

KATE UPDATE

Kansas Association of Teachers of English

Summer 2007

Volume 25, Issue 2

New Literacies for New Times: Fall conference approaching

by Dr. Lori Goodson

2007 Conference Chair

The KATE 2007 fall conference, "New Literacies for New Times," quickly approaches.

Come to the conference, share time with English teachers from across the state, and explore what it means to be literate. "New Literacies for New Times" is about helping us better understand the world our students will inhabit, the skills they will need to communicate effectively in that world, and how we can provide those skills.

Send in your registration form today, and take advantage of both the featured speakers and the concurrent sessions throughout the conference.

Planning for the conference?

Check out the KATE website:
<http://web.jccc.net/orgs/kate/index.html>

- Schedule of concurrent sessions
- Featured speaker information
- Hotel information
- Registration form
- Membership form

WICHITA MARRIOTT

THURSDAY, OCTOBER 18

7:30 – 9:00 a.m. Registration and Publisher Exhibits; Continental Breakfast
9:00 – 10:15 a.m. Opening General Session; Keynote Address: Donna Alverman
10:30 – 11:15 a.m. Concurrent Sessions A
11:30 – 12:15 p.m. Con. Sessions B
12:30 – 1:45 p.m. Luncheon Speaker: Teachers as Writers Panel and Poetry Out Loud State Finalists
2:00 – 2:45 p.m. Con. Sessions C
3:00 – 3:45 p.m. Con. Sessions D
4:00 – 6:00 p.m. Happy Hour
Entertainment: Wamego HS Jazz Choir
6:00 – 8:00 p.m. KATE Executive Board Meeting; Open to all KATE members

FRIDAY, OCTOBER 19

7:30-8:30 a.m. Registration
8:30-9:00 All Conference Continental Breakfast; Officer Installation
9:00-9:45 Con. Session E
10:00-10:45 Con. Session F
10:45-11:30 Publisher Exhibits; Hotel check-out
11:30-12:15 Con. Session G
12:30-2:00 Luncheon Speaker: Roy Fox

Need admin. approval?

Just in case your administrators need a little convincing to support your attendance at the fall KATE conference, consider that the conference provides:

- Affordable, quality professional development opportunities in a convenient location.
- Opportunities to hear nationally recognized speakers from around the country.
- Dozens of research-based activities designed for you to take into your classroom to help your students.
- A variety of valuable leadership roles that can provide even more recognition for your district.
- Future opportunities for educators to publish in a state journal, *Kansas English*.
- Future opportunities for students K-12 to publish.
- Opportunities to present at a state conference, as well as other possibilities.

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Several garner National Board Certification

by Dr. Chris Goering

Board Member

The National Board for Professional Teaching Standards released results in January for teachers who worked for the national certification during the 2005-06 school year. 13 of the 36 Kansas educators have ties to field of English and language arts.

"Teachers who pursue National Board Certification are committed to daily reflection about their effectiveness as teachers," said Tes Mehring, Dean of The Teachers College at ESU. "They strive to document student learning that occurs as a result of teaching. They are willing to provide evidence that they meet the highest standards in the profession."

The process a teacher goes through to gain the certification is one way the teaching profession recognizes excellence among its ranks. Roger Caswell, director of Emporia State University's Great Plains Center for National Teacher Certification in the Jones Institute for Educational Excellence (JIEE), guides teachers through the year-long process.

"Teachers who ultimately receive a National Board for Professional Teaching Standards certificate show they have met high and rigorous professional standards through peer review," said Caswell. "In an era where so much is documented through test scores, it is refreshing to help teachers provide other measures to document their impact on life-long student learning."

Shelbie Witte, Fort Riley Middle School, said, "This was something I wanted to do for several years but never had the support to take it on." Witte worked with a cohort group of the Flint Hills Writing Project, towards certification. "It was nice to have several colleagues experiencing the process simultaneously; it made it seem like less of a burden."

With the new National Board Certified teachers, Kansas now has a total of 238 national board certified teachers in the state's schools. In Kansas, 79% percent of the teachers who received assistance from the ESU program in 2005-06 attained the certification in their first year of attempting it. This 79% initial certification rate is 30-40 points above

what is generally the initial certification rate nationally.

National Board Certification is the highest credential in the teaching profession. A voluntary process established by NBPTS, certification is achieved through a rigorous performance-based assessment that takes between one and three years to complete and measures what accomplished teachers and school counselors should know and be able to do.

