

Newsletter

Fall 2003

The Ohio Council Teachers of English Language Arts

644 Overlook Drive, Columbus, OH 43214

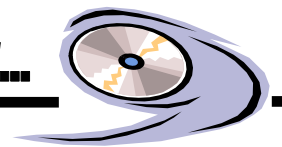
Ruth McClain, Editor

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The OCTELA Newsletter, member of The NCTE Information Exchange, is a publication of the Ohio Council of Teachers of English Language Arts (OCTELA), founded in 1957 as the English Association of Ohio (EAO). OCTELA is the only statewide affiliate of the National Council of Teachers of English (NCTE) representing teachers of English language arts, prekindergarten through college.

Ohio Resource Center: Preparing Teachers to Use Technology...



"CatalystOHIO Resources" COR project is a statewide collaborative initiative among state agencies (Ohio SchoolNet, Ohio

Department of Education, Ohio Board of Regents, Ohio Resource Center for Mathematics, Science and Reading, Ohio Learning Network) and representatives of institutions of higher education in the state that offer teacher preparation. This project is part of *CatalystOHIO, Ohio's Preparing Tomorrow's Teachers to Use Technology* initiative.

COR features integrated learning modules, which focus on the integration of academic content and technology. The integrated learning modules use appropriate technologies to enhance the understanding of hard-to-teach, difficult-to-learn concepts in mathematics, science and language arts. These modules are centered around the integration of rigorous content, appropriate technologies, and effective instructional strategies. Module activities may be customized and adapted to a variety of learning situations. **Nicole Luthy, English Language Arts specialist** at the Ohio Resource and **Terry Shiverdecker, science specialist**, collaborated on this project.

What Is the COR Project?

CatalystOHIO focuses on providing technology resources and models of good instructional practice that incorporate technology to university faculty who prepare new teachers. Funds made available by a U.S. Department of Education *Preparing Tomorrow's Teachers to Use Technology* grant have scaled up the project to include all fifty public and independent institutions in the state that prepare new teachers.

Focused on professors in education and arts and sciences, the project intends to improve the quality and frequency of educational technology use by Ohio's K-12 teachers. Increased capacity by college faculty who use and model good educational technology practices will cascade into classrooms when their students join the teaching profession. In turn, children in Ohio's classrooms will benefit by having more technology-savvy teachers.

The keystone feature of the grant is identifying or developing technology-focused curriculum components based upon the **International Society for Technology in Education (ISTE)** teacher technology standards that can be used to improve technology use by college faculty and their students in teacher preparation programs. The modules will also serve as resources for agencies that provide inservice training for teachers currently working in the field.

Nicole Luthy

This collaboration will result in a single system of technology training that minimizes the duplication of effort among universities, regional state agencies, and Ohio School-Net—all of whom offer significant resources in educational technology.

Work has proceeded on the four primary goals of the grant:

- ◆ **facilitating collaboration and communication among institutions of higher education, PK-12 schools, and state agencies responsible for education technology through the development of an Educational Technology Congress;**
- ◆ **developing *Catalyst*OHIO PK-16 teacher technology standards and standards-based learning resources based on ISTE standards and create access architecture;**
- ◆ **supporting the integration of appropriate technologies into the ongoing systemic improvement of pre-service education programs, and**
- ◆ **improving faculty development in educational technology usage.**

How Were the COR Modules Developed?

Development teams, representing a broad range of constituents, including K-12 educators, higher education faculty, state and regional technology service providers, worked collaboratively to create each of the modules. The teams developed integration modules around hard-to-teach concepts in mathematics, science, and reading. Working in small groups, the development teams produced model lessons that reflected effective instructional practices, appropriate use of technology, and good pedagogy to engage students in hard-to-learn and difficult-to-teach concepts.

How Should the Modules Be Used?

The modules have several uses. They can be used with K-12 classroom teachers as instructional modules. They can serve as models and examples of good practice by professors in educating preservice teachers. They can be used as examples for educators interested in creating their own technology integration lessons or modules. The flexibility of the modules offers a greater range of options and opportunities to customize the activities to meet the needs of individual schools, school districts, and universities.

Who Provides Leadership?

Two leadership groups were organized to provide stakeholder input and guidance. The twenty-member Executive Committee of Stakeholders, comprised of leaders from partner institutions and agencies, provides leadership for the Educational Technology Congress and links its efforts to the broader PK-16 collaboration of the Joint Council of the Ohio Board of Regents and the State Department of Education. The Educational Technology Congress reflects the rank of stakeholder organizations, PK-16, as well as parents and business leaders. The ongoing efforts of the congress will enable the state to coordinate and deploy large, systemic projects such as the development of the *Catalyst*OHIO

Resources for Education as well as other strategic initiatives to align Ohio's efforts.

