

**2011 NCTE
Affiliate Journal
Award:**

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Recipient*

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Ohio Voices

Ohio Council of Teachers of English Language Arts

Fall 2011

Why Teach?

**"Education is for improving the lives of others
and for leaving your community and world
better than you found it."**

**—Marian Wright Edelman
American activist for the rights of children**

A Note from the Editor:

**This "Why Teach?" themed edition of
Ohio Voices will, ideally, energize and inspire
our membership as a new school year
starts. Professionals from different grade
levels and positions in education have
answered the question: What is inspiring and
positive in education today? Each exploration
is enhanced by personal experiences, the
latest educational endeavors, and teaching
resources.**

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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.***



“[T]here are more pressing concerns such as adequate weekly attendance and adequate daily nutrition...”



Why Teach?—Dr. Michele Winship

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I have been a teacher long enough to remember the start of the current education reform movement. When Reagan’s National Commission on Excellence in Education issued 1983’s “A Nation at Risk” report, teachers were informed they were failing their students and our schools were failing their country, perpetuating a “tide of mediocrity” that could threaten America’s very existence. The bull’s-eye was placed squarely on the back of the country’s education system, and over subsequent decades a steady barrage of slings and arrows in the guise of “accountability measures” came from politicians and policy makers. PPO’s, standards and testing became the norm. We prepped and proctored, and when we eventually had test results, we found out what we already knew. Our test scores were closely

correlated with income levels, and reflected not the failure of our schools, but the status of our society.

When No Child Left Behind imposed even more accountability measures and sanctions for not meeting adequate yearly progress, we all knew that the 2014 deadline for 100% proficiency would never be a reality. It’s pretty tough to meet adequate yearly progress when there are more pressing concerns such as adequate weekly attendance and adequate daily nutrition standing in the way. Yet, for the better part of thirty years, teachers have been prevailed upon to work harder, to get better test results from their students and to restore our country’s health and status by producing shiny widget-like Lake Wobegon students, all college- and career-ready, regardless of the influence of anything

outside of our classrooms.

Fast-forward to January 2011 when the most vicious attacks on teachers began in earnest in Ohio and in many other states throughout the country. The Norman Rockwell schoolmarm, high-collared and prim, was re-captioned as a union thug. Political rhetoric about minimal workdays, summers and holidays off and extravagant benefits and retirement plans flooded the media and cyber-space. The new policy battle cry became, “Fire the bad teachers and bring in the new, energetic corps in their white hats on their white horses to save our students.” And to that end, we are going to evaluate teachers more, pay them based on “merit” and silence their voices in determining teaching and learning conditions, all while cutting state education

Cover story (continued)

funding- -forcing massive layoffs and the elimination of many important educational options. So, why teach?

I have the privilege in my current position to work with amazing teachers from across the state of Ohio, and I have spent the past several months standing shoulder to shoulder with them at the Statehouse regional rallies and in delivering 1,298,301 signatures to the Secretary of State. I am proud of my profession, proud of my fellow educators, and I believe I speak for them when I answer the question this way:

We teach because we make a difference. As the nation's space shuttle program winds down, first teacher in space Christa McAuliffe's words still live on... "I touch the future. I teach." We know that our students are more than test scores and

so are teachers. We know that teachers are not motivated by "performance pay" or bonuses, but by seeing the wave of understanding wash over a student's face or by doling out a much-needed hug. Daily, teachers see progress that will never register on a standardized test—the student who finally comes to school more than once a week, the freshman who moves from a fourth grade to a fifth grade reading level, the special needs student who stops crying out of frustration and develops a sense of self-confidence. And as teachers, we know that these things are just as important, and maybe more so, than academic achievement measured by standardized tests. But we also know that these events are difficult to quantify, measure and evaluate.

We teach because we have a passion for what we

do and the students we serve. Many of us choose the most difficult schools, the most challenging student populations because our passion is closely linked to social justice. We are compelled to use our knowledge and skills where they are most needed, even if our "results" may never really count to policy makers.

But mostly, we teach because we care. We didn't enter this profession to become rich. And our rewards are largely intrinsic and oftentimes don't come until long after the fact when we run into a former student who thanks us for something we never even knew we did—because what we did was care. Many of us became teachers because we once had a teacher who cared. Mrs. Glikes taught me to love grammar and took me in as a runaway, and Mr. Krulcik taught me about the legislative process and how to drive



"We teach because we make a difference."





“Now more than ever, we teachers need to acknowledge our importance in the lives of the young people we teach.”



Cover story (continued)

a stick shift. Both of them cared about me in a way that went above and beyond my homework and test scores, and that’s what I remember long after I diagrammed my last sentence and moved on from student government. Both of them showed me that I was important as a person, and both of them inspired me to pay it forward and become a teacher.

Now more than ever, we teachers need to acknowledge our importance in the lives of the young people we teach. We need to be sure that everyone around us—family, friends, community members—recognizes and appreciates the contributions we make to our society and to *their* future. We need to keep our voices strong above our critics and not allow ourselves to be silenced by politics and policy because *we* are the experts who know what’s best for our students and our schools. There is no doubt we are in the most challenging time of our profession, and many of us feel beaten down and demoralized by attacks and propaganda. But we are the only ones who can stand tall for our profession and carry the message to the public and all future teachers: we teach because we care, and we DO make a difference.

