and capitalized on the successes?

Panelists: **John Barrett**, Pleasant Plains Middle School; **John Hartzmark**, MacArthur High School; **Cindi Koudelka**, Fieldcrest Community School District, Aurora University; **Nicole Boudreau Smith**, Adlai E. Stevenson High School; **Julie Hoffman**, Springfield Public Schools & University of Illinois at Springfield

Workshop Session 3

Friday, 3:45-5:00pm

W3.1	Elise Zerega Corrine Ulmer	Northwestern University Lane Tech College Prep	Scovill 211 Middle school High school Pre-service teachers
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Identity Cycles: SEL Integration in the ELA Classroom

Suggested: Bring a laptop with Google Suite

Participants will explore a curriculum rooted in identity for middle school students that empowers them to not only critically craft their own identities, but more thoroughly develop critical thinking skills in order to enact social change. The curriculum integrates social emotional learning with common core, while being non-linear and revolutionary. Texts, skills, and activities

centered on identity allow students of color, in particular, to take control over their identity formation, and also allow white students the chance to authentically reflect on and understand their own positions of privilege in contrast. Paired with seminars, collaborative writing, and individual reflections through an active revision process, this cyclical curriculum engages students by returning to concepts and skills in order to deepen their holistic development throughout the year. The intersection of SEL, ELA, and equity is of the utmost importance as students, and the world, continue to recover from the upheaval of a global pandemic. Corrine Ulmer has over a decade of direct experience developing and implementing advanced middle school curriculum that offers practical takeaways from Elise Zerega's background in pedagogical research that explores the intersection of SEL and academic achievement.

W3.2	Sarah Bland	Enter Peace Print and Wellness Collective	Scovill 212 Elementary school Middle school High school Pre-service teachers
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Transforming Teaching Through Self-Care

Teachers cannot “pour from an empty cup.” This rhetoric of self-care is all too common. But amid the fast pace of the school system, what are teachers actually supposed to do to refill our cups? The obstacles to self-care are made worse because much of what the dominant culture calls “self-care” simply helps to cope within antiquated systems rather than truly promote sustained well-being. This cultural confusion around self-care keeps teachers stuck in cycles of exhaustion, overwork, and disconnect. The steeply increasing rate of teachers’ chronic stress and burnout makes clear that teachers must prioritize real self-care practices—boundaries, self-compassion, power, and processing feelings of guilt. Centering humanity in this way creates the groundwork for life-giving teaching practices, classrooms, and communities. Drawing on ten years of teaching English in Illinois public high schools and the work of Paulo Freire, bell hooks, and Pooja Lakshmin, Sarah Bland holds space for teachers to use reflective writing to create a real self-care plan that will support their well-being throughout the school year. Further, participants will be invited to practice short guided meditations to foster self-compassion. Engaging with reflective writing and guided meditation in this way is an act of self-care, community care, and love that naturally shifts how teachers engage with themselves, students, curriculum, and school communities.

Breakout Session E
Friday, 4:30-5:20pm

B.E1	Amy Magnafichi Strong	Illinois Association of Teachers of English	Staley 140 Elementary school Middle school High school Pre-service teachers
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Voices Silenced: Unpacking the Dilemma of Book Challenges in the Context of Culturally Responsive Pedagogies Through Content Analysis

This session will discuss the findings of a three-year dissertation study about the reasons for and rhetoric surrounding book challenges and bans. The presentation will discuss how this rhetoric interrupts culturally responsive teaching practices and silences marginalized voices. This session will also present effective ways of discussing these challenges with stakeholders.

B.E2	John Barrett	Pleasant Plains Middle School	Staley 142 Elementary school Middle school High school Pre-service teachers
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Cultivating the Next Generation of Teachers

This session will empower and celebrate the vocation of professional educator. Participants will celebrate what teachers do, brainstorm ways to celebrate young teachers in particular, and brainstorm ways to keep young teachers in the field of education.



Remember to buy tickets for the basket raffle to support the IATE Minority Scholarship!

B.E3	Sue Hersam Brad Ruda	Lake Forest High School	Staley 144 Elementary school Middle school High school
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Exploring Diverse, Modern Voices in Book Clubs

English teachers are used to teaching texts in isolation. This presentation will demonstrate how the presenters have experimented with book clubs as a way to weave more varied voices into classrooms. This session will showcase an American Literature Book Club Unit, which provides a framework for students to see the larger America beyond their own experiences and those captured in canonical literature. Presenters' sophomore teaching team reads recently published American fiction, searching for well-written literature from varied perspectives to expose students to characters facing complex issues. The novels include relatable teenage narrators whose experiences move students beyond their comfort zones. The unit revolves around student choice, beginning with book selection and extending through student-led book group discussions. In the course of the unit, student groups research related real-world issues like Native American land rights, groundwater contamination in low-income areas, and effects of immigration policies. For a final project, students create movie book trailers using Canva to advertise novels' themes and motifs. Presenters will also share novel titles, videos of book groups in action, and project examples.

B.E4	Kelly P. Vaughan	Lewis University	Staley 146 High school
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Novel Selection in Secondary Settings: Curating Inclusive Texts

In the last four decades, literacy scholars and national educational organizations have emphasized the need to include more diverse and inclusive texts for students. However, teachers have also experienced increased calls for censorship and book banning in the last decade. This presentation will address two questions: how do secondary English teachers currently select books for inclusion in their curriculum? How can teachers ensure access to diverse and inclusive texts?

The presenter will share the results of a pilot study about how teachers select novels in their classrooms and share multiple resources (evaluative checklists, book awards, and online resources) to help curate inclusive classroom libraries, comprised of texts featuring protagonists representing diverse racial, linguistic, gender, and disability communities. Participants will be asked to share their experiences with text selection, reflect upon the criteria they would like

to use to determine which novels to teach, and evaluate their current novel choices.

Attendees are suggested to have access to Google slides.

