



IATE NEWS



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IATE Recognized at ATE National Conference

Advocating for Teacher Education: Impacting Research, Policy and Practice, the 2020 Annual Meeting of the Association of Teacher Educators, was held February 15-19 at the Atlantic City Convention Center in Atlantic City, NJ. As always, there were outstanding and inspirational speakers and sessions for all educators to attend. During the meeting, the Illinois Association of Teacher Educators (IATE) received several accolades for outstanding work in teacher education.

Further, IATE received two specific national honors during the 2020 Awards Dinner. The Illinois unit won the *Sikula Unit Achievement* and the *Membership Services* awards. Receiving these awards acknowledges the efforts and accomplishments of affiliated units across the country. Through the outstanding work of the IATE Executive Board and membership, IATE was able to provide services and programs at the local and state levels, thereby supporting the national organization's mission and goals.

We wish to thank IATE members for ALL their efforts.

Covid 19: Finding Strength and Structure in Unprecedented Times

Dear IATE Colleagues,

As we deal with a new situation in our work, I am sending you peace and strength to set up routines that give you some structure to deal with the unprecedented situation. Reach out to colleagues, family and friends and find courage to be a model for teacher candidates to do the same. Heljä Antola Crowe helja@bradley.edu

1. Coronavirus anxiety and how to get calm

There's no question that these are anxious times. But we have to remember to take care of ourselves, as well. Self-care is important. How can you take a breather when it seems like there's news breaking all the time? Remember to step away from it. There's a lot of information out there. Curate it – find a few trustworthy sources and stick with them. Don't update yourself every five minutes. This can be as simple as disabling the notifications on your phone and just checking in at planned intervals.

Another thing to do to calm yourself: Take action. Action can allay our anxieties, so you may want to also consider what you can do to help others who might be affected by the outbreak. Service workers, health care workers, hourly workers and people in the restaurant or entertainment industries may have their livelihoods paralyzed or have to put themselves in disproportionate danger. Think about how you can help those whose lives are facing disruption. It can help both your community and yourself. [Read this piece for more tips.](#)

2. Converting a course Completing a Face-To-Face Course Online Following A Campus Mandate

[Todd Zakrajsek](#), *University of North Carolina at Chapel Hill*

[Kathryn Smith](#), *International Teaching Learning Cooperative*

Converting a course from face-to-face to an online format is a challenging process in the best of times, and we are certainly not in the best of times at this moment. Due to the COVID-19 pandemic, numerous universities have suspended face-to-face classes, imposed temporary closures of campuses, and asked faculty members to complete face-to-face courses to an online format, all with very little time to prepare. Making this significant switch midsemester is difficult. We offer a few considerations that may make the end result smoother for both faculty and students.

Fixed Mindset Versus Growth Mindset

Don't panic. Yes, this is a challenging process, but we are capable of conquering difficult tasks. Reframe your thinking using a growth-mindset from, "I have never done this," to "I have not done this yet." Consider your past successes as an educator. This is not to minimize the work before us, but rather to recognize that we have significant skills and talents. And one of our unspoken job expectations as educators, and learners, is to figure things out. Use positive self-talk, reassure yourself, and your students that you share the common goal moving forward, learning together.

Maintain a Shared Community

Teaching includes community: Community among faculty, community among students, and most certainly, community among faculty and students within a course. When transitioning to an online format, do not drop into isolation nor let your students become isolated. Maintain human connections and support one another, particularly in times of uncertainty. Create time to share with colleagues, not to commiserate but to share tips for success and offer support as the semester moves forward.

Be Authentic

Teaching classes online requires additional expertise and planning. Given the immediacy of the situation, the level of support available to assist in making this transition will most likely be minimal. Bring to this new challenge those same skills and qualities that make you unique and successful. Even online, those same qualities can shine through. Each of us will face struggles. For many people, it's a challenge of working with the technology to make classes happen, so be authentic and tell your students when you're struggling. If you let them know that you're experiencing difficulties, it will ease pressure on both sides of the screen. At the same time, create spaces for students to let you know when they are struggling. Please encourage them to work through the process and focus on outcomes, but also to recognize we all face similar challenges. Be transparent, flexible, gentle, and supportive.

Maximize Instructional Time

It will take a significant amount of time to learn how to do just the basics of teaching students in a digital format. Avoid spending too much time trying to get something to look perfect. Instead, focus on maximizing instructional time that approximates what students would have received in the face-to-face setting.