Technology Integrated Module-- English Language Arts:

English/Language Arts is more than just reading and writing; it is comprehending text, synthesizing information, analyzing sources, communicating through language written and oral. As Dede (1996) observed, technology use has moved students from the information age to the communication age where learning environments enable students to evolve from information receivers to information creators. Technology is transforming our understanding of English Language Arts, both in terms of how students learn and how teachers should utilize it in the classroom. Integrating technology into the English/Language Arts classroom allows for more learner-centered practices where the students develop their own meanings, allowing them to draw on their past experiences. Integrating technology into the classroom allows for more student individualization of work and for more creativity and access to information.

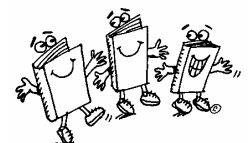
To view an English Language Arts lesson, go to the ORC site at <www.ohiorc.org>. Scroll down on the left hand side of the ORC home page to *Catalyst*OHIO Resources. Then, click on "Technology Integrated Lessons" on the right side of the screen. Or, you may go directly to <<http://www.cyberbee.com/viewpoints/>>.

**The Ohio Council of Teachers
of English Language Arts
wishes to thank the ORC for allowing the reprinting of
their website material.**



Congratulations

**NCTE announces the election of
Franki Sibberson
of Eli Pinney Elementary School,
Dublin, Ohio,
to the NCTE
Elementary
Steering Committee.**



Having Our Say . . .

Pre-service Teachers Share Their Concerns

By Dr. Cindy Bowman

Dr. Cindy Bowman

*"Our narratives about ourselves have worth only if we alone have formulated that narrative; accepting anybody else's version of ourselves makes us a failure as a human being."
Nietzsche*

The challenges faced by beginning and pre-service teachers are especially great today. Concerns about competence, performance, and effectiveness are paramount for new teachers. Teacher preparation is a dynamic process of experience, reflection, and professional growth. From classroom observations; to coursework in educational foundations, classroom management, methodology, and assessment; to the complexities of student teaching; and to the efforts of finding a position; the issues often seem overwhelming. Often teachers acquire competence in the classroom, but remain challenged by school situations and relations with administrators, peers, and parents. Teachers need the ability to work cooperatively with the community. As students become more diverse, teacher collaboration becomes more important in developing educational programs appropriate to students' educational needs.

I recently interviewed thirty pre-service teachers in central Ohio and found that their concerns included the following questions:

- ◆ How do I know how long my plans will take?
 - ◆ What if I suspect child abuse?
 - ◆ What if I don't like teaching after I've worked so hard to become a teacher?
 - ◆ How do I balance school and family?
 - ◆ What about Praxis II? Praxis III?
 - ◆ What should I expect when interviewing?
 - ◆ How do I best engage students in literacy activities?
 - ◆ How can I best motivate my students?
 - ◆ How can I best deal with conflict management?
 - ◆ How do I identify and support students with special needs?
 - ◆ Where should I go for help?
 - ◆ What should I do on the first day of school? And
 - ◆ How do I remain true to my beliefs and not lose my job?
- I gave these questions to 25 classroom teachers working on their Masters Degree in Education. Their first response was to encourage new teachers to find a mentor in their school and continually reflect on their professional growth through workshops, professional organizations, and reading.
- Their second suggestion was to create networks of communication within their classes, with parents and administrators, and with colleagues.
- Third, they encouraged a variety of classroom resources and methods. And, finally, they discussed sharing student success stories with the local media to promote a more positive view of education.
- As school districts nationwide work to implement the federal **No Child Left Behind Act of 2001**, they may be inadvertently accelerating the departure of experienced teachers and failing to adequately support new teachers. **This requires meaningful and well organized professional development and support systems, including inindu**

- ◆ Do I know enough literacy and learning theory?
- ◆ Do I have what it takes to be a good teacher?
- ◆ How do I pay bills during student teaching?
- ◆ Will I have a good cooperating teacher?
- ◆ Will I find a job?
- ◆ How do I handle violence in schools?
- ◆ Will there continue to be poor funding of schools?
- ◆ Will students accept my diversity? Will I understand all issues of diversity?
- ◆ How will I handle discipline issues? Legal issues?
- ◆ How can I prepare students for testing and be true to best practice?
- ◆ How will I best meet curriculum standards during the year?
- ◆ How do I encourage parental involvement?
- ◆ Will I have the support of the school administration?

including induction programs for beginning teachers, a supportive environment, increased security, better pay, smaller class size, opportunities for communication, availability of materials, financial support, mentoring support, behavior management support, and workload support.

Between 1998 and 2010, the number of teachers in elementary and secondary schools is projected to rise, primarily due to the increase in school enrollment during this period. Increases are expected in the numbers of both elementary and secondary teachers. The number of secondary teachers will increase at a faster rate than the number of elementary teachers. The projections do not take into account increases in the number of teachers and enrollment due to the effects of proposed initiatives to reduce class sizes (NCES Fact Sheet).