There were 13 Kansas teachers earning National Board Certification for Teachers in either English Language Arts/Adolescence and Young Adulthood, English Language Arts/Early Adolescence, or Literacy--Reading-Language Arts/Early and Middle Childhood: Robert Compton, Wichita; Christine Eaton, Desoto; Chris Goering, Manhattan; Julie Grecian, Easton; Deborah Jaeger, Olathe; Jane Kenyon, Manhattan; Mary Lonker, Wamego; Kelly Nehring,

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- Contact with staff of the Kansas State Department of Education regarding state assessments and other related matters.
- Connection to the national level, with the National Conference of Teachers of English, and a variety of opportunities.
- Opportunities to discuss textbooks and other resource materials with several exhibitors/representatives.

CONGRATULATIONS
TO THE FOLLOWING
NEWLY ELECTED
KATE OFFICERS,
EXEC BOARD

SECOND VICE PRESIDENT

Kaleen Knopp, KSU, Salina

EXECUTIVE BOARD

Tara Baker, Dodge City

Judy Beemer, Junction City

Janae Brady, Wichita

Vicki Cooper, Abilene

Diana Costello, Marion

Candice Hill, Salina

Phillip Marzluf, KSU

Suzy Oertel, Topeka

Vicki Sherbert, Wakefield

Shelbie Witte, Junction City

UPDATE Staff: Elaine Klincik, Editor.

KATE UPDATE is published four times a year as a benefit of membership. Its purpose is to inform the membership of activities of KATE and NCTE, announcements of clearly indicated policy and to provide a means for discussion of ideas and issues concerning the content and teaching of English and language arts. Published points of view do not imply endorsement by the officers or membership at large.

For information or communication concerning the KATE UPDATE, write to **Elaine Klincik, 814 W. Franklin St., Wichita, KS 67203; Phone (316) 7064863; email: eklincik@usd259.net.**

KATE UPDATE is a member of the NCTE Information Exchange Agreement. Articles, ideas, and comments from KATE members are welcomed.

- Chances to visit with a variety of young adult authors.
- Opportunities to collaborate and connect with other language arts professionals and related organizations.

What to expect at a KATE Conference

by Virginia Beesley

2008 Conference Chair

I think I have only missed attending the KATE Annual conference once since I began teaching—I even attended as a student teacher. Each year I have been entertained, inspired, instructed, and often delighted. I've heard poets and novelists, great teachers and able administrators, and brilliant students. I've had conversations with many of our state's finest teachers. And I've returned to school refreshed and ready to try new strategies, revise tired lesson plans, and explore new ways to tap into my students' natural curiosity and love of learning.

There have been so many high points.

I hadn't been teaching long—in fact I hadn't been an English major very long when Gwendolyn Brooks spoke. She was eighty and she recited "We Real Cool" and "The Mother" as if she had

written them yesterday. I remember her rich contralto voice, her inexhaustible energy, her poise and her ease. As I age, and come into close contact with more and more people in their eighties, I begin to appreciate her ability to live with wonder and desire despite the inevitable ravages of age. At the time I was merely stunned by hearing words I had so recently fallen in love with being recited as they should be by the poet herself. Ahhh. If only I could begin to share this delight with my students.

Then there were the sessions. I learned how to use technology; how to immerse students in poetry, how to encourage critical thinking, and how to choose a curriculum that would meet the requirements of a changing environment while engaging and challenging students. Yes, some sessions were more fun than others, but looking back I can't remember ever feeling that I had wasted my time.

Teaching for me is a constant balancing act between the ideal and the real. The more that students challenge me with the sometimes grim reality of their lives, the more I need those teacher ideals, those dreams of students learning and achieving, and the more I need a huge bag of tricks—strategies to help students engage and learn.

The intensity of the sessions and the focus of listening to the keynote speakers are offset by the joys of seeing old friends and making new ones. These KATE members are people who share a passion for language and teaching. Here I find real understanding and truly helpful advice. These are people who face the same problem students, who battle the same unreasoning bureaucracies, whose families too often take second fiddle to a stack of grading.

PREPARING FOR THE CONFERENCE IDEA/BOOK EXCHANGE

by Jane Wagner

Marketing Chair

The Fall Conference "New Literacies for New Times" will be here before you know it, so now is the time to think about the Idea/Book Exchange. Those of you who have enjoyed this session in the past know what to do. For those of you who have missed this opportunity, take a little time now so you can benefit from the Idea/Book Exchange at this year's conference. Here is all you need to do.