Maintain Composure

Practice patience with yourself and your students. No one anticipated nor desired to be in the situation we now face. This will be challenging for months to come. At times it will be frustrating for all involved. If we remain focused on the challenges and potential adverse outcomes, the mountain becomes harder to climb. Consider what can be controlled in each situation, weigh options, and move forward as best as possible. Celebrate the victories. Emphasize the successes, no matter how small. Positivity is contagious. Acknowledge all the achievements rather than focusing on the deficits. Avoid the blame game.

Keep It Simple and Smart

Choose technology that works for you and keep it as simple as possible. Work smarter, not harder. Avoid getting "stuck" in place. If you find you are struggling to make one aspect "work," pause, review options, change course, and find your traction to move forward. If you are going to hold synchronous classes during scheduled in-person class time, find a technology tool to achieve that goal. If your LMS does not allow you to broadcast yourself to your students, try hosting your classes via [Zoom](#) or alternatives.

Emphasize Clarity

Make sure your expectations are exceptionally clear. What do students need to know, do, and complete to participate fully in your class in this new format? How can you make these expectations clear? It might be helpful to use other online tools such as [VoiceThread](#) to share your syllabus again to the class, so they know what is expected. Have students comment, text, and email asking clarifying questions.

Demonstrate Compassion

Recognize the challenges your students face. Many of our students struggle with housing and food security on a day-to-day basis. As campuses close and students are told to "go home" during this transition to online formats, our vulnerable students will face additional challenges. It is important to recognize some displaced students do not have a home to go to; students experience homelessness. Internet access may not be available for all students, or they may have limited data plans. It is helpful to survey students early in the process of moving to an online format to determine accessibility.

The pandemic is disruptive. The goal now becomes to do the best we can in light of the challenges we face. In the process of doing your best to reconfigure and deliver an educational experience for your learners, practice self-care. Take care of yourself, be mindful of the struggles your students are facing, and recognize the extensive work administrators and administrative staff must do in these uncertain times. Recognize the efforts of one another as we adapt to online teaching and support each other as we learn and teach together.

Further Readings

Barnes, E., & LeDuc, E. (May 10, 2018) Food scarcity on campus affects learning in the classroom. *Scholarly Teacher*, <https://www.scholarlyteacher.com/post/food-scarcity-affects-learning>

Darby, F. (2020). How to be a better online teacher: Advice Guide. *Chronicle of Higher Education*: <https://www.chronicle.com/interactives/advice-online-teaching>

Smith, K.W. (August 12, 2019). How to integrate technology tools into a blended learning classroom for enhanced student learning. *Scholarly Teacher*, <https://www.scholarlyteacher.com/post/how-to-integrate-technology-tools-into-a-blended-learning-classroom-for-enhanced-student-learning>

Wolfe, K.A., & Uribe, S.N. (2020) What We Wish We Would Have Known: Tips for Online Instructors, *College Teaching*, DOI: [10.1080/87567555.2020.1711701](https://doi.org/10.1080/87567555.2020.1711701)

<https://mail.google.com/mail/u/0/#inbox/WhctKJVqqrMkcRnLCrCbsLmqLhVVRbjkTZQmrHrQDFGmZQtqZpVlgbvfsCzRqdkFx CvLPBI?compose=DfmMsHFsnsgsfjgMDQSpJfbCdGTMxsnfzTINhfSvJLlSkvqpbCHrbPcSTmBDCgJCXWWbjBBxCvhjvhZnZkdddVXnbPHjWzxjgXttBFsXDxsCXndxKZJNxfSRKjlgIPDNpwGnxvJWnBPcnhQRwNNbjHSSDLdbCnbGlzqctsMTgBSrnpfQmzQFxDKGwbVvpTgrsrGBbMShBQRwGwCRgvzSxKVhjrfpDppwsdVJWjVRqNCWgFblfhSfg>

Illinois Professional Educator Competencies (IPEC)

In summer 2019, the Illinois State Board of Education began a multi-phased process to examine teaching and teacher preparation standards, best practices and evaluation tools to develop a system of professional educator competencies, known as the Illinois Professional Educator Competencies (IPEC). The IPEC will provide a measurable continuum, which defines competency from teacher education candidate to veteran teacher as well as across education employment pathways. The core and steering team, consisting of ISBE preparation staff and stakeholders representing professional organizations, teacher preparation, teachers and school leader constituents will serve as the foundational group in the development and implementation of the Illinois Professional Educator Competencies.