When we are making curricular decisions, we should keep in mind the narratives of all the individuals for whom and with whom we will be making decisions, and the ways that these stories intersect to create new narratives. This logically extends to the ways in which we also develop community in our schools. Our narratives are where we develop a sense of ourselves. We want our students to be constantly thinking about and becoming more aware of the types of decisions they choose to make and about how they will affect other people.

Nietzsche says, "Our narratives about ourselves have worth only if we alone have formulated that narrative; accepting anybody else's version of ourselves makes us a failure as a human being." We can only talk about virtue and make ethical decisions within a community where values can be formed and tested.

The concept that our lives are inevitably entangled with others and that we must learn to care for those in our community in order for our own narratives to grow, is key to developing community.

When students don't have a say in how their classroom community is developed, it ceases to be or never



even be- comes a community at all. "It" is many different parts of a never fully realized whole. But when all have an opportunity to think about what they really want to accomplish in their learning, then, ideas about

accomplishing those goals begin to develop, and a community of learners create narratives together to help protect individual and shared interests and realize their full potential.

Our authority needs to be established through our honesty, our integrity, and our willingness to be approachable and to approach our students. Respect, also,

must be established not only for our students, but for ourselves as well. We need to be active, energetic advocates for our students while actively and energetically NOT letting them settle for anything less than what they can dream.

"We must inspire those dreams."

Dr. Bowman is Vice-president of OCTELA and teaches at Ashland University, Columbus, Ohio.

"If this nation is to be wise as well as strong, if we are to achieve our destiny, then we need more new ideas for more wise men reading more good

Welcoming Controversial Authors and Books: PFAW Announces Most Banned Books



books..."
J. F. Kennedy

If anything is more important than celebrating our First Amendment rights, it is actually exercising them. People for the American Way announces the top ten most banned books of the year.

- *Harry Potter -- J. K. Rowling*
- *Alice in Blunderland -- Phyllis Reynolds Naylor*
- *The Chocolate War -- Robert Cormier*
- *I Know Why the Caged Bird Sings -- Maya Angelou*
- *Taming the Star Runner -- S. E. Hinton*
- *The New Captain Underpants -- Dav Pilkey*
- *Adventures of Huckleberry Finn -- Mark Twain*
- *Bridge to Terabithia -- Katherine Patterson*
- *Roll of Thunder, Hear My Cry -- Mildred D. Taylor*
- *Julie of the Wolves -- Jean Craighead George*

OCTELA and NCTE are available to help districts and teachers confronted with censorship issues.

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the heart of teaching...finding first-class literature to work

Bonnie Chambers 2004 Award Winner: Nicole Fort

Nicole Fort of Lincoln Elementary School, Findlay, Ohio, was honored by OCTELA at the 2003 Fall Conference in Columbus, Ohio. A fifth grade teacher, Nicole states that, "teaching reading and writing has been the most challenging area of her career. "I want every student to be engaged in meaningful learning. After attending Nancie Atwell's conference, I wanted to bring a new genre into my students' repertoire as readers and writers."

Nicole introduced her students to memoir. By reading one of her favorite memoirs, both Nicole and her class were able to truly understand the elements of an effective memoir. Instead of introducing and telling the students what a memoir was and what it entailed compared to biographies or personal narratives, she first emerged her students into the genre of memoir by reading aloud several of **Cynthia Rylant's** short memoirs from her book *But I'll Be Back Again: An Album*.

At the same time in writer's workshop, Nicole taught mini-lessons about revealing thoughts and feelings through writing so that the reader can "see, hear, and feel what we want, making a movie behind our eyelids in our writing and having a 'So What' or message behind the story."

The result was two-fold. Nicole's students wanted to read more memoirs, and they all began writing their own. When discussing the "So What" behind one of Rylant's memoirs, one of her struggling readers who had previously thought very literally, "understood what Rylant was expressing. Not all her students," she says, "understood at first. This was inspiring for me to hear because I was not sure how well my students would understand the elements of memoirs."

Nicole remembers "walking away feeling tremendous about the lesson. All of my students were engaged in listening...and some wanted to be late for band so they could hear the rest of the memoirs. I would have stopped so all of my students could hear the stories, or I would have reread the memoirs to them later on but, instead, I wrote them all a late admittance slip to band so they could stay and experience.

"Rylant's memoirs," says Nicole, "are an excellent example to use when teaching this genre because [Rylant] writes from the heart and reveals thoughts with which

into our goals and objectives. The students developed a thoughtful, elaborate list of effective qualities in a memoir. Some of the best discussions and teaching happen when they are 'spur of the moment.'"

Some of Nicole's students researched on-line and in encyclopedias. "For example," she says, "there is a term Rylant used. Rylant's grandmother came after her with a switch. I would never have chosen this part of the book to discuss further, but based on my students' reaction and comments, it was appropriate to look up what a switch was and how it looked."