Friday, 5:30-6:30, Cocktails & Hors d'oeuvres Staley Library, Ballroom Foyer (3rd Floor)

IATE Minority Scholarship

The Illinois Association of Teachers of English is committed to recruiting minority language arts teachers, for both humanitarian and practical purposes. To meet that commitment, IATE reserves \$500 each year for one scholarship as designated by the Minority Scholarship Committee. Candidates must be a member of a minority group and enrolled in their final year of an education program with an emphasis in English. Candidates must plan to teach within the state of Illinois. Students who have demonstrated academic success and show great potential as educators can be nominated via Google Form by a professor.

Please contact the Scholarship Committee Chair, Shannon Radcliffe at sradcliffe@lchsraillers.org.

2024 Minority Scholarship Recipients

Kyron Elam

Syncere Williams



Enter the Basket Raffle to support the IATE Minority Scholarship!

Visit the raffle table outside the meeting rooms of the Staley Library, first floor to browse the prize baskets throughout the day on Friday. Baskets will be moved up to the third floor during the cocktail hour.

Raffle tickets can be purchased at the registration table on the first floor, and from an IATE executive board designee during the cocktail hour. Drawing for prizes will take place during the Awards Dinner, on Friday evening. Winner must be present to collect prize.

Basket prizes are generously donated by IATE members, patrons, and their friends and family. Proceeds from the raffle fund the IATE Minority Scholarship.

Friday, 6:30 pm, Plenary Session 3
Staley Library, Ballroom (3rd Floor)

Awards Dinner

Drawing for Basket Raffle
Minority Scholarship Recipients
Student Literature & Art Contest Winners
Lifetime Achievement Award
Author of the Year

**Interview with Author of the Year,
Joelle Charbonneau**

Interviewed by Genevieve Sherman

Joelle Charbonneau is the author of the *New York Times* best selling *The Testing* trilogy (comprised of *The Testing*, *Independent Study*, and *Graduation Day*), as well as two mystery series: *The Rebecca Robbins Mysteries* (including *Skating Around the Law* and *Skating Over the Line*) and the *Glee Club Mysteries* (comprised of *Murder for Choir*, *End Me a Tenor*, and *A Chorus Lineup*). Her YA books have appeared on the Indie Next List, on the YALSA Top 10 books for 2014 as well as the YALSA Quick Picks for reluctant readers.

Joelle has performed in opera and musical theater productions across Chicagoland, and now teaches private voice lessons.



Book signing to follow

Illinois Authors of the Year

Dee Brown	1971	Alex Kotlowitz	1998
Rebecca Caudill	1972	Jackie Joyner-Kersey	1999
Clyde S. Kilby	1973	Luis Rodriguez	2000
Edgar Lee Masters	1974	Richard Powers	2001
Mike Royko	1975	Mary Schmich	2002
Victor Hicken	1976	Sandra Cisneros	2003
Richard Peck	1977	Fern Chapman	2004
Gwendolyn Brooks	1978	Dave Eggers	2005
Natalia Belting	1979	Mawi Asgedom	2006
Harry Mark	1980	Scott Turow	2007
J.M. Hook	1981	Simone Elkeles	2008
Marguerite Henry	1982	Li-Young Lee	2009
Burl Ives	1983	Tony Romano	2010
Carl Sandburg	1984	Achy Obejas	2011
Michael Anani	1985	Chris Ware	2012
John Knoepfle	1986	Marilyn Brant	2013
Stella Pevsner	1987	Libby Hellmann	2014
Lloyd Kropp	1988	Jesse Ball	2015
Eugene Redmond	1989	Melanie Benjamin	2016
Elizabeth Talent	1990	Adam Selzer	2017
Haki Madhubuti	1991	Brittany Cavallaro	2018
Lucien Stryk	1992	Erika Sanchez	2019
Larry Heinemann	1993	Mikki Kendall	2021
Lucia Getsi	1994	Allison Joseph	2022
Lisel Mueller	1995	Jessamine Chan	2023
Leon Forrest	1996	Joelle Charbonneau	2024
Robert Owen Butler	1997		

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IATE Lifetime Achievement Award

Every year the Awards Committee of the Illinois Association of Teachers of English accepts nominations for the Lifetime Achievement Award. Members may nominate other members of IATE who, throughout their career in education, have contributed to the advancement of the mission of the Illinois Association of Teachers of English through their advocacy for the organization or through their teaching practices. Recipients of the Lifetime Achievement Award are recognized at the awards dinner at the annual fall conference and given lifetime membership in the organization.

Deadline: 31 January 2025

ILLINOIS ASSOCIATION OF TEACHERS OF ENGLISH

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Grades 6-12

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creative prose
non-fiction essays
literary analysis
memoir
art
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Lifetime Achievement Award Recipients

1972	Jessie Frederick, J.N. Hook, Melba Wixom	1990	David Briggs
1973	Rochelle Armstrong, W. Wilbur Hatfield, Dorothea Trump	1991	Lee Mulcrone
1974	Clarence Hach	1992	Robert Workman
1975	Stanley Gritzbaugh, Catherine Hudson	1993	Rachel B. Faries
1976	John Heissler, Roy Weshinsky	1994	Lydia Martin
1977	Paul Jacobs	1995	Ken Holmes
1978	Wilmer Lamar	1996	James Stottlar
1979	Margaret Ann Cummings, Mary Ellen Poorman	1997	Kay Jacob
1980	Mary Brinkmann, Margaret Crowe, Glen Rittmueller	1998	Sue Howell
1981	Addie Hochstrasser, Taimi Ranta, Normal Stewart	1999	Jan Neuleib
1982	Jeanne Claeys, Eldonna Everts, Tom Kent	2000	Wendell Schwartz
1983	Glenn Grever	2001	Kay Parker
1984	Mary Sasse	2002	Donna Blackall
1985	Raymond Hollmann	2003	George Shea
1986	Dorothy Matthews	2004	Jean Wallace
1987	Beth Stiffler	2005	Mary Lou Flemal
1988	Mildred Largent	2006	Herb Ramlose
1989	Marti Swanson	2007	Richard Pommier
		2008	Claire Lamonica
		2010	Barb Fuson
		2012	Norman Boyer
		2013	Donna Binns
		2014	Marilyn Holliman
		2015	Cheryl Simonds
		2016	Angelo Bonadonna
		2017	Deborah Will
		2018	Betsy Kahn
		2019	Carol Medrano
		2021	Michelle Ryan
		2022	Dianne Chambers
		2023	Gary Anderson