When you come to the Fall Conference, bring 75 copies of a lesson plan or teaching idea that worked well for you. Then you will collect numerous

new ideas and lesson plans from other professionals attending the conference. We all know teachers "borrow" lesson plans from other instructors and then alter them to fit our own students' needs. So share your ideas and get some ideas/lesson plans from others. The more lesson plans we have, the better we like it.

You can also exchange a good novel or professional book for another good read. You will receive a coupon for each book you bring to exchange for a book someone else has brought. Please bring books that are in good condition and something you think others will enjoy or benefit from. This is shopping at its

best—a book without spending a cent. The more people we have participating in this event, the more fun it will be to shop.

So plan to attend the Fall Conference and enhance your lesson plans and reading choices through the Idea/Book Exchange. Make those copies, find a book or two to share, pay your membership dues, and get the voucher to the principal so you can attend "New Literacies for New Times." You will meet great people, come away with unique ideas, and grow as a professional! See you in Wichita on October 18-19.

New Literacies in Collaboration:

How K-STATE AT SALINA UNIVERSITY FACULTY AND LIBRARIANS ARE TRAVELING PARALLEL PATHS WITH LANGUAGE, RESEARCH, AND INFORMATION LITERACY SKILLS: A MODEL FOR YOUR SCHOOL

Submitted by Kaleen Knopp, Writing Center Co-Director, Kansas State University at Salina
 Excerpted from 2007 ASEE National Conference Proceedings: June 2007
 "AC 2007-1381: FOSTERING STUDENTS TO BE LIFELONG LEARNERS WITH SCIENCE LITERACY, INFORMATION FLUENCY, AND COMMUNICATION SKILLS"
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Authors: Dr. Jung Oh, Associate Professor of Chemistry; Dr. Beverlee Kissick, Professor and Director of Libraries; Alysia Starkey, MLS, Asst. Professor of Library Technical Services

Preface: (Kaleen Knopp, Instructor of English, Kansas State University at Salina)

Here at our College of Technology and Aviation in Salina, we have a remarkable opportunity to collaborate with one another as teachers, learners, researchers, and writers. With the increasing availability of electronic research opportunities, and increasing demands for writing-across-the-curriculum programs, faculty in public schools are also drawn toward creative ways to develop collaborations which cross academic lines, and encourage cross-disciplinary research and writing opportunities.

These ideas are especially useful for faculty who teach courses in technical writing and/or research in secondary schools, as we search for new innovations, helping our students and our programs to meet state benchmarks in technical writing. We also need to discover ways for our students to navigate the ever-more complex labyrinth of electronic resources. We ask questions like the following:

- How do we help our students learn to avoid plagiarizing?
- How do we teach them to find good quality research?
- How can we help them to ethically blend that research into their writing?
- How do we know when to allow students to use the web for research?
 - when and how to use academic journals?
 - when and how to use electronic databases?
 - how to blend in research with accurate attention to copyrights and ethics?
 - These kinds of questions are never-ending for language arts educators.

For this issue of the [KATE Update](#), I thought language arts teachers might be interested to see some of the university-level work that is being created through collaborative efforts in libraries, science classrooms, English / technical writing, and writing centers, addressing some of the questions above. Perhaps you could glean some ideas from our work, here, that could be implemented in your schools' programs.

Through an interestingly connected series of assignments, we have blended academic work done in the science classroom / lab, with writing done in technical writing classes, with information literacy skills / research guided through librarians, with writing center input.

My colleague, Dr. Jung Oh, shares the following, summarizing some of the work we have been doing on our campus with multi-disciplinary collaboration:

How do we teach students to be lifelong learners? This paper shares a glimpse of how a science course instructor, librarian, and writing center staff have collaborated toward a common goal based on individual and collective teaching/learning outcomes. Science literacy, information fluency and communication skills are critical foundations for students in engineering technology programs to become lifelong learners. One of the assignments from a university general education chemistry course, taken mostly by students in engineering technology programs involves an integrated three-step process including a discipline-specific pre-lab activity, general/customized information literacy instruction, and communication skills development. This paper describes how the collaborating team has learned from each other's reflections to make the assignment a meaningful learning experience.