Nicole also did mini-lessons and conferences with each writer. Another read aloud *She Said Yes* helped shape her students' understanding even further. "I do not think they could have understood this abstract genre had they not been exposed to quality literature," she states.

During a unit on poetry, Nicole went to the library and checked out forty to fifty poetry books, putting them into four boxes so that each group of student desks received a box of poetry books. "As we learned about personification or alliteration," says Nicole, "my students read the poems and looked for examples. It was exciting to see them find new favorite poems or discover a use of personification.

"In the fifth grade," reports Nicole, "students still enjoy sitting on the reading carpet and listening to the teacher read a story. It is the best part of teaching--reading good stories. If my students like this activity, I would be crazy not

"Sitting with students and discussing what they are trying to accomplish as writers has been tremendous because the students feel as though they have a real audience and purpose for their writing."

to embed the goals and objectives that I need to teach using literature."

Nicole accepted her award during the closing ceremonies of the OCTELA Fall Conference and says, "I want to continue to push myself to become a better teacher, better reader, and a better writer, too."

"Partners in Learning"

Highlights from the OCTELA 2003 Fall Conference

By Margie Bush, Conference Chair

RIDDLE ME A RIDDLE

1/3 of SKY
1/5 of TRAIL
2/5 of ARROW
1/4 of SAIL

WHAT AM I?
(see end of article)

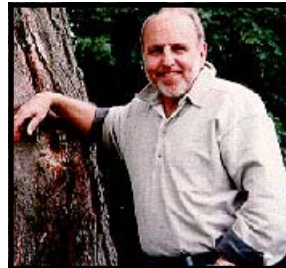
One hundred eyes of green and blue
Just look like eyes behind me, man.
I shudder, shake and turn to you.
As birds go, I'm your biggest fan.

WHAT AM I?
(see end of article)

If you weren't at Dublin Scioto High School on that beautiful Saturday, the 11th of October, 2003, you should have been. Not only did you miss an absolutely gorgeous day near the state's capital, but you really missed out on OCTELA's morning general session speaker, children's author **J. Patrick Lewis** whose inventive mind and delicious wit entertained two hundred of Ohio's language arts teachers and administrators.

"I can't think of anything more fun than sharing poetry with kids and talking about reading, writing, rewriting and making books," announced Mr. Lewis. And, indeed, I can't think of anything more fun than beginning a bright, sunny Saturday smiling with "oohing," and "aahing," and laughing at the joyous riddles and rhymes and playfully insightful poetry of J. Patrick Lewis.

Mr. Lewis does not come to language arts by the usual route. Having earned a Ph.D. in economics at **The Ohio State University** and, having taught at **Otterbein College**, he now resides in Chagrin Falls, Ohio, where he spends his time writing whimsically informative and thought-provoking books of riddles and poems for children. He has had seven short stories and over seventy poems published in literary journals including *Ms. Magazine*, *Ranger Rick*, *Cricket*, *Spider*, *Ladybug*, and *Highlights* to name only a few. He has published over fifteen picture



books including *The Last Resort*, *A Hippopotamusn't* and *Other Animal Verses*, *Galileo's Universe*, *Riddle-icious*, *Earth and Me: Our Family Tree: Nature's Creatures*, and he has many more books in production. His most recent publication is the stunning *Swan Song: Poems of Extinction*, from **Creative Editions**. Like his *Gentleman*

Bookworm, I invite you all to a feast of "ridiculous rhyme!/
But might I suggest?"/Said the host to the guest,/Chew them slowly. One line at a time!" by visiting Mr. Lewis's webpage at <www.jpatricklewis.com> for more details on his elegantly clever poetry.

The more formal part of the day's professional development began with an inspiring welcome from **President Carolyn Suttles**. Over 40 presenters offered some 27 sessions ranging from the problems of giving and assessing the OGT to using read-alouds with high school students. For the 195 teachers and administrators across Ohio who registered for the conference, OCTELA offered an abundance of practical teaching techniques, lessons, and materials that applied not only to our day-to-day classroom environments but also to our need for understanding the concomitant pedagogy.

In an afternoon general assembly, **Nicole Fort** from the Findlay City Schools also received the **Bonnie Chambers Award for Exemplary Beginning Teaching**.

Our day concluded with the disarmingly honest approaches of educator and author **Carl Jago**, who teaches English at **Santa Monica High School** in Santa Monica, California, and directs the **California Reading and Literature Project at UCLA**. She also edits the **California Association of Teachers of English quarterly journal, California English**.