- **Phase I:** Standards Analysis and Draft Competency Statement Development (*August 2019 - May 2020*)
- **Phase II:** Competency Measurements, Assessments, and Connections to Specific Areas of Licensure (*June 2020 - May 2021*)
- **Phase III:** Competency Embedding and Implementation in Systems (*June 2021 - June 2022*)

Proposed Program Alignment to IPEC (IL Administrative Rule change required)

ATE Summer Conference Washington, DC 2020

The 2020 Summer Conference of the Association of Teacher Educators will be held in Washington, DC on August 7 - 11 at The Capital Hilton. The theme selected by President Judy Beck is, *Our United Voices Building a Crescendo: Advocating for Inclusiveness, Equity, and Excellence in Teacher Education*.

Proposals are due by May 15, 2020. For more details, go to <https://ate1.org>

Teacher Shortage in Illinois Report

Teach Illinois Strong Teachers, Strong Classrooms: Policy Solutions to Alleviate Teacher Shortages in Illinois.

This 26 page report was created by ISBE and can be downloaded at the following link

<https://www.isbe.net/Documents/Teach-Illinois-Memo.pdf>

Illinois Association of Teacher Educators

Fall 2020 Conference

Thursday, November 12, 2020

Location: Illinois State University
Bone Student Center, 100 North University St., Normal, IL 61761

CALL FOR PROPOSALS

50 Years of Inspiring Teachers and Teacher Education

This year, IATE will be commemorating and celebrating 50 years of inspiring teachers and teacher education. The IATE Planning Committee invites you to share your work by submitting a proposal pertaining to one or more of the following topics:

- Inspiring Advocacy in Teacher Education
- STEM Education
- Social and Emotional Wellness as Student, Teacher, Teacher Educator, etc.
- High Quality Practices and Programs
- Collaborations and Partnerships (acting as one)
- Urban and Rural Communities- Addressing the Needs
- Research and Innovations in Teaching and Teacher Education

Types of Sessions/Presentations:

- **Paper Presentations** - Single paper presentations provide an opportunity for authors to share their work. Typically, presentations last 30-35 minutes with 5-10 minutes for discussion.
- **Panel Presentations** - Multiple presenters provide a variety of perspectives on an issue related to the conference theme and are organized and chaired by one of the presenters. Typically, each individual presentation lasts 10 minutes with 5-10 minutes for discussion.
- **Poster Presentations** - Poster sessions combine the graphic display of materials with the opportunity for individualized, informal discussion of the research. All poster presentations will be organized in a single area at a single time for conference participants to be able to visit as many as possible. This is a wonderful way for preservice teachers (undergraduate & graduate), faculty members, and others to informally share their work.

Proposal Submissions Must Include

Proposal Format is double-spaced, one-inch margins, and no more than 2-3 pages for Section II. Because proposals are subject to blind review (refereed), presenters' names should not be included in Section II.

- I. **Section I - Cover Page** (1 page): Include A) Title of Proposal; B) Type of Presentation; C) Name of Session Organizer & Contact Information; D) Name and Institution/School of each additional presenter; and E) a 35 word or less description for inclusion in the conference program.
- II. **Section II - Description of Paper, Panel, or Poster** (1-3 pages): Include A) title of proposal; B) purpose or objectives of work; C) relationship to the conference theme; D) abstract; and E) planned audience involvement.

Audio-Visual: Screens and data projectors will be provided. Presenters are responsible for all other AV equipment.

Email Proposals as an MS Word attachment to:

Ed Pultorak, Ph.D.
Pultorak@siu.edu

Deadlines:

Submission: October 5, 2020
Acceptance Notification: October 19, 2020

Questions?? Contact:

Ed Pultorak, Ph.D.
Pultorak@siu.edu

(Student Proposals welcomed and encouraged)

We look forward to hearing from you and seeing you at the 2019 IATE Fall Conference.

IATE Research Mini-Grant **Call for Proposals, 2020**

The Illinois Association of Teacher Educators (IATE) Research Committee invites teacher educators, teachers, graduate students, and administrators to submit research proposals for mini-grant awards that address this year’s theme:

50 Years of Inspiring Teachers and Teacher Education

The IATE Research Mini-Grant word attachment proposal should include the following information. Each proposal should not be longer than six double-spaced pages and should include:

- A letter of application and a brief biographical sketch (one page)
- A formal proposal of the research project (five pages maximum) outlining:
 - Identification of the research problem or project (and title)
 - Summary of the research/project
 - Statement of objectives, significance, procedures, timeline, budget, and full description
 - Proposal prepared for blind review (no personal/institutional names)
- The research should reflect IATE values and beliefs:
 - ❖ Education for all citizens
 - ❖ Collaboration between schools and universities
 - ❖ Systematic supervision of clinical experiences
 - ❖ Enhancement of professional development
 - ❖ Excellence in classroom teaching
 - ❖ Parental, business, and community involvement