Librarians and faculty have been traversing on parallel paths during the past few decades. The rapid explosion of technological integration into nearly every aspect of daily life has merged the separate paths into one. Writing centers and libraries recognize their roles as centers of learning and the importance of collaboration.¹ Librarians, writing center staff and faculty must now travel in tandem in order to prepare students to become successful members of today's society. In the rapidly changing educational environment, this three-way collaboration and conversation creates new opportunities for lifelong learning, an essential 21st century skill. If students are to effectively contribute to today's workforce, it is imperative that they are capable of communicating, receiving, and evaluating the barrage of information from multiple directions. Highly toned information literacy skills are the key to unlocking the potential for lifelong learning.

The collaborators have chosen to focus on four ... program outcomes, which suggest engineering technology program graduates should demonstrate:

- a mastery of the knowledge, techniques, skills and modern tools of their disciplines
- an ability to apply current knowledge and adapt to emerging applications of mathematics, sciences, engineering and technology
- an ability to communicate effectively
- a recognition of the need for, and an ability to engage in lifelong learning

If we expect students to engage in lifelong learning, questions to ask include how and where do we:

- learn to teach our students to be lifelong learners?

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- communicate that outcome with the students?

In 2006, the association of college and research libraries (ACRL) developed information literacy standards for science, engineering and technology.³ These standards are based on ACRL's information literacy competency standards for higher education.^{4,5} ACRL defines information literacy as "a set of abilities to identify the need of information, procure the information, evaluate the information and subsequently revise the strategy for obtaining the information, to use the information and use it in an ethically and legal manner and to engage in lifelong learning". One of the five standards by ACRL states; "the information literate student understands that information literacy is an ongoing process and an important component of lifelong learning".³

Information literacy and lifelong learning are interdependent with one another. They are viewed as major elements of working life today and unquestionably in the future.⁷ Accrediting agencies and universities embrace lifelong learning as an important criterion for student learning outcomes in various programs. However, doing so without also mentioning the need for the integration of information literacy into all levels of a discipline curriculum is futile. In today's workforce, (where and how you performed a function at your job last week isn't necessarily how you will perform it a week from now) knowing how to locate reliable information is essential.

Collaboration and Assignments

The concept of collegiality is discussed as one of most challenging and meaningful components of a successful collaboration relationship between teaching faculty and teaching librarians.⁸ ACRL's information literacy web site presents many resources and ideas including collaboration examples from various schools.⁹ ACRL points out carefully defined roles, comprehensive planning and shared leadership as requirement of successful collaboration. Respect for each party is important in order to reach the common goal, fostering successful student learning.

A chemistry teacher and librarians at a regional university have been collaborating since 2001. The focus of the collaboration is the integration of information literacy (or information fluency as preferred term by the collaborators) instruction into the existing course curriculum. The opening of a writing center at the campus in 2005 allowed for the chemistry instructor to broaden collaborative efforts in context-sensitive information fluency instruction.

The three-way partnership involving the course instructor, librarian and writing center staff uses general education introductory chemistry course assignments as a basis for their collaboration. The assignments are:

- a pre-lab search summary integrated with a context-sensitive information fluency lecture conducted prior to an inquiry lab on "chromatography". The assignment includes required consultations with a

librarian and the writing center.

- a search on "chemicals in consumer products" to evaluate their benefits and precautions.

In the "chromatography" report, students are expected to search for information on "chromatography" using electronic databases, the Internet, and/or print references, in order to learn how chromatography is used in various fields. Results are reported in a written summary in which students explain their search path, indicate the time spent researching information, provide a brief summary of information found, explain reasons for choosing sources and, reflect on their learning experience. In the "chemicals in consumer products" report, students are asked to find information about the chemicals they use everyday and to evaluate benefits and precautions of using certain chemicals.

The first stage of the assignment is the information fluency instruction with details as to the location and proper use of information resources within the course context. Students start with a pre-writing invention worksheet, which also serves as a brainstorming tool. This worksheet assists students in "pre-search" activities and serves as a recording journal of search processes. During the second stage of the assignment, students share the search report draft with the librarian during individual conferences. The librarian provides feedback and guidance on the student's overall search process. The third stage involves a visit to the writing center. Students receive feedback on their summary report draft and complete any necessary revisions.

This assignment is designed for maximum flexibility; allowing students to research a chemistry concept within the realm of their respective disciplines. This not only leads students to further recognize how chemistry plays a role in their future career, but it affords them an opportunity to familiarize themselves with the professional literature and information repositories of their field.