Carol Jago's works have appeared in the *English Journal*, *Language Arts*, *NEA Today*, *The Christian Science Monitor*, and *GOAL Magazine* as well as in newspapers across the nation. NCTE has published her series *Nikki Giovanni in the Classroom*, *Alice Walker in the Classroom*, and *Sandra Cisneros in the Classroom*. Her books *With Rigor for All: Teaching the Classics to Contemporary Students*, *Beyond Standards: Excellence in the High School English Classroom*, and *Cohesive Writing: Why Concept Is Not Enough* are published by **Heinemann**. Her latest book *The Literature Teacher's Handbook* will be published in the spring of 2004.



Carol provided the afternoon attendees of the conference with some of the most refreshing, convincing, and down-to-earth rationales for teaching adolescents today. Reminding us that our students "have been weaned on the pace of MTV and video games" and have "less and less patience for slow-moving plots and detailed, descriptive passages,"

Carol urged us to explore the importance of classical literature in the middle and high school curriculum. She recalled her own attempt to reach this new

**"Teenagers are hungry for stories
that mirror their lives,
for characters whose problems
reflect and illuminate their own."**

audience by bringing into the classroom contemporary and multicultural literature--most of which she praised, such as **Morrison's *Song of Solomon*** and **Kingston's *Woman Warrior***, she also urged us to not tamper with the criteria that we apply to literature. Instead, we must continue to make selections based on "literary merit--universal themes, rich language, complex characters." We know that "teenagers are hungry for stories that mirror their lives," for characters "whose problems reflect and illuminate their own. Yet students also need books that are windows to other worlds....Students develop intellectually as great works of literature offer them a vicarious experience of the human condition far greater than any of them could ever acquire on the basis of luck and first-hand encounters." She concluded by praising those teachers and administrators gathered in Dublin on Saturday for they are "the thoughtful teachers who aim instruction just beyond what students are able to perform independently."

Also to be thanked is **Greg Michaels of Michaels Associates** who provided books from Jago and Lewis.

OCTELA also wishes to thank member **Jo Warren** of the **Mahoning County ESC** for her efforts as registrar for this conference and **Margie Bush** of **Lima Shawnee High School** for coordinating the conference. In addition, OCTELA sends many thanks to all the vendors who took part in the conference and to Dublin Scioto High School for the use of its excellent facilities--especially the technology staff, theater staff, cafeteria staff, and janitorial staff for providing such gracious cooperation and assistance once again this fall.

See you all next spring in Columbus.

2003 Lucille Loy Kuck Award Winners

Photo courtesy of the Ohioana Library
Linda Hengst, Director

Pictured from left are Ohioana Library Director Linda Hengst with Kuck winners Zach Miller, Jami Marken, and Robin Schrader. Winners not pictured are Matthew Loy, Corey A. Brooks, and Yuliya Tsukerman.

2003 Winners

	<u>Fiction</u>	<u>Poetry</u>
1st.	Matthew Loy, Gr. 12 Wynford High School Buchrus, OH	Robin Schrader, Gr. 12 Chaminade-Julienne Catholic High School Dayton, OH
2nd.	Corey Brooke, Gr. 12 Chaminade-Julienne Catholic High School Dayton, OH	Zach Miller, Gr. 12 Coventry High School Akron, OH
3rd.	Yuliya Tsukerman, Gr. 12 Revere High School Richfield, OH	Jami Marken, Gr. 12 Coventry High School Akron, OH

Guidelines for School Library Media Programs Aligned with Academic Content Standards

By Marge Ford



The Academic Content Standards continue to be the focus of education in the state of Ohio, whether you are a student, teacher, parent, administrator, or citizen. Why? **Because the standards aim to define “what all students should**

know and be able to do at each grade level” (ODE website). Visitors to the Academic Content Standards link on the ODE website might wonder why "library" is listed alongside the standards both adopted or in the process of adoption.

Oh no, a library test! Is the state of Ohio creating standards for library as well?

~~The answer is no; however, the state of Ohio is~~ developing **Guidelines for School Library Media Programs** that will align with the academic content standards. Numerous research studies have emphasized the importance of a strong school library media center program to student success. In fact, school libraries in the state of Ohio formed the basis for a study of “how school libraries helped students learn.”

Dr. Ross Todd and Dr. Carol Kuhlthau of Rutgers University are currently studying the data collected last year from exemplary library media programs across the state of Ohio and will soon release a full report of their findings. The preliminary findings indicate that the stronger the school library media program, the higher the levels of student success.

The Library Guidelines under development through the **Ohio Department of Education’s Office of Curriculum** emphasize not only the physical elements of the school library media center, but also the support of reading, information, technological and media literacies. As posted on the “**Effective School Library Media Programs Project**” website, the project goals are to:

- **Identify the essential services that school library programs should offer students and teachers.**

- **Develop school library services and locate resources that will assist Ohio’s teachers in the implementation of academic content standards.**
- **Provide school library activities and resources that will help students achieve Ohio’s academic content standards.**

What does this mean for the classroom teacher? Librarians and teachers will have a wonderful resource at their fingertips to help define “what students should know and be able to do” across the curricula with the library media center and the library media specialist as the fulcrum. Soon, teachers will have access to lesson plans and lesson starters that will help them fulfill the standards, benchmarks and indicators of their content area through the information and resources available in the school library media center.