Breakout Session F
Saturday, 9:00-9:50am

B.F1	Watsachol Narongsaksakul	Illinois State University	Staley 140 Pre-service teachers
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Demystifying Native Speakerism in English Teacher Education

This presentation explores native speakerism —the problematic division between native English speakers teachers (NESTs) and non-native English speakers teachers (NNESTs)—resulting in the controversy surrounding desirable English language teaching professional identity. This critical issue informs ideological beliefs about the English language as a property. The most recent theoretical foundations address the privilege of NESTs that should be detached from a Western approach. Acknowledging power differentiation is another consideration that reinforces NNESTs' valuable cultural and linguistic backgrounds and imposes an unrealistic standard of language articulation and production.

B.F2	E. Mariah Spencer Naya Haller Jayne Hill Jacklyn Costa	Northern Illinois University	Staley 142 Middle school High school College/University Pre-service teachers
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Future Leaders Speak Out on Refining Our Literary Traditions

Since literary traditions are ever-evolving, it's crucial to engage with the perspectives of future educators on how to refine and redefine these traditions. This presentation will offer insights and research from pre-service teachers enrolled in the licensure program at Northern Illinois University. These emerging educators represent the next generation of literary leaders, and their voices are instrumental in shaping the future of ELA education. This panel features pre-service teachers at various stages of their licensure program, each offering a unique perspective on the refinement of literary traditions. Through interactive discussions, personal reflections, and practical examples, the presenters will delve into innovative approaches to teaching literature that honor tradition while embracing contemporary voices and perspectives. By amplifying the voices of future leaders in education, this session contribute to the ongoing dialogue about how literature can foster empathy, critical

thinking, and cultural understanding. The presentation will inspire conference attendees to reevaluate their own teaching practices and consider new ways to engage students with literary texts. Areas of focus include: 1) Reimagining canonical texts for diverse classrooms; 2) Integrating contemporary literature into the curriculum; 3) Using technology to enhance literary learning experiences; and 4) Empowering student voices through reader-response pedagogy.

B.F3	Brittany Neil Katharine Cole	Round Lake High School	Staley 144 High school
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Empowering Multilingual Learners: Leveraging Asset-Based Language and Effective Strategies in Mainstream English Classes

This presentation aims to explore the transformative potential of asset-based language frameworks and practical strategies for supporting multilingual learners in mainstream English classes. By shifting the focus from deficit-based models to acknowledging and harnessing the linguistic strengths and cultural assets of multilingual students, teachers aim to create a positive and inclusive learning environment. Attendees will gain insights into differentiated instructional techniques, effective assessment methods, and collaborative learning approaches, supported by real-world examples and success stories. The session encourages interactive participation, fostering a space for educators to exchange ideas and best practices, contributing to a more inclusive and effective approach to teaching English to multilingual learners in diverse educational settings.

B.F4	Martha Keller	Adlai E. Stevenson High School	Staley 146 High school
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Make Time To Write!

Looking for new ways to energize your instruction through creative writing? This session will offer strategies for helping students gain a better understanding of point of view, punctuation, mood, narrative distance, and syntax by giving students the opportunity to write letters, spoken (and unspoken) dialogues, and poetry in a range of voices. Why not ask students to write a deferral letter in the voice of Meursault or imagine Jane Eyre and Janie Crawford as college roommates and write the dialogue when they first meet? Why not re-write the opening scene of *Romeo and Juliet* in a spaceship or re-imagine the soldiers in *The Things They Carried* as junior high school boys on a basketball court? Creative writing helps students unpack character motivation, and builds empathy and connection with different lived experiences.

Re-writing scenes from different characters’ perspectives can help students develop a deeper appreciation for the limitations and possibilities of the author’s selected point of view. Attendees will look at student samples and consider nimble creative writing possibilities for commonly taught novels in grades 9-12 as well as short stories, poems, and even independent reading. Writing can also be a great way to get students to connect with their classmates through sharing their writing with one another. The session will give teachers tools to strengthen students’ reading and writing skills and to establish a greater sense of community in the classroom.

B.F5	Melissa Wheeler Jaclyn Turner	Mattoon Community School District	Staley 138 Elementary school Middle school High school Pre-service teachers
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Increase Student Engagement and Learning through Culturally Responsive Teaching & Leading Standards

Learn about ISBE-issued CRT leading standards through collaborative exercises. Create and share instructional practices and supplemented curriculum materials in a digital community. **It is suggested to bring a device to access Google slides. Links and QR codes will be provided.**

Breakout Session G

Saturday, 10:00-10:50am

B.G1	John Hayward	Naperville Central High School	Staley 138 Middle school High school College/university
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Getting Students INTO Analysis

Teaching the previously-dreaded analysis skill becomes an anticipated opportunity for discovery and reasoned defense with a new approach. Get students into analytical reading and writing using a series of engaging warm-up activities that will spark interest, inspire investigation, and boost confidence. No more dry and boring book talks! Guide students through the fields of art and music first. Transition to crime scene analysis to make clue searching fun again. Involve AI if you dare. When students finally land in the world of text,

they will know how to argue for their interpretation with conviction and solid evidence. Come learn new ways to approach analysis!

B.G2	<p>Nichole Folkman</p> <p>Jeanne' Aken</p>	<p>Hartsburg-Emden Community School District</p> <p>Beach Park School District</p>	<p>Staley 140 Middle school High school</p>
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Read with Choice: The Rebecca Caudill and Lincoln Titles

Come learn about the titles for the 2025 Rebecca Caudill and Lincoln Teen Readers Choice book awards! Learn about new, great books and also how you can run the program at your own school, if you want. Learn how you can get involved in helping select the books that go on the lists as well!