Grant recipients are expected to:

- Present research project and/or findings at the 2020 IATE Fall Conference or at the ATE Midwest Conference
- Submit abstract or manuscript for publication consideration in the IATE Journal, *Critical Issues in Teacher Education*
- Include citation of IATE Research Mini-Grant award in manuscripts and conference papers

A total of **\$1000.00** in mini-grants will be awarded:

-Deadline is **August 15, 2020**

-Award recipients will be notified in September 2020

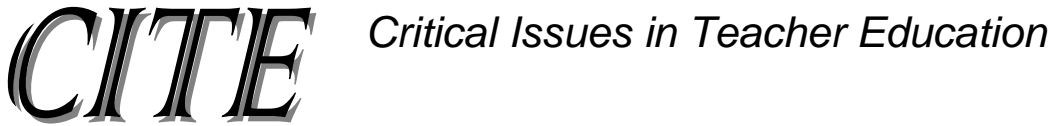
Email proposals to:

Dr. D. John McIntyre, IATE Research Chair

johnm@siu.edu

Southern Illinois University

REQUEST FOR MANUSCRIPTS



Critical Issues in Teacher Education (CITE) is a double blind reviewed refereed scholarly journal of the Illinois Association of Teacher Educators. CITE will publish empirically based or original research articles, synthesis papers, book reviews, and special reports on topics of interest to teacher educators.

The purposes of the publication of CITE are to:

1. Stimulate research and scholarly activity on teacher education;
2. Inform teacher educators about current research, promising practices, and significant issues concerning teacher education; and
3. Provide a forum for discussion of significant issues and problems in teacher education.

Manuscript Submission

Submissions must be completed papers (not previously published) and should not exceed 25 pages (including references and appendices, double spaced, 12 pt. Times Roman font, 1" margins). The editors request that pages be numbered. Tables, charts, figures, and illustrations should be kept to a minimum and placed in the text at the appropriate location. Authors should follow APA sixth edition guidelines (2010). Notification of the status of manuscripts will take place after the submission deadline. The journal editors reserve the right to make editorial changes.

Include the following in your submission:

1. Cover page: Title of manuscript and complete contact information for ALL authors— name, institutional affiliation, mailing address, e-mail, and phone (office & cell) numbers.
2. Author(s) biographical sketch (50 words max). Include your name, title, department, institution, and a brief description of your current research interests and publications.
3. **One** paper copy of abstract (100 - 150 words) **and** complete manuscript.
4. **Two** self-addressed stamped business envelopes.
5. An electronic version of the requested information (e.g. CD, USB flash drive, etc. in MS Word, pc preferred) as **three separate files**: (a) cover page, (b) biographical sketch, (c) abstract **and** manuscript (prepared for blind review). Provide author name(s), manuscript title, and word processing program on the electronic media. The hard copy of the manuscript and electronic media will not be returned.

Submit manuscripts to:

Ed Pultorak, Ph.D., Co-Editor
Critical Issues in Teacher Education
911 Donnie Court
Joliet, IL 60435-4443
email: pultorak@siu.edu



Illinois Association of Teacher Educators
STUDENT TEACHER/INTERN AWARD APPLICATION

Part 1 Nomination Form of Student Teacher/Intern
 (Please type or print)

Deadline June 21, 2020

STUDENT TEACHER/INTERN INFORMATION	
Name	Home Phone
Present Address	
Home Address	
University/College	Type of Certification
School Student Taught/Interned	
Grade Level(s)/Subject Area(s)	Dates
School Student Taught/Interned	
Grade Level(s)/Subject Area(s)	Dates
Anticipated Date of Graduation	Anticipated Date of Completion of Credential
Cooperating Teacher(s)/Mentor(s)	
Nominator Information	
Name	Current IATE Member Yes No
Home Address	
Work Address	
Home Phone	Work Phone
In what capacity did you work with the student teacher/intern?	
Signature of Nominator	Date

IATE STUDENT TEACHER/INTERN AWARD APPLICATION
PART II APPLICANT'S ESSAYS
(To be completed by applicant)

To provide the Awards Committee with supporting material concerning your exemplary achievement we are asking you to write four brief essays (200-300 words) describing your approach to the areas listed below. Your responses will be assessed on the following criteria:

- a) Did content of essays address the specific points of the question?
- b) Did each answer demonstrate thoughtful analysis with specific examples given to provide support?
- c) Did examples reflect exemplary practices for a student teacher?
- d) Did writing style and structure reflect appropriate professional standards?