Outcome and Assessment

The collaborator's assessment process has evolved around interdependent overall pedagogical goals of each contributing unit (course instructor, librarian, and writing center staff). Student learning outcomes are assessed using the pre-writing invention sheet, report draft and the revised report on the learning process. The collaborators have refined the project process, the assignment guidelines, and the grading rubric based on reflective dialogues. For example, a librarian constructed a tailored chemistry section guide on the library web site to ensure students' initial navigation stemmed from reliable resources. Base on collaborators' reflective dialogues, the course instructor revised the student assignment guidelines and developed a pre-writing invention worksheet; a format which is more commonly used in writing courses than science courses.

Developing assignments based on collaboration allowed the group to link and communicate various course, program,

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university, and accreditation agency outcomes.

The guiding goal of seamlessly integrating information fluency instruction into course curricula was accomplished via the development of the relevant course assignments and the project implement process. Previous semesters served as trial and preparation for conclusive integration. In spring 2004, the librarian offered the in-service lecture tailored to chemistry course assignments. In spring 2006, the course instructor/librarian team shifted to the transition toward total integration. Using materials prepared by the librarian, the instructor presented the details as to the location and use of information resources after which students would then sign up for individual conferences with the librarian to further strengthen their information literacy skills.

This integrated process produced two distinct advantages for the librarian collaborator. First, having the course instructor present the information not only integrates information literacy directly into course content, but it also solidifies the importance of the process in the students mind. The other advantage was the individual time students spent with a college librarian. This time allowed students to receive one on one training on the professional information resources available within the specific discipline (e.g. IEEE, Compendex, Applied Science and Technology Index). Many students had never been introduced to an academic database before, so time was also spent discussing the disadvantages/ advantages of peer reviewed resources and the Internet. A distinct improvement as to the quality of information students selected to assist in completing their assignment was shown in their final report.

Student answers from the information fluency (or literacy) perception and confidence surveys are promising. However, we need to be cautious whether students are able to demonstrate information fluency skills and engage in lifelong learning beyond a mere self statement. Motivation is a key component in obtaining information fluency skills and participating in lifelong learning. It often takes time and patience to locate reliable information. Students should become familiar, and preferably proficient, in the use of the reliable information resources available for engineering professionals before graduation. Technological proficiency in the operation of professional literature database places these resources within a graduates "comfort zone" and increases their motivation toward revisiting them when an information need arises.

One student from a 2006 chemistry class mentioned the following in a report after searching for information using the IEEE database: "My initial thoughts of chromatography and electronics were that the only correlation would be manufacture of chromatography devices. I was surprised to find that the use of chromatography is becoming so instrumental in the reliability of electronic components and in particular semiconductor devices." When students are able to communicate similar experiences in their reports, it is apparent that instructional goals for students to be lifelong learners equipped with science literacy, information fluency and communication skill

are met by students learning experiences.

The cross-curricular endeavors have amplified teaching effectiveness of each unit and have strengthened the collegial communication. The collaborators have learned from each other's reflections to make the assignment a meaningful learning experience not only for students but also for themselves. With respect and understanding for each other's role in student learning, the collaborators demonstrate their ability to engage in lifelong learning and foster students to be lifelong learners.

¹ Elmborg J.; Hook S. Ed. *Centers for Learning: Writing Centers and Libraries in Collaboration*. American Library Association 2005

² Criteria for accrediting engineering technology programs. October 2006, retrieved December 10, 2006, from ABET Web site: <http://www.abet.org/forms.shtml>

³ Information Literacy Standards for Science, Engineering and Technology. American Library Association. 2006, retrieved February 26, 2007 from American Library Association Web site: <http://www.ala.org/ala/acrl/acrlstandards/infolitscitech.htm>

⁴ Introduction to information literacy. February 2006, retrieved June 22, 2006, from Association of College and Research Libraries Web site: <http://www.ala.org/ala/acrl/acrlissues/acrlinfolit/infolitoverview/introtoinfolit/introtoinfolit.htm>

⁵ Presidential committee on information literacy: A final report. January 1998, retrieved June 22, 2006, from American Library Association Web site: <http://www.ala.org/ala/acrl/acrlpubs/whitepapers/presidential.htm>

⁶ American Chemical Society (ACS), Committee on Professional Training, 2003, Undergraduate Professional Education in Chemistry: Guidelines and Evaluation Procedures, retrieved December 10, 2006: <http://www.chemistry.org/portal/a/c/s/1/acsdisplay.html?DOC=education/cpt/guidelines.html>

⁷ Durisin P. Ed. *Information Literacy Programs: Successes and Challenges*. New York: Haworth Information Press. 2002

⁸ Kraat S. B. Ed. *Relationships between Teaching Faculty and Teaching Librarians*. New York: Haworth 2005

⁹ Information literacy in action: collaboration, retrieved February 2007, from Association of College and Research Libraries Web site: <http://www.ala.org/ala/acrl/acrlissues/acrlinfolit/infolitrresources/collaboration/collaboration.htm>

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Wamego; Robyn Seglem, Shawnee Mission; Lori Stratton, Wamego; Stacie Valdez, Wichita; Shelbie Witte, Geary County; Maria Worthington, Blue Valley.