B.G3	<p>Elizabeth Kahn</p>	<p>Northern Illinois University</p>	<p>Staley 142 Middle school High school College/University Pre-service teachers</p>
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The Larry Johannessen New Teacher Forum

This open discussion session focuses on challenges, hopes, and strategies for success in teaching. Student teachers and teachers in their first few years of service are invited to talk about challenges and victories. Experienced teachers and others who care about the struggles of novice teachers are encouraged to attend and share their ideas.

B.G4	<p>Sheila Yarbrough</p>	<p>National Louis Uni- versity</p>	<p>Staley 144 Elementary school Middle school High school College/University</p>
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Themes Across Time and Place

Can exploring themes found in traditional folklore, pop culture, comics, and classical literature help students understand the dreams, needs, and fears that connect humanity across time and place? "Themes Across Time and Place" provides opportunities for students to discover and to think critically

about ideas that link us to the past and connect us wherever we find ourselves in the present. Workshop attendees will delve into themes and discuss how the activity might be used in their classrooms.

B.G5	Tiffany Washington Nancy Larocca	Flossmoor School District	Staley 146 Elementary school Middle school
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Frag-Free Fluency: The Importance of Complete Sentences and Sentence Variety in Dialogue, Reading, and Writing

This session will teach participants how to provide more opportunities for student-to-student discourse, giving written and verbal feedback, and utilizing tech, activities, and research-based strategies to improve communication in the classroom while answering the age-old question posed by students, Do We Need To Use Complete Sentences? This session can provide elementary and junior high teachers with valuable insights and practical strategies to enhance their literacy instruction and support their students’ development as proficient readers and writers.

Workshop Session 4
Saturday, 10:45am -12:00pm

W4.1	Jennifer May	A-C Central Middle & High School	Scovill 211 Elementary school Middle school, High school
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Implementing Writing Across the Disciplines

This workshop introduces instructional techniques and activities for implementing writing across the disciplines. It is appropriate for all grades K-12 and is based on The Writing Revolution, training educators to incorporate short and simple activities into pre-planned lessons for any content. The objective is to boost students’ writing abilities and knowledge of the similarities and differences of content writing. Think about a science report and an ELA literary essay—a hypothesis vs. thesis statement, results of an experiment vs. proving an argument, etc. Participants will leave with several content-specific activities and the know-how to incorporate them into the units they’re already teaching. **Attendees are suggested to bring a lesson plan.**

W4.2	Jennifer French	ThinkCERCA	Scovill 212 Middle school High school
<p>The Science of Reading for Adolescents: What to do when big kids can't decode</p> <p>This presentation was born out of the presenter's experience with the reading achievement gap at the secondary level. When students don't master the strands of Word Recognition Skills in Scarborough's Reading Rope by third grade, they typically end up being middle school or high school students who still can't decode. Secondary teachers know how to support reading comprehension, but they are not trained to teach decoding or fluency. Furthermore, there are limited resources for secondary students who need decoding and fluency work. In this presentation, attendees will discover how to engage adolescent readers using age-appropriate strategies grounded in the science of reading. Participants will explore the science of reading and its application to older students, delving into evidence-based practices that promote literacy development. Whether you're a classroom teacher, reading specialist, or literacy coach, this workshop offers valuable insights and tools to enhance your teaching practice and empower your middle and high school students to become proficient readers. Attendees are suggested to bring a phone or laptop to access QR codes for resources referenced in the presentation.</p>			

Breakout Session H

Saturday, 11:00-11:50am

B.H1	Kathryn Creasy	Limestone Community High School Illinois Central College	Staley 140 Middle school High school College/University
<p>Interactive Lectures and You</p> <p>In this session, the presenter will demonstrate how interactive lectures (Nearpod, Peardeck, etc.) can introduce literature and literary elements, help students to analyze literature, make note-taking engaging, guide them through self-assessments of their writing, and more. Teachers are always looking to increase student engagement, deepen student reflection, and teach more effectively, and interactive lecture sites can help teachers to reach those goals. Teachers are invited to learn how they can incorporate this option into their current repertoire. Attendees are suggested to bring a</p>			

laptop or tablet (a phone will work, too) to access the sites featured in the presentation.

B.H2	Randal Hendee	Writer & Retired Teacher	Staley 142 Middle school High school
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Stories in Every Classroom: Energize Your Teaching, Empower Your Students, and Help Save the World

Storytelling is the key to classroom learning. Why? Because it's the key to human cognition, communication, and culture. If the English teaching pendulum has swung away from narrative and toward argumentation and analysis, it needs to swing back. The presenter proposes that telling stories--both oral and written--is one of the most powerful life skills a student can ever learn. The same goes for teachers, because stories are essential to a lively, humane, and knowledge-resonant classroom. And yet, storytelling is prone to pitfalls and misuses, and students need to learn about those, too. The presentation will include storytelling basics, practical story activities, and an overview of the storytelling crisis students and teachers face today--and what teachers can do about it.

Interview with Abdi Nazemian

Saturday, 11:00-11:50am
Staley 144

Interviewed by Andrew J. Rodbro
Warren Township High School

Join IATE's second vice president, Andrew Rodbro, for an intimate conversation with Abdi Nazemian. They'll talk about Abdi's writing process, his experience in the motion picture industry, the differences in the creative process between novel writing and script writing, his novels, and, of course, his love for Madonna.



Saturday, 12:00-1:20 pm, Plenary Session 4
Staley Library, Ballroom (3rd Floor)

President's Luncheon

Randy Rambo Classroom Library Grant

Luncheon Featured Speaker

“Building Bridges Through and With Creativity”

Abdi Nazemian, Featured Speaker

Abdi Nazemian is the author of *Like a Love Story*--a Stonewall Honor Book, *Only This Beautiful Moment*, *The Chandler Legacies*, and *The Authentics*. His novel *The Walk-In Closet* won the Lambda Literary Award for LGBT Debut Fiction. His newest novel, released in September 2024, is *Desert Echoes*, and is available for purchase in the exhibition hall.