Make plans to collaborate with your library media specialist to bring the English Language Arts Standards to life as you help students develop information literacy skills that they can tap throughout their lives.

For more information log on to

** http://www.ode.state.oh.us/academic_content_standards/
http://www.ode.state.oh.us/Curriculum-Assessment/school_library/



OCTELA Announces New Executive Board Members--

Debbie Young PreK-8 Writing Awards Coordinator

Debbie Young is a literacy specialist with the Chillicothe City School District in Chillicothe, Ohio. Debbie's principal refers to her as "the trainer of choice" who because of

her "diplomacy, perseverance, and dedication, has inspired many other teachers." Without question, Debbie's endless energy, wide variety of experiences, and thirty years' experience in the classroom will enable her in her new board role as coordinator of the writing contest. Debbie has two sons, one of whom is an English teacher, and lives with her husband in Chillicothe, Ohio.

Jeff Buchanan College English Assn. of Ohio Liaison

Jeff Buchanan grew up in Detroit where he taught in the public schools after receiving his degree from the University of Michigan. "While teaching," Jeff says, "I met my wife Jennifer

whose family lives in Pennsylvania. Regular trips on the Ohio Turnpike from Michigan to Pennsylvania and back taught me that it was better to pass through Ohio than to live there." In the meantime, Jeff found himself floundering as a high school teacher so he quit and enrolled in graduate school earning his Ph.D. and eventually took a job in--yes, you guessed it--Ohio. "You don't know how much I resented putting that Ohio

license plate on my car," says Jeff, "but I've come to learn that Ohio is a nice place to live after all." Jeff is an Assistant Professor of English and Teacher Education at Youngstown State University, and OCTELA welcomes him not only to our board but also to our state.

Karen Szymusiak is the principal at Olde Sawmill

Karen Szymusiak Administrative Liaison

Elementary School in Dublin, Ohio. Her twenty-five years in education have also included experience as an elementary teacher, a coordinator of curriculum and staff development,

and an adjunct professor at Ashland University. Karen has been an instructor of many teacher workshops and a presenter at state and national conferences and is the co-author of *Beyond Leveled Books: Supporting Transitional Readers in Grades 2-5*, published by Stenhouse.

Carol A. Helm's career has been dedicated to teaching and learning, particularly in reading and writing. She has worked

Carol Helm Multicultural Liaison

in the Columbus Public Schools for nearly 20 years as an elementary teacher, a reading/language arts coordinator, and currently as a Leadership Trainee. Carol is committed to high levels of literacy for all students

promoted by staff professional development and parent/community involvement.

2004 Fall Conference Preview

- ◆ *Conversations at the Heart of Literacy*
- ◆ **October 2, 2004**
- ◆ **Dublin Scioto High School, Dublin**
- ◆ **Ellin Keene, *Mosaic of Thought***
- ◆ **Evie Freeman, *Global Perspectives in Children's Literature***
- ◆ **Max Brand, *Word Savvy***
- ◆ **Mary Lee Hahn, *Reconsidering Read-Aloud***
- ◆ **Connie Zitlow, *Lost Masterworks of YA Lit.***



OCTELA Receives Three NCTE Affiliate Awards



NCTE Web Site Award

Congratulations to Marge Ford and Michael Soroka of the Campbell City School District in Campbell, Ohio. "Marge and Mickey" have won the 2003 NCTE Affiliate Web Site Award. NCTE's Standing Committee on Affiliates administered the award during the Affiliate breakfast at the Annual Convention in San Francisco. The Web Site Award is judged on a number of criteria:

- ◆ **Navigation:** Users of OCTELA's web site are able to get from the home page to their destination easily;
- ◆ **Content:** OCTELA's site does more than simply talk about our organization. It provides current information about conferences and the teaching of English language arts;
- ◆ **Speed:** OCTELA's homepage loads quickly even for slow modem users;
- ◆ **Privacy:** The web site includes a privacy policy explaining exactly what will be done with information the user enters;
- ◆ **Size:** OCTELA's web site scales gracefully to whatever monitor size is available; and
- ◆ **Links:** OCTELA's Webmasters ensure that any off-size links are kept up to date and that links are removed from the site whenever they become invalid.

*If you haven't checked out
the web site, do it right
now.*



www.octela.org

Largest Number of New NCTE Members Recruited

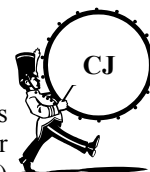
Many thanks to all those who continue to recruit new NCTE members from Ohio. OCTELA receives credit for the recruitment of NCTE members by putting the affiliate's P Code on NCTE membership applications. NCTE applauds affiliates that increase their membership and recruit new members to the Council. Affiliate lists are submitted each spring and used to determine the winners of that year's affiliate awards. All affiliate awards are presented during the Affiliate breakfast at the NCTE Annual Convention.