"Through creating the various portfolios I was forced to really question some of the practice of my own teaching and make changes accordingly," said Witte. "Watching myself teach on video and then critiquing that performance made me acutely aware of strengths and weaknesses. Overall, the process was worthwhile, and I did honestly feel like a better teacher afterwards."

Jane Kenyon, Manhattan High School, believes the support she received through

the FHWP and Roger Caswell and Emporia State University was important to her success. "National Boards is such a detail oriented process that it really helps having several people looking through drafts and making certain everything follows the strict procedures set forth by NBPTS. I thought the process was rewarding, challenging, and consuming."

The teachers earning National Board Certification were recognized at a ceremony in Topeka on February 22nd by the Kansas State Department of Education. Several districts across the state are offering a salary increase of up to 2500/year in addition to the state's 1000/year. New NBPTS teachers are invited to join the Kansas Exemplary Educators Network (KEEN).

EXEC UPDATE

KATE Executive Board Meeting Minutes
9 June 2007, 9:30 a.m.

Members Present

Ginny Beasley, Terri Browning, Matt Copeland, Diana Costello, Chris Goering, Lori Goodson, Peggy Jewell, Linda Jones, Elaine Klincik, Kaleen Knopp, Steve Maack, Carl Singleton, Carlene Stueve, Dana Waters, and Teresa Zimmer.
Approval of Agenda

Lori Goodson added an ALAN announcement to the agenda. Chris Goering moved the agenda be approved. The motion was seconded and passed.

Approval of Minutes

Chris Goering moved the minutes be approved. The motion was seconded and passed.

Announcements

Matt announced that he has taken a job with the Kansas State Board of Education and will be resigning as SLATE representative. He reported that Glenna Grinstead has resigned from the board due to ongoing family issues and Matt will announce her replacement at a later date.

Matt thanked Elaine Klincik for bringing refreshments.

REPORTS

Treasurer's report: To date KATE's income has been \$26,102.31 with expenses of \$18,539.33, for \$7,562.98 profit.

Marketing: Marketing chair Diana Costello reported that she and co-chair Jane Wagner are in the process of contacting the universities for a list of English education graduates to invite to the fall conference. They hope to see the growth from last year continue. Diana suggested they do an early fall conference mailing rather than relying on UpDate. Matt will help supply mailing labels. He suggested both a spring and a fall mailing. Peggy Jewell will supply a list of WSU's graduates to the marketing committee for the mailing.

Membership: Karen Ford sent a report that KATE has 257 paid members. The e-mail data base of prior members is updated to 2004. Matt suggested we contact lapsed members through e-mail. Karen and Andy Anderson will work on this. Diana will talk to Andy about the marketing committee sending postcards to lapsed members.

KATE Update: Editor Elaine Klincik ascertained that members had received the e-mail version of KATE UpDate sent before the printed version was mailed. She suggested on the conference registration or the membership form, KATE give members the option of an e-mail version.

Kansas English: Editors Kami Day and Michele Eodice sent a report. Matt pointed out the call for submissions for the next issue, "Made in Kansas." The editors are interested in publishing more Kansas writers. Matt reported they were receiving adequate submissions. Lori Goodson suggested we solicit submissions for KATE

publications at the fall conference. Matt encouraged conference presenters to submit their presentations to Kansas English.

Young Kansas Writers and Younger Kansas Writers: Editor Carlene Stueve reported Young Kansas Writers received fewer than 200 submissions, down from 800 before KATE went to electronic publication. The editors had burned only 400 CDs. Teachers Carlene consulted reported that the problem was not the electronic format but a lack of time to submit students' writing.