Abdi Nazemian's screenwriting credits include the films *The Artist's Wife*, *The Quiet*, and *Menendez: Blood Brothers* and the television series *Ordinary Joe* and *The Village*. He has been an executive producer and associate producer on numerous films, including *Call Me By Your Name*, *Little Woods*, and *The House of Tomorrow*.

He lives in Los Angeles with his husband, their two children, and their dog, Disco.

In this discussion, Abdi Nazemian will share his journey coming of age as a queer Iranian-American who found refuge in stories and also felt invisible in those same stories. In tracing his life experiences, Nazemian will discuss the challenges he's faced and lessons he's learned through his writing career in film and television, and as an author of young adult books that tell all the stories he wishes he had in his own young adult years.



Book signing to follow

IATE Past Presidents

1907-08	Baldwin	1948-49	Mary Heller
1908-09	W. E. Simonds	1949-50	Mina Terry
1909-10	C. N. Greenough	1950-51	Addie Hochstrasser
1910-11	H. E. Giles	1951-52	Hila Stone
1911-12	W. F. Mozier	1952-53	Alice Grant
1912-13	J. F. Hosic	1953-54	Wilmer Lamar
1913-14	W. WilburHatfield	1953-55	Charles Willard
1914-15	J. M. Crowe	1955-56	Helen Stapp
1915-16	B. C. Richardson	1956-57	Margaret Adams
1916-17	J. M. Clapp	1957-58	Eugene Waffle
1917-18	Lorimer V. Cavins	1958-59	Emma MaeLeonhard
1918-19	A. F. Trams	1959-60	Florence Cook
1919-20	J. O. Huff	1960-61	J. N. Hook
1920-21	Florence Skeffington	1961-62	Margaret Ann Cummings
1921-22	Essie Chamberlain	1962-63	Roy Weshinskey
1922-23	Clara Hawkes	1963-64	Marion Stuart
1923-24	C. W. Woolbert	1964-65	Phillip Ford
1924-25	Eva Mitchell	1965-66	Orville Baker
1925-26	Isabel Hoover	1966-67	Dorothea Trump
1926-27	Florence Crocker	1967-68	Elmer Brooks
1927-29	Essie Chamberlain	1968-69	William Campbell
1929-30	Frank Platt	1969-70	John Heissler
1929-31	Howard DeForest Widger	1970-71	Stanley Gritzbaugh
1931-32	Frank Platt	1971-72	Paul Jacobs
1932-33	Mellie John	1972-73	Raymond Hollmann
1933-34	Ruby Kirk McLean	1973-74	Mary Brinkman
1934-35	Nellie Taylor Raub	1974-75	Glen Rittmueller
1935-36	Elizabeth Scott	1975-76	Margaret Crowe
1936-37	Francis Koenig	1976-77	Norman Stewart
1937-38	Josephine Harris	1977-78	Clarence W. Hach
1937-39	Elizabeth Graham	1978-79	Glenn Grever
1939-40	Frank DeLay	1979-80	Lee Mulcrone
1940-41	Mary Miller	1980-81	Mary Sasse
1941-42	Lois Dilley	1981-82	Bernice Rappel
1942-44	Bernice Falkin	1982-83	Gene Hass
1944-46	Hazel Anderson	1983-84	Bruce Appleby
1946-47	Ellen Burkhardt	1984-85	Rachel B. Faries
1947-48	Mary Carlson	1985-86	Beth M. Stiffler

1986-87	Donna Blackall	2005-06	Claire LaMonica
1987-88	Ken Holmes	2006-07	Larry Johannesson
1988-89	Tom Kent	2007-08	Jean Black
1989-90	Kay Jacob	2008-09	Elizabeth Kahn
1990-91	Janice Neuleib	2009-10	Deborah Will
1991-92	Sue Howell	2010-11	Amy Strong
1992-93	Lolita Green	2011-12	Angelo Bonadonna
1993-94	Kay Parker	2012-13	Michelle Ryan
1994-95	Wendell Schwartz	2013-14	Cheryl Staley
1995-96	George Shea	2014-15	Elizabeth Kahn
1996-97	Shirley Putman	2015-16	Kimberly Musolf
1997-98	Anna Jackson	2016-17	Mark Sujak
1998-99	Lela DeToye	2017-18	Barb Chidley
1999-00	John Strauch	2018-19	Genevieve Sherman
2000-01	Jean Wallace	2019-21	Carrie Santo-Thomas
2001-02	Alison Nelson	2021-22	Deborah Will
2002-03	Barbara Fuson	2022-23	Jennifer Gouin
2003-04	MaryLou Flemal	2023-24	Betsy Geiselman
2004-05	Terri Knight		

RANDY RAMBO CLASSROOM LIBRARY GRANT

Enter your name in the drawing for a classroom library grant. More information is available at the registration table.

The grant recipient (chosen in a random drawing) will work with a representative of IATE to receive approximately \$250.00 worth of books for his or her classroom library!

This grant was established by the English Department of Illinois Valley Community College to celebrate the well-earned retirement of their beloved colleague, Randy Rambo, and to pass to a fellow English teacher a gift meant to enrich the lives of students and to promote the joys of reading.



Randy Rambo, 2022, in his office at IVCC
Photo by Elisabeth Farrell for the
IV Leader student newspaper

Breakout Session I

Saturday, 1:30-2:20pm

B.11	Courtney Beresheim	Proviso Math & Science Academy	Staley 138 High school
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Fostering Student Choice in the AP Classroom

Students perform better when they care about the material they are studying - but teachers can't always guarantee every student responds the same to a high-interest text. In both AP Literature and AP Language, there are ways to allow for student choice in text selection that allow for both windows and mirrors. In this session, teachers will receive (and hopefully share!) text selections for both courses, as well as specific lesson templates and activities to allow for student choice as they work towards skill mastery. Non-AP teachers welcome!