You can help, too...

If you are using a membership application that does not have OCTELA's P Code already listed, please, put **P-0177** in the upper right hand corner before you send it on to NCTE.

C. J. Bott

***named one of four state, regional,
and provincial award winners of the
2003 NCTE/SLATE Affiliate
Intellectual Freedom
Awards...***



The Intellectual Freedom Award is sponsored by the NCTE/ SLATE (Support for the Learning and Teaching of English) Steering Committee on Social and Political Concerns. **Ruth McClain**, Executive Director of OCTELA, nominated C. J. who will be recognized in San Francisco for her efforts to advance the cause of intellectual freedom.

C. J. has initiated several projects and programs that qualify her for this honor. Among these are

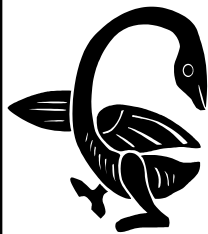
- ◆ A non-harassment statement for all classes in the Shaker Heights City School District, grades 4-12, Shaker Heights, Ohio;
- ◆ A Gay Straight Alliance;
- ◆ A women's group entitled WHEW (Women Helping Educate Women) that primarily seeks to teach young women healthy ways to cope with their feelings, to make good decisions regarding their future careers, and to be independent thinkers; and
- ◆ A social needs course in fiction and non-fiction that deals with censorship, violence, homophobia, bullying, and homelessness.

In addition, all the materials created by C. J. will be on display at the Affiliate Booth in the Exhibit Hall during the San Francisco convention. A brief summary of her work will also be featured in **Council-Grams** (the electronic newsletter for NCTE leaders, in the **SLATE Newsletter**, in the SLATE area of the NCTE web site, and in a press release that has been sent to **The Cleveland Plain Dealer**.

The NCTE/SLATE Intellectual Freedom Awards have been in existence since 1997.

NCTE offers a number of affiliate awards, all of which may be found on the NCTE web site at www.ncte.org

OCTELA & NCTE Update



Ohio Poetry Day Announces 2003 Winners

The Ohio Poetry Association (OPA), chartered originally as the Verse Writers' Guild of Ohio, is a nonprofit, educational organization. It exists to promote the art of poetry and further the support of poets and others who appreciate poetry. Since it was first organized as a local chapter in Columbus, Ohio, in 1929, OPA has become statewide in scope and highly professional in character. Members have won thousands of awards and have been widely published in every conceivable forum and format. Several members have been Ohio Poet of the Year. OPA is eager to help others reach higher levels of craft and success and share their craft with those who share their love of poetry.

2003 Ohio Poetry Day Winners :

- ◆ 1st place--Lisa Huberman, Boardman, Ohio
- ◆ 2nd place--Rachel Kaufman, Solon, Ohio
- ◆ 3rd place--Christie Kelley, Solon, Ohio

Honorable Mentions:

- ◆ Kelly Eggleston, Clinton, Ohio
- ◆ Jessica Robertson, Solon, Ohio
- ◆ Gina Bericchia, Alliance, Ohio

For information about submitting the poetry of your students, contact Janie Reinart
smile73777@adelphia.net

African American Read-In Scheduled for February, Black History Month

On February 1 and 2, 2004, NCTE will join the NCTE Black Caucus in sponsoring the fifteenth national African American Read-In Chain. This year's goal is to have at least one million Americans across the nation reading works by African American writers.

The event is an opportunity for schools, libraries, community organizations, businesses, and interested citizens to make literacy a significant part of Black History Month by hosting and coordinating read-ins. These activities may range from bringing together family and friends to share a book to staging public readings and media presentations featuring African American writers.

For further information, write

**Jerrie C. Scott, National Coordinator,
African American Read-In,
College of Education, ICL-320-C Ball Hall,
University of Memphis, Memphis, TN 38152**
or

**Sandra E. Gibbs, NCTE Coordinator,
Associate Executive Director,
1111 West Kenyon Road, Urbana, IL 61801.**

Send email requests to
lwalters@ncte.org or visit the NCTE web site
<http://www.ncte.org.prog/readin>

NCTE Dates and Sites:

NCTE Annual Convention

- 2004: Nov. 18-21, Indianapolis, IN
Theme: "Significance"
- 2005: Nov. 17-20, Pittsburgh, PA
- 2006: Nov. 16-19, Nashville, TN

CCCC Annual Convention:

- 2004: Mar. 24-26, San Antonio, TX
Theme: "Making Composition Matter:
Student, Citizens, Institutions, Advocacy"

To Do List:

- Nominate a colleague for the OCTELA Outstanding English Language Arts Educator Award
- Nominate a colleague for the Bonnie Chambers Award
- Plan to attend the 2004 OCTELA Spring Conference in Columbus, Ohio, and the NCTE Fall Convention in Indianapolis, IN.
- Enter your students in one of the many contests sponsored by OCTELA and NCTE.