Please describe how you addressed the following areas. Type each essay on a separate sheet of paper, entitle each area as marked, and submit in the order given. Give specific examples in each, reflecting on your own experiences.

Area A -Organizing Content Knowledge for Student Learning (limit: 300 words)

- 1. Tell how you familiarized yourself with students' backgrounds and utilized this information in articulating appropriate learning goals.
- 2. Provide examples of methods and activities you used to help students create connections between past, present and future learning.
- 3. Summarize evaluation strategies you used to assess learning.

Area B -Creating an Environment or Community for Student Learning (limit: 300 words)

- 1. Describe how you helped create a climate that promotes fairness and positive rapport with students.
- 2. Explain how challenging learning expectations were communicated.
- 3. Describe how consistent standards of classroom behavior were established and maintained.

Area C -Teaching for Student Learning (limit: 300 words)

- 1. Describe how you made learning goals and content comprehensible to students.
- 2. Explain your approach to encourage students to extend their thinking.
- 3. Describe how you monitored learning and provided appropriate feedback.

Area D -Teacher Professionalism (limit: 300 words)

- 1. Describe how you monitored the extent to which learning goals were met.
- 2. Describe your approach to professional efficacy and building professional relationships with teachers and parents/guardians about student learning.

PART III NOMINATORS' RECOMMENDATIONS
(Two separate recommendations must be completed)

Please submit the following essay. State your relationship to the applicant, and conclude with your signature and contact information. Describe two personal and/or professional qualities of this individual that make him or her an exceptional student teacher/intern. Include two of the areas listed in Part II above in your description. (approximately 300 words)

Send materials to: Dr. Pam Faber, pfaber57@gmail.com
Deadline-for applications is June 21, 2020



Ten Reasons to Join IATE

Reason #10. Discounts available for multi-year membership

Reason # 9. Present your research and instructional practices at professional meetings

Reason #8. Valuable networking opportunities

Reason #7. IATE is the only individual membership organization in Illinois solely committed to the improvement of teacher education

Reason #6. Two professional meetings per year held within driving distance

Reason #5. Many opportunities for leadership within the organization

Reason #4. Receive research journal, Critical Issues in Teacher Education, as part of membership

Reason#3. Annual preservice strand for your students to enrich their professional growth

Reason #2. Professional development, service, and research opportunities to help with professional growth, promotion, and tenure

Reason #1. IATE is a multiple award winning state affiliate of ATE

Welcome to IATE

IATE is proud to be one of the leading state units for memberships in the national ATE (Association of Teacher Educators).

IATE membership provides many opportunities for professional development, service, and research, and is a state provider for recertification credits.

Your involvement is the KEY to the improvement of teacher education. Please indicate YOUR area(s) of interest in serving IATE and send to Jeanne Okrasinski at jeokrasinski@eiu.edu:

- Making a Conference Presentation
- Serving on Conference "Calls for Proposals" Selection Committee
- Writing Journal Article
- Serving as a Journal Referee
- Serving on Conference Planning Committee
- Helping with the IATE Newsletter
- Serving on Research Committee
- Serving on Communications Committee
- Helping with Publicity/Public Relations
- Serving on Resolutions Committee
- Helping with IATE Awards
- Serving on Standards & Performance Committee
- Serving as an IATE National Delegate Assembly Member
- Helping with IATE Special Projects
- Serving on IATE Executive Council

You Are Invited . . .

To attend, participate, and/or submit a proposal for presentation of your research/project at ATE, IATE, or MIDWEST ATE Conferences. For more details, visit the IATE website at iate1.org