B.12	Laura Krueger Cynthia Martinez Bethany Morton	Fred Rodgers Magnet Academy, East Aurora School District	Staley 140 Middle school
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The Nostalgia Project: Discovering Community Through Poetry, History, and Human Impact

In preparation for a return to school following the pandemic in 2021, East Aurora School District partnered with Dr. Badia Ahad, Loyola University Provost, to train staff district-wide on the concept of Nostalgia, Reclamation, Regeneration, and Retribution. Following the training, The Nostalgia Project was born. As an element of a four-part interdisciplinary unit ending with a four-part podcast, students shared their oral and written histories in the format of narrative poetry inspired by George Ella Lyon's poem "Where I'm From" while considering their childhood homes, families, and community. Transitioning to social studies, math, and science, students learned about the history of their city and the diverse immigrant groups that worked to contribute to the identity and uniqueness of where they are from; compiled information about demographics of the area they chose to investigate and created their own data representation with projections; and proposed a way to resolve a social, environmental, or political issue in their city in a way that would benefit the community as a whole. In this session, educators will gain specific knowledge of the project in order to collaborate with their colleagues to provide a rich interdisciplinary experience for students to become experts in their community and to "forge a better future." **Attendees are suggested to bring a device to access links to resources presented during this session.**

B.13	Cindi Koudelka Julie Hoffman Melissa Wheeler	Fieldcrest Community School District, Aurora University Springfield School District The Readologist Mattoon School District	Staley 142 Elementary school Middle school High school College/University Pre-service teachers
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Pushing Back with Love and Joy: Why Queer Representation Matters

Join the presenters as they share their favorite books that center and celebrate Queer Joy in Literature. Despite living in a state that prohibits book banning and mandates instruction honoring the contributions of LGBTQ+ people, our students still have limited access to literature in which Queer joy is represented. This session will highlight joyful, identity-affirming literature that spans all ages in a fast-paced jubilee and discuss how the books can add to cultivating an inclusive classroom experience. A robust list of books with links to purchase from independent bookstores will be provided. Door prizes will be given! Come and make a new TBR list for your classroom.

B.14	Judi Van Erden	Westmont High School	Staley 144 High school
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Grammar for All by Focusing on Patterns

By focusing on parts of speech and sentence patterns, teachers empower students to improve their use of punctuation, sentence complexity, and overall writing. Bonus: they also teach reading strategies that assist with tackling difficult texts and create opportunities for English emergent students to succeed. Join this session to discuss this useful and non-threatening approach to grammar and review visuals and lessons that the presenter uses in College Readiness and English classes.

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Discussion Panel 3

Saturday, 1:30-2:20pm

Co-Teaching

Staley 146

Moderated by John Hayward

Naperville Central High School

Co-teaching is becoming a widespread practice to improve student performance. While collaboration is universally considered virtuous, teachers can be territorial in their lessons, with their students, and in their pedagogical judgments. Participants will be asked about their experiences co-teaching. How do co-teachers manage the division of teaching duties? What challenges have teachers experienced and how did they overcome them? What aims has co-teaching accomplished; which aims has co-teaching fallen short in achieving?

Panelists: **Brittany Neil**, Round Lake Senior High; **Katherine Cole**, Round Lake Senior High School; **Alyssa Staley**, Carbondale Middle School; **Genevieve Sherman**, Zion-Benton Township High School; **Kathryn Hoving**, Hampshire High School; **Kimberly Millard**, Hampshire High School

Breakout Session J

Saturday, 2:30-3:20pm

B.J1	Angie Heiser	Putnam County High School	Staley 138 High school
Teaching Texts with Multiple Perspectives: Analyze "Perspective," Cultivate Humanity			
Cultivate humanity by preparing your high school students to see the world and all it encompasses (past, present, future) by reading texts that encourage analyzing multiple perspectives so they, as the next generation of readers, thinkers and leaders, can be more tolerant and accepting of others around them. Three specific novels are intertwined in this presentation: <i>Things Fall Apart</i> by Chinua Achebe, <i>The Glass Castle</i> by Jeannette Walls, <i>To Kill a Mockingbird</i> by Harper Lee.			



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For more information, contact Dr. Marjorie Worthington
mgworthington@eiu.edu

B.J2	Rick De Leon	Adlai E. Stevenson High School	Staley 140 Middle school High school College/University
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Authentic Assessments with AI

Authentic Assessment with AI is a workshop that attempts to align project-based learning with AI supports. Whether researching a topic for an essay, developing an in-class paragraph, or designing a creative project, students can utilize AI independently or with teacher supports to create prompts that address the fundamental structures of an assignment or assessment while also evaluating and reflecting on their decisions in the development of a product. By using authentic assessments with AI, teachers can show students the limitations of AI in this process when it comes to the authentic learning experiences they engage in as well as the critical thinking skills necessary for student success.

Participants will be provided with some purposeful review and examples of project-based learning with practical application for a high school setting or relative experience in middle-school or college. Participants will also explore, design, and outline their own authentic assessment with AI. Organizationally, participants will be provided with an overview of the steps of a project-based learning assessment and will be shown where AI can be used to support student learning. **Though not necessary, attendees are suggested to bring a device with access to ChatGPT or MagicSchool AI to allow for some personalized exploration.**

B.J3	Rita Thompson	Elk Grove High School	Staley 142 High school
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Throwing Open the Doors: How to Make AP English Language Accessible to More Students

AP Language, the most popular exam in the AP portfolio, should be open to all students who are searching for a challenge, but too often teachers are stuck as to how to forge the necessary skills. How can teachers throw open the doors and offer the right kind of support? As more and more schools move away from traditional tracking, the students in AP Language arrive with a wider variety of skills and skill deficits.