2004 Northeast Ohio Writing Project Summer Invitational Institute: June 14--July 16 Kent State University



What Is the NE Ohio Writing Project?

The Northeast Ohio Writing Project, hosted by Kent State University, offers a five week Summer Institute whose purpose is to improve Northeast Ohio students' achievement in writing by enabling talented teachers K-16 to work with colleagues from across the region toward development as writers and as teachers of writing.

Summer Institute Associates may become National Writing Project Teacher Consultants who share their professional knowledge and skills with teachers throughout Northeast Ohio during the school year.

Topics to Be Addressed at the Institute:

- ♣ New Academic Content Standards
- ♣ Motivating All Students to Become Good Writers Through the Arts
- ♣ Ohio Proficiency and Ohio Graduation Tests
- ♣ Writing to Learn Across the Curriculum
- ♣ Writing for Success in College
- ♣ Writing Assessment and Response



Kent State University College Credit and Institute Cost:

- Six graduate credits are offered through the KSU Graduate School of Education.
- The cost for the Summer Institute is \$1500.00. Schools and/or districts are typically expected to contribute funds for summer training. However, scholarships are available for K-12 teachers from underrepresented schools and/or districts.

Summer Institute Staff:

- Nancy McCracken, founding director of the NOWP, specializes in teacher education, composition, literature, gender issues, and teacher/staff development.
- Anthony Manna, specialist in drama and literature for children and young adults, is recipient of the International Reading Association Arbuthnot Award in the teaching of children's literature.

For information or an application, contact
Judy Sewell, NOWP Coordinator
209 White Hall, Kent State University, Kent, OH 44242
Phone: (330) 672-0636 jasewell@kent.edu

CALL FOR MANUSCRIPTS: *OJELA*

From the Editors: Nancy Padak, Allison Baer, Mary Jo Fresch

Words, Words, Words

Volume 45 (1), Fall 2004

Deadline – June 1, 2004

Webster's *Collegiate Dictionary* contains about 600,000 words.

- How do we help our students learn to use them?
- How can we help students develop conceptual understanding in content areas?
- How do we avoid the “she knew it on the test, but it didn't transfer to her writing” syndrome surrounding spelling instruction?
- What about interest in words?
- How do we help students develop the attitudes and habits of wordsmiths?

For this issue we invite your thoughts, instructional descriptions, or research surrounding any aspect of teaching and learning words, words, words.



Informal Assessment

Volume 45 (2), Spring 2005

Deadline—December 1, 2004

Proficiency tests—achievements tests—diagnostic tests—benchmarks—indicators.

- It's no wonder we feel a bit “testy” in Ohio these days. Yet in the midst of all these requirements, many teachers still struggle with organizing and using the kinds of informal assessments that can (and should) drive instruction. They wonder where self-assessment, peer assessment, rubrics, and portfolios fit within the new state requirements. They wonder how to involve students and parents in the assessment—instruction process.
- In this issue we invite your ideas about issues related to informal assessment in the language arts.

*** NCTE Passes Resolution on Media Literacy: Composing with Nonprint Media

Background: Today our students are living in a world that is increasingly non-printcentric. New media such as the Internet, MP3 files, and video are transforming the communication experiences of young people outside of school. Young people are composing in nonprint media that can include any combination of visual art, motion (video and film), graphics, text, and sound—all of which are frequently written and read in nonlinear fashion. We affirm, in our theory and practice of teaching English language arts, that reading and writing are ultimately different but inherently related aspects of the same process of meaning making. Why, then, would we treat the reading and writing of new media texts in any different manner? With multiple opportunities for student expression in the English language arts classroom, these nonprint media offer new realms for teachers of composition.

The now-standard computer applications for desktop video editing, for example, incorporate visuals, text, motion, graphics, and sound. Computer-based nonlinear video production alone provides a grand new palette for students and teachers. Teachers need both the theoretical and pedagogical base to guide their students in the best educational uses of multimedia composition. Because NCTE has always led the promotion of new literacies, be it therefore Resolved, that the National Council of Teachers of English

- encourage preservice, inservice, and staff development programs that will focus on new literacies, multimedia composition, and a broadened concept of literacy;
- encourage research and develop models of district, school, and classroom policies that would promote multimedia composition;
- encourage integrating multimedia composition in English language arts curriculum and teacher education, and in refining related standards at local, state, and national levels; and
- renew the commitment expressed in the 1983 Resolution on Computers in English and Language Arts to achieve equity of access to the full range of composing technologies.

Resolution authored by David Bruce, William Kist, Nancy McCracken, and David Bloome