IATE Fall Conference

October/November

ATE national Annual Meeting

February

Midwest ATE Conference

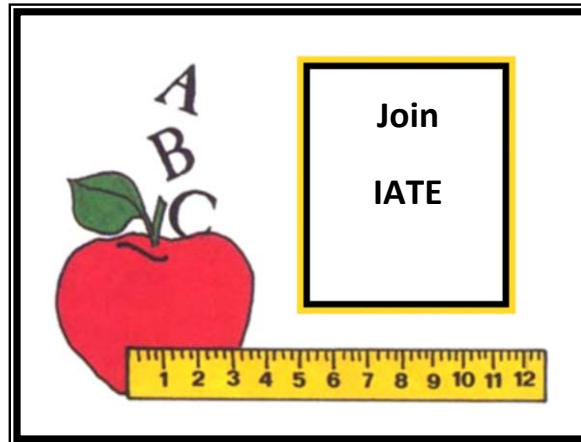
March/April

ATE Summer Conference

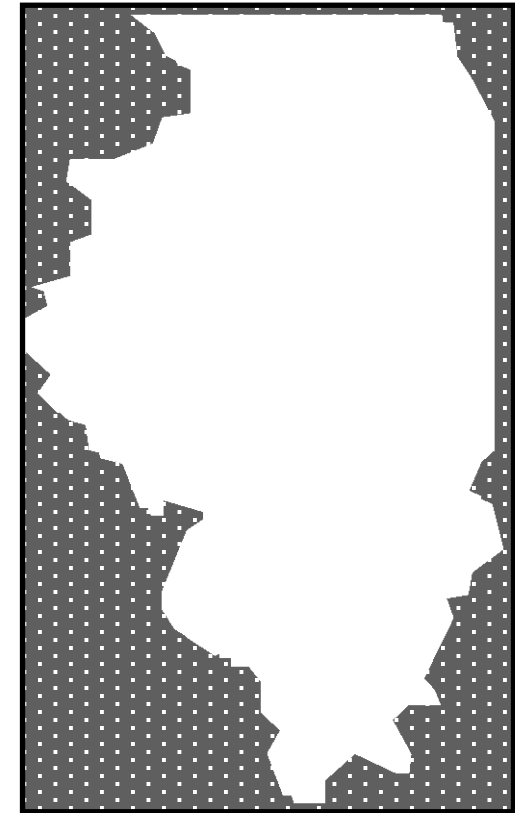
August

PLEASE JOIN US!!

Ed Pultorak, Executive Director



ILLINOIS ASSOCIATION OF TEACHER EDUCATORS



IATE is the only individual membership organization in Illinois solely committed to the improvement of teacher education.

IATE
MEMBERSHIP ADVANTAGES
NETWORKING WITH TEACHER
EDUCATORS

PRESENTATIONS
Sharing research
Receiving feedback
Establishing collaboration

CONFERENCES
Fall – Illinois
Winter – National
Spring – Midwest
Summer – National

PUBLICATIONS
Critical Issues in Teacher Education
IATE Newsletter
Action in Teacher Education
The New Educator

REPRESENTATION
A voice for teacher education in
Springfield and Washington

MEMBERSHIP CATEGORIES
IATE has pioneered several membership
categories to help serve unique needs:

Regular
(Full-time employment as educator)

Adjunct
(Part-time employment as educator)

Retired
(Retired educator)

Students
(Undergraduate and graduate students)
Student Leaders for ATE (SLATE)

IATE
VALUES AND BELIEFS

RECOGNIZES that the responsibility for educating the youth of Illinois rests with its citizens.

CALLS for a collaborative relationship uniting educational institutions, social agencies, the business community, and families to create a quality education system which is equitable and just for ALL.

SUPPORTS research on classroom teaching, including action research.

ADVOCATES proactive activities in educational decision making and in political arena at the local, state, and federal level.

BELIEVES quality education of classroom teachers is best achieved through teacher educators modeling excellence in instruction and through team approaches.

ENDORSES supervised clinical experiences that are planned, sequenced, and evaluated on criteria.

EMBRACES the concept that ...

A TEACHER EDUCATOR
is an individual who participates in the preparation and career development of classroom teachers.

IATE
MEMBERSHIP FORM

Please check one:
Renewal _____ New Membership _____

Please circle one:

<u>Regular</u>	<u>Adjunct</u>
1-yr. \$30	1-yr. \$20
2-yr. \$55	2-yr. \$35
3-yr. \$80	3-yr. \$50
<u>Student</u>	<u>Retired</u>
1-yr. \$15	1-yr. \$15

Name: _____

Institution/Agency: _____

Position: _____

Mailing Address: _____

Street _____

City _____ Zip _____

Telephone: _____

Office: _____

Cell: _____

Email: _____

Please send this form along with a
check payable to **IATE** to:
Ed Pultorak, Ph.D.
Executive Director, IATE
911 Donnie Ct.
Joliet, IL 60435-4443
Email : pultorak@siu.edu

Or Online :

Follow the link below and complete the
requested information.
[https://www.registrationfactory.com/v3
/?EventUUID=B721725E](https://www.registrationfactory.com/v3/?EventUUID=B721725E)