This session will introduce techniques and approaches rooted in cognitive psychology and brain science that work with students new to the AP experience, including exiting EL students. Approaches will include logical thinking

applications, rhetorical analysis exercises, vocabulary acquisition that works, essay revision approaches, and pathways to deepen discussion and move students into more sophisticated thinking. Participants will be offered workable student-centered solutions to the barriers that prevent students from entering and succeeding in AP Language. Both experienced teachers and those newer to AP Language will benefit from the presentation. The presenter, Rita Thompson, has over a decade of experience teaching AP English Language in a Title I school. **Though not required, attendees may want to bring a tablet or laptop to access resources.**

B.J4	Danielle Colan Nicole Lombardo	Adlai E. Stevenson High School	Staley 144 Middle school High school
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Cultivating Resilience in Reading Through Emotionally Intelligent Teach

Students are overwhelmed and anxious. They are showing up to class and not engaging in well-intentioned activities. How do teachers reach these students and re-engage them without losing patience in frustration? This presentation explores the complex relationship between affective factors and reading comprehension, tapping into how students engage with text on an emotional, motivational, and attitudinal level. This session will also explore how teachers’ own attachment styles align with our students’ attachment styles and how teachers can build on this knowledge to further student engagement in analyzing texts. Participants will walk away with practical strategies they can use to help students self-regulate in order to better their overall literacy.

B.J5	Jennifer Connolly	Granite City High School	Staley 146 High school College/University
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The Rhetoric of Rap: Harnessing the Power of Hip-Hop When Teaching Rhetorical Moves

Rather in-the-face of literary tradition, participants will explore how hip-hop/ rap lyrics can be used to teach rhetorical moves and examine expert use of language in many situations. The session presenter will highlight a unit she’s taught in high school classrooms for almost 10 years, sharing ways to harness student engagement through the use of rap lyrics, examining context, appeals, reading like a writer, and a little literary analysis. Turn the love of a fascinating musical genre into a real-world way to teach rhetorical concepts.

Conference 2024 Contributors

Conference Committee Chair

Andrew J. Rodbro, Warren Twp. High School

Book Vendor Coordinator

Betsy Geiselman, Carbondale Community High School

Conference Meals, Book Vendor Coordinator

Kim Kotty, Fenwick High School

Webmaster

Angelo Bonadonna, St. Xavier University

Treasurer, Room Reservations, CPDU Coordinator

Michelle Ryan, Lincoln Community High School

Site Coordinator

Kaitlin Glause, Millikin University

Honorary Awards

Genevieve Sherman, Zion-Benton Twp. High School

Publicity

Delores Robinson, Illinois Valley Community College

Convention Sites

Jean Black, Retired

Kim Kotty, Fenwick High School

Program Design and Editing

Carrie Santo-Thomas, Warren Twp. High School

Elizabeth Webster, Warren Twp. High School (retired)

Table Decorations

Jennifer Santo, Avon Elementary School (retired)

Phyllis Sprangel, Sharp Park Academy (retired)



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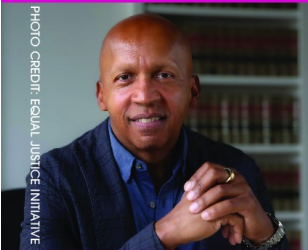
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BRYAN STEVENSON

KEYNOTE SPEAKERS

HEART HOPE HUMANITY 2024



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Southern	Betsy Geiselman, Carbondale Community High School Alyssa Staley, Carbondale Elementary School District
Wabash Valley Western Suburban Western	LEADER NEEDED* Kim Kotty, Fenwick High School Carol Medrano, Morton East High School LEADER NEEDED*

***If you are a member of a district in need of a district leader, please see Delores Robinson, or any other executive board member, if you are interesting in learning more about this role!**

IATE Districts

based on where you teach



District by County

- 1 - North Lakes – Lake
- 2 - Northwest Suburban – Bounded on the south by Hwy 19, on the north by Lake County Line Road, on the east by Lake Michigan, on the west by Cook County Line
- 3 - Western Suburban – Bounded on the south by I55, on the north by Hwy 10, on the east by the City of Chicago, on the west by the Kane county line
- 4 - Metro North and West – City of Chicago north of I55 and Parochial Schools in City of Chicago
- 5 - Metro South – Cook County (including Chicago), south of I55, Will
- 6 - Northeastern – Kane, Kendall, McHenry, Will
- 7 - Northwestern – Boone, Carroll, JoDaviess, Stephenson, Winnebago
- 8 - Rock River – DeKalb, Lee, Ogle, Whiteside
- 9 - Black Hawk – Rock Island, Henry, Mercer
- 10 - Illinois Valley – Bureau, Grundy, LaSalle, Marshall, Putnam
- 11 - Western – Fulton, Henderson, Knox, McDonough, Stark, Warren
- 12 - Peoria – Mason, Peoria, Tazewell, Woodford
- 13 - Central – Dewitt, Livingston, Logan, McLean
- 14 - East Central – Champaign, Ford, Iroquois, Kankakee, Piatt, Vermillion
- 15 - Mississippi Valley – Adams, Brown, Hancock, Pike, Schuyler
- 16 - South Central – Cass, Christian, Macon, Macoupin, Menard, Montgomery, Morgan, Sangamon, Scott
- 17 - Eastern – Clark, Coles, Cumberland, Douglas, Edgar, Effingham, Fayette, Jasper, Moultrie, Shelby
- 18 - Marquette – Bond, Calhoun, Greene, Jersey, Madison
- 19 - Kaskaskia Valley – Clinton, Monroe, St. Claire, Washington
- 20 - Wabash Valley – Clay, Crawford, Edwards, Lawrence, Richland, Wabash, Wayne
- 21 - Southern – Alexander, Franklin, Hamilton, Hardin, Jackson, Jefferson, Johnson, Marion, Massac, Perry, Pope, Pulaski, Randolph, Saline, Union, Williamson

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Sessions by Topic

B=Breakout session (50 min)

W=Workshop (75 min)

Instructional Techniques (Teacher-centered)

Friday: B.A1, B.A2, B.B2, W1.1, W1.2, W2.2, B.C1, B.C2, B.D1, B.D4, W3.1

Saturday: B.F2, B.F3, B.F4, B.G3, B.G5, W4.1, W4.2, B.H1, B.H2, B.I2, B.I4, B.J1, B.J2, B.J5

Instructional Activities (Student-centered)