Linda Jones reported that Younger Kansas Writers had received 350 submissions 3 years ago; this year she received 110 and all were from the same Wichita school. Linda e-mailed teachers who had submitted in the past and had received complaints about the electronic format. Teachers also reported writing assessments had interfered with time to submit, since the deadline falls within the testing window. Members discussed moving the deadline and concluded fall is not feasible because it is too early for students to produce quality work. Lori Goodson suggested putting Younger Kansas Writers on line. Kaleen Knopp cautioned that before we suspend publication, KATE should explore its obligations to NCTE and also consider the impact on the reputation of the organization. Carlene Stueve asked if it would be feasible to print Younger Kansas Writers and send copies only to submitters; other copies could be available at the conference. Ginny Beasley moved that we consolidate Younger Kansas Writers and Young Kansas Writers into one publication for grades 5-12 and eliminate the requirement that the teacher be a KATE member to submit. Kaleen Knopp seconded. It was clarified that student work can only be submitted by a teacher. Motion passed. Elaine Klincik suggested we publish posters and send them to teachers to promote both KATE membership and submissions for the publications. Annie Heidersbach, Diana Costello (as representative of marketing), Elaine Klincik, Chris Goering, and Terri Zimmer will serve on the poster committee. Matt suggested a short survey at the conference to determine what teachers wanted in a student publication.

William Allen White Awards: Ginny Beasley resigned as William Allen White representative effective October 1. Matt appointed Diana Costello to serve as KATE representative. Ginny reported that the committee is in the screening process to select books published in 2006, grade levels 3-8, for the list.

SLATE: Matt Copeland reported that the challenge to Native Son in the Blue Valley district had been resolved when the parents withdrew their challenge. The parents group asked that the administration develop a permission form for parents to sign off on all novels. The administration replied that absolutely no "opt in" policy would be put in place. The Blue Valley parents group is continuing to work with legislators to introduce laws that would make teachers liable for profanity and other material deemed objectionable in books they teach. Matt asked for members interested in serving as SLATE

representative to contact him.

NCTE Liaison: Matt referred to the report sent by NCTE Liaison Andy Anderson. Andy reported the online voting for board members was successful. Sixty-five votes were cast through "Ballot Bin," a free online service. Members voted on thirteen nominees for ten spots. Ruthann Harris will send a formal letter notifying new board members of their election. Kaleen Knopp, KSU, Salina, was elected second vice president. The following nominees were elected to the Executive Board: Tara Baker, USD 443, Dodge City; Judy Beemer, USD 475, Junction City; Janae Brady, USD 259, Wichita; Vicki Cooper, USD 435, Abilene; Diana Costello, USD 408, Marion; Candice Hill, USD 305, Salina; Phillip Marzluf, KSU, Manhattan; Suzy Oertel, USD 437, Topeka; Vicki Sherbert, USD 379, Wakefield; Shelbie Witte, USD 475, Junction City.

KATE will continue our affiliation with the Kansas Arts Commission to sponsor Poetry Out Loud with the same regional coordinators next year. Lori Goodson announced she has scheduled a session at the conference for Poetry Out Loud. She suggested we have student winners recite at the luncheon on Thursday. Andy Anderson and Annie Heidersbach were appointed to coordinate with the students.

Andy asked that anyone finding errors on the KATE web page e-mail him. He has updated the membership and conference forms and is working on capability to fill them out on-line. Chris Goering suggested KATE purchase its own domain. Matt pointed out that KATE's site is secured through the Johnson County Community College web site. Matt gave Andy full permission to pursue purchasing necessary software from TechSoup for updating the site.

Prentice Hall has opted to continue sponsorship of the NCTE Leadership Development award. Bryan Anderson, who was last year's nominee but did not attend, will be the NCTE Leadership Development Award recipient from Kansas and will be recognized at the State Affiliate Breakfast at the NCTE conference. Devra Parker has been chosen as the NCTE High School Teacher of Excellence recipient from Kansas and will be recognized at the NCTE Secondary Luncheon. Kaleen Knopp moved KATE use unawarded KATE scholarship money to supplement the expenses of Bryan Anderson and Devra Parker with an award of \$500 each toward conference expenses, to be verified with conference receipts. Motion was seconded and passed. Elaine Klincik moved that KATE pay for meal tickets for a board representative to attend the NCTE State Affiliate Breakfast and Secondary Luncheon with the nominees. The motion was seconded and passed.

Andy reminded board members that membership in both NCTE and KATE is required for Executive Board membership.

Promising Young Writers: Garrett Bleeker sent thanks to Kansas judges Tara Azwell, David Krumme, Diana Costello, and Lori

Goodson for their help in choosing four winners of NCTE's Promising Young Writers for 2007. He was pleased to report that NCTE had changed their policy for releasing winners' names; KATE will now be able to announce the winners at the fall conference.