OCTELA has a long history of advocacy on behalf of literacy teachers and learners in Ohio. This organization has worked to communicate to a wide audience what we know about how children and adolescents read and write. We encourage our members to use their voices not only in their classrooms, but in their communities to educate and raise awareness of events that may impact laws concerning literacy education.

To that end, one of our main avenues of dissemination is a listserv operated by OCTELA. This listserv provides subscribers with updates about twice a month. These messages consist of the most current information about happenings around the state related to literacy education.

*To subscribe to this free listserv, e-mail
OCTELAISSUES@listserv.kent.edu
with the following command in a message:*

sub OCTELAISSUES firstname lastname



2011 Nominees

Vote September 1-November 10

www.bcbookaward.info

Grades K-2

- ***Buzz Boy and Fly Guy*** by Tedd Arnold (Cartwheel Books, 2010)
- ***Hot Rod Hamster*** by Cynthia Lord, illus. by Derek Anderson (Scholastic, 2010)
- ***The Lion and The Mouse*** by Jerry Pinkney (Little, Brown Books For Young Readers, 2009)
- ***Shark VS Train*** by Chris Barton, illus. by Tom Lichtenheld (Little, Brown Books For Young Readers, 2010)
- ***Interrupting Chicken*** by David Ezra Stein (Candlewick, 2010)

Grades 3-5

- ***Chalk*** by Bill Thomson (Marshall Cavendish Children's Books, 2010)
- ***11 Birthdays*** by Wendy Mass (Scholastic, 2009)
- ***Forces of Nature*** by Chana Stiefel and The Weather Channel Kids! (Scholastic, 2010)
- ***The Lost Hero (The Heroes of Olympus, book 1)*** by Rick Riordan (Hyperion, 2010)
- ***Into The Gauntlet (The 39 Clues, book 10)*** by Margaret Peterson Haddix (Scholastic, 2010)

Grades 6-8

- ***Out of My Mind*** by Sharon Draper (Atheneum, 2010)
- ***The White House (I, Q, book 2)*** by Roland Smith (Sleeping Bear Press, 2010)
- ***Max (Maximum Ride, book 5)*** by James Patterson (Little, Brown and Co., 2009)
- ***The Red Pyramid (The Kane Chronicles, book 1)*** by Rick Riordan (Hyperion, 2010)
- ***Leviathan*** by Scott Westerfeld (Simon Pulse, 2009)

Grades 9-12

- ***The Exiled Queen (Seven Realms, book 2)*** by Cinda Williams Chima (Hyperion, 2010)
- ***Five Flavors of Dumb*** by Antony John (Dial, 2010)
- ***Hunger: A Gone Novel*** by Michael Grant (Katherine Tegen Books, 2009)
- ***Things A Brother Knows*** by Dana Reinhardt (Wendy Lamb Books, 2010)
- ***Last Sacrifice (Vampire Academy, Book 6)*** by Richelle Mead (Razorbill, 2010)



"[A]s a teacher, what can I do ...?"



A Pre-Service Perspective—Sara Marker

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I often hear teachers express that their love of learning and teaching came from their parents or a special teacher they once had. Teachers also tend to have particular strengths in their licensed subject areas. For example, most language arts teachers probably were excellent readers and writers in grade school. My parents were neither teachers nor professionals and I did not really have a "favorite" teacher during my years of schooling. Actually, I struggled with reading, primarily comprehension, up until college. Yet, I decided to become a teacher.

I was recently licensed as a K-12 intervention specialist for students with mild to moderate educational needs. This career choice is especially profound, considering my educational history. I was an at-risk reader from second to fourth grade. By

fifth grade, I had made enough progress that I no longer needed Title I services. I would say that my gains were mostly in reading fluency. However, my reading comprehension suffered throughout middle and high school. It was always hard for me to remember what I had just read without going back a hundred times it seemed. Critical thinking questions were a nightmare for me.

However, after graduating high school, the community college I attended was able to address many of my deficiencies in reading thanks to the remedial coursework I was required to take prior to beginning college-level classes. It was a chance for me to fill in those foundational gaps in the area of language arts. So now, as a K-12 intervention specialist and a graduate student in the early intervention

program at Kent State, I have a special interest in working with young children who are at-risk in the area of reading comprehension.

Recently, I investigated teaching children in the primary grades expository text, as this becomes the majority of text read beginning in fourth grade and continuing to adulthood. I was interested in finding instructional strategies to ease reading comprehension when using expository text in the classroom. I wanted to know, as a teacher, what can I do to help my future students read informational text without having to re-read? So began my quest.