Friday: B.A1, B.B2, B.B3W1.2, W2.1, W2.2, B.C2, B.C3, B.D4, W3.1, B.E3

Saturday: B.F2, B.F3, B.F4, B.G1, B.G2, B.G3, B.G4, B.G5, W4.1, B.H1, B.H2, B.I4, B.J1, B.J2, B.J3, B.J5

Pedagogical Preparation & Practice (e.g., background research, managing grading)

Friday: B.A2, B.A3, B.A4, B.B2, B.B3, B.C2, B.C3, B.D1, B.E1

Saturday: B.F2, B.G1, W4.2, B.H2, B.I1, B.I4, B.J4

Classroom Management

Friday: B.A2, W1.1, B.B2, B.C2, W3.2

Saturday: B.G3, B.J4

Interpersonal Relationships

Friday: W1.1, B.C3, B.D1, W3.1, W3.2, B.E2

Saturday: B.F2, B.F3, B.F4, B.H1, B.H2, B.J4

Book Love

Friday: B.C3, B.D1, B.D3, B.E3, B.E4

Saturday: B.F2, B.G2, B.I1, B.I3

Social-Emotional Learning

Friday: W1.1, B.B1, B.B3, W2.1, W2.2, B.C2, B.C3, B.D1, B.D2, B.D4, W3.1, W3.2, B.E3

Saturday: B.F2, B.F3, B.F4, B.G2, B.G3, B.G5, B.H2, B.J2, B.J3, B.J4

Academic Scholarship

Friday: B.A4, W2.1, B.C1, B.E1

Saturday: B.F2,

Research and Writing

Friday: B.B2, W2.1, B.C1, B.C2

Saturday: B.F2, B.G1, B.G5, W4.1, B.J2, B.J5

Diversity, Equity, and Inclusion

Friday: B.A2, B.A3, W1.2, B.C1, B.C2, B.C3, B.D1, B.D3, W3.1, W3.2, B.E1, B.E3, B.E4

Saturday: B.F1, B.F3, B.F4, B.F5, B.G2, B.G3, B.I2, B.I3, B.J1, B.J3, B.J5

Technology

Friday: W1.2, B.C2

Saturday: B.F2, B.H1, B.I2, B.J2

New and Pre-service Teachers

Friday: B.B1, B.B2, B.D1, B.D2, B.D4, W3.2, B.E2

Saturday: B.F2, B.G3, W4.1, W4.2, B.H2, B.I4

Cross-curricular Connections

Friday: B.A4, B.B2

Saturday: B.G2, B.G5, W4.1, B.I2

Special Thanks

Carrie Santo-Thomas and Deb Will--thank you for your confidence in me that I could pull this off! You saw something in me that I never thought I had.

Carrie Santo-Thomas--thank you for all your encouragement and advice

Betsy Geiselman, Kim Kotty, Carrie Santo-Thomas--for answering urgent questions promptly and offers to help at every turn

Angelo Bonadonna--registration updates, website updates, encouragement

Michelle Ryan--coordinating the necessary hotel room reservations for authors and VIPs

Chris Geocaris--connecting me with knowledge of school-ISBE relationships

Michelle Bertola, Chuck Maurer, Peter Kupfer--for being accommodating with professional leave time and working my class schedule around my conference planning

Michelle Bertola--so much encouragement, empathy, and enthusiasm while I've been on this journey

Students of Warren Township High School, especially Adam W., Jianna M., Adrian W., Dash R., Tehilla B., Alex T., Andrea J., Keniah F., Tiffany C., Anzalna M., Michael G., Johnathan R.--for helping me research and compile conference attendance data

Warren Township High School Transition Center--printing and assembling the programs

Delores Robinson--for enthusiastically helping to promote the conference through social media and direct mail

Ellie, the Dog and Lily, the Cat--for keeping me company on late nights planning or catching up on grading

Tom Crisham--for being a patient husband while I was busy planning during our lazy weekend afternoons on the couch with the dog and cat

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 - Perkinson Music Center
 - Pilling Chapel
 - Pipe Dreams Studio Theatre
- Housing**
- Ables City Center
 - Allen Hall
 - Baldwin Hall
 - Dobson Hall
 - East Hall
 - New House
 - Old House
 - Perkins Hall
 - St. Ignace
 - St. Joseph
 - Walker Hall
 - Wood Hall
 - The Woods at Millikin
 - Apartment
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- Athletic Department
 - Bartlett Tennis Courts
 - Decatur Indoor Sports Center (DISC)
 - Groves Physical Education Center
 - Rutledge Athletic Center
 - Frank W. Lindler Track & Field
 - Workman Family Baseball Field
 - Workman Family Softball Field
- Dining**
- Dining Hall, Common Grounds
 - Donovan, University Dogs
 - Emmett Box, Regals
- Academic / Administration**
- Admission Office
 - Alumni/Development Center
 - Center for Theatre & Dance
 - Dobson Hall
 - Green Hall
 - Groves Physical Education Center
 - Health Sciences Center
 - Health Sciences Center West
 - Leighly-Thibod Science Center
 - Milliken Health Clinic
 - Perkinson Music Center
 - Pilling Chapel
 - Shilling Hall
 - University Commons & Study Library

— Millikin University

Campus Map

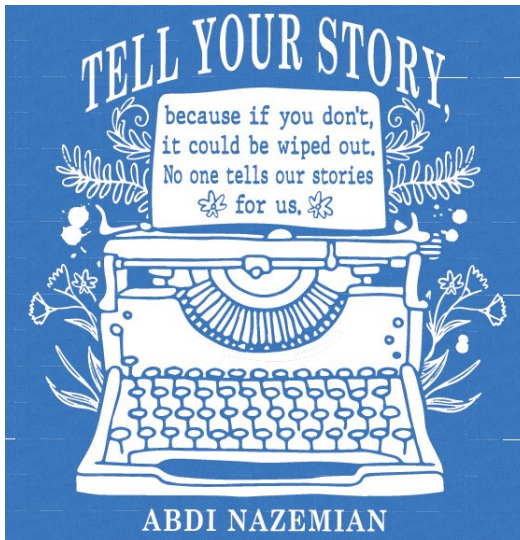
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