KATE Conference 2007: Lori Goodson reported that all the sessions have been filled for the 2007 Fall Conference. The Wichita Eagle is participating in the sessions. Lori is using the check list to ensure all tasks are completed on time. She has been in contact with the Marriott to make arrangements. She asked that board members remind colleagues to register.

Old Business

Matt presented Andy Anderson's draft of revisions to Article IV, Section 2, of the KATE Constitution to better define officers' duties and provide mentoring partnerships for officers. Chris Goering moved that we approved the amendments to the constitution as submitted. Kaleen Knopp seconded. Motion carried.

The following language was added/ revised: Article IV.2.3 (duties of the President): (5) appoint board members to work on KATE and NCTE committees; and (6) encourage a mentoring role between current committee chairs and board members serving on committees. Article IV.2.4 (duties of the Immediate Past President): (4) confirm ad-hoc and NCTE appointed positions are willing to fulfill their appointed duties and, communicating and working actively with the KATE board, assist the Senior Past President with establishing mentoring partnerships between committee chairpersons and new board members;.... Article IV.2.5 (duties of the Senior Past President): (2) contact the newly elected board members immediately following the election and notify them when they will formally assume their office; (3) ensure the newly elected board members' names are read into the KATE Executive Board minutes following the election; and (4) establish mentoring partnerships between committee chairpersons and new board members with input from the current board.

New Business

Matt asked for suggestions for appointments to fill the board position vacated by Glenna Grinstead and the SLATE representative position Matt is resigning. Dana Waters suggested appointing a runner-up from the election to fill the board position. Matt asked those interested in becoming the SLATE representative to contact him.

Adjournment

The next meeting will be at the Fall Conference, October 18, 2007, at 6:00 in the Marriott Hotel, Wichita.

Chris Goering moved the meeting adjourn. The meeting adjourned at 12:20.

KATE Executive Board

2006-2007 OFFICERS

President

Matt Copeland
785-339-4100
Washburn Rural High School
copelmat@usd437.net

First Vice President/Conference Chair

Lori Goodson
785-776-4452
Wamego Middle School
goodson@usd320.k12.ks.us

Second Vice President/SLATE

Virginia Beesley
785-754-3661
Quinter High School
vrbeesley@hotmail.com

Membership Chair

Karen Ford
785-364-2641
Holton High School
kford@holtonks.net

Treasurer

Clark Coker
620-227-9228
Dodge City Com. College
coker@dc3.edu

Secretary

Dana Waters
620-227-9369
Dodge City Com. College
dpwaters@dccc.cc.ks.us

Immediate Past President

Ann M. Heidersbach
913-993-7924
Shawnee Mission West HS
annheidersbach@smsd.org

Senior Past President

Ruthann Harris
Wichita East High School
rharris@usd259.net

NCTE Liaison

Andy Anderson
913-469-8500 x3698
Johnson County Com. College
aanders@jccc.net

EDITORS

Update

Elaine Klincik
620-584-2361
Clearwater High School
eklincik@usd264.org

Kansas English

Kami Day
913-469-8500 ext 4576
Johnson County Com.College
kday@jccc.net

Michele Eodice

University of Oklahoma
meodice@ou.edu

Young Kansas Writers

Barbara Livengood
Central High School, Salina
barbara.livengood@usd305.com
Carlene Stueve
Salina South High School
carlene.stueve@usd305.com

Younger Kansas Writers

Linda Jones
Colby High School
1870 S.Franklin Ave.
Colby, KS 67701
ljones@colbyeagles.org

KANSAS COORDINATORS

SLATE

Matt Copeland
785-339-4100
Washburn Rural High School

NCTE Writing Achievement Award

Gerrit Bleeker
620-341-5561
Emporia State University, Emporia
bleekerg@emporia.edu

KATE Outstanding Teaching Practices

Andy Anderson
913-469-8500 x.3698
aanders@jccc.net

William Allen White

Diana Costello

NCTE Promising Young Writers

Barbara Bleeker
620-341-5562
Fax: 316-341-5547;
Emporia State Univ.
bleekerb@emporia.edu

KATE Scholarship

Kaleen Knopp
785-826-2908
KSU Salina
kknopp@sal.ksu.edu
Carlene Stueve
carlene.stueve@usd305.com

NCTE Excellence in Literary Magazines

Karen Ann Stous
785-364-3390

Kansas Association of Teachers of English
c/o Elaine Klincik
814 Franklin
Wichita, KS 67203