As my research began, I learned that I was not alone as a reader in elementary school. According to Sanacore and Palumbo, many students experience what is known as a "fourth grade

Pre-Service (continued)

slump” in which there is a decline in scores in reading (67). Teachers see students, more often than not, struggling with reading comprehension when transitions occur from narrative to expository text because students are more familiar with narrative text. Until fourth grade, almost 80% of the texts used in classrooms can be classified as narrative—in particular, fictional story books. The first thing teachers can do to help prevent—or overcome—the fourth grade slump is to expose their students to more expository text.

So the question that still remains is, specifically, what can teachers do? According to Hall, Sabey, and McClellan there are factors that can be controlled by classroom teachers such as providing more accessibility to quality expository texts (213). The problem

with most expository text is that the text structures and signals are not consistent (Hall 213). Therefore, before we make decisions about textbooks and trade books that enter our classroom libraries, we need to look at how the text is structured and how well signals are being used during transitions. Quality expository text aids reading comprehension.

There are many types of text structures such as description, sequence, compare/contrast, cause and effect, and problem/solution (Williams 7). Students need to be introduced to these text structures through explicit instruction. Also, according to research by both Hall and Williams, it has also been found that explicitly teaching text structure awareness increases the ability of comprehension.

I have overheard teachers

within my field discussing students missing questions relating to these text structure items on the state achievement tests. One helpful tool is *The Comprehension Toolkit (Grade 3-6)* developed by Stephanie Harvey and Anne Goudvis. This kit comes with high interest expository text and references to trade books to use with the lessons. The authors provide vignettes of what each lesson looks like, step-by-step, which is especially helpful for new teachers such as me. It comes with simple graphic organizers to use with the lessons to help students organize the content using text structure awareness such as problem/solution. The only downside is that the lessons are somewhat lengthy; however, the toolkit integrates content so it may be easily aligned with science or social studies



“We need to look at how the text is structured and how well signals are being used during transitions.”





“I understand a child’s tears when he performs poorly on a test because he does not understand the reading assignment...”

lessons.

Finally, why teach? I teach because I understand that school does not come easily to every student. Specifically, I understand a child’s tears when he performs poorly on a test because he does not understand the reading assignment or is confused by how the question is worded. I also understand his frustration when his response is all marked up with Xs and question marks because, in the teacher’s eyes, he has failed to understand the reading. These are only glimpses into the feelings of a struggling reader. Therefore, I am passionate about reading and teaching.

As teachers, we need to make sure that we are doing everything we can possibly do—no excuses—to teach explicit, evidenced-

Pre-Service (continued)

based reading programs to the children in our classrooms. We need to provide equal attention to all types of text: expository and narrative. Individual readers may connect with different types of text and each is equally important. Reading educates and entertains us as well as motivates and strengthens us during the hard times. Please remember that when a student says he hates reading that really, deep down inside, he wants to know how to love reading but something is preventing that acknowledgment—in my case, it was my struggles with reading comprehension. Who knew that reading, talking about books with friends and family, or having meaningful discussions with teachers and classmates could be so much fun? I want my future students to have these moments and be confident in sharing their ideas and preferences. That is why I teach.

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Pre-Service Teacher Resources and Reads—Sara Marker

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Resources:

Extra Reading Company <http://www.extrareading.com/>

Extra Reading Company offers lots of fun, high interest cross-content reading activities that will with no doubt leave your class begging for more. A few popular activities include Math Brain (funny word problems), Alien Sentences (find the alien sentence in a short story), and Rapid Write (create a story paragraph using the limited characters, setting, event and sentence starter).

Tween Tribune <http://tweentribune.com/>

Teachers should take advantage of this online news central because it offers a wide selection of age-appropriate, content-related news stories that encourages students to connect with current events by reading, sharing, and posting comments to the articles.

Guide to Online Schools <http://www.guidetoonlineschools.com/articles/tips-and-tools/education-blogs#c>

This website offers a list of the top informative blogspots which grants pre-kindergarten to twelfth grade educators access to lesson planning ideas and demonstrations with the use of video and pictures, current research and technologies, book reviews.

Kaplan Early Learning Company <http://www.kaplanco.com/>

Recently acquire a classroom with a drab literacy corner? Check out the Kaplan Early Learning Company for innovative literacy aids and equipment.

Orton Gillingham <http://www.orton-gillingham.com/>

This program explicitly teaches phonemic awareness, Greek and Latin roots, prefixes and suffixes, sight and vocabulary words through repetition and multisensory engagement.

Scholastic's Read 180 Program <http://read180.scholastic.com/reading-intervention-program>

The program includes explicit whole and small group instruction, vocabulary, comprehension and fluency practice (rbooks), high interest text, assessment and monitoring software, audio and video supplemental materials for reading interventions for all grades.

Dr. Tim Rasinski's Products <http://www.timrasinski.com/> AND <http://www.teachercreatedmaterials.com/reading/rasinski/>

Research driven books and assessments in the areas of fluency strategies and interventions.

Reads:

Basic Reading Inventory: Pre-Primer Through Grade Twelve and Early Literacy Assessments 10th edition—Jerry L. John

Climbing the Stairs—Padma Venkatraman

A Corner of the Universe—Ann M. Martin

ONCE—Morris Gleitzman

Time of Miracles—Anne-Laure Bondoux

Jip: His Story—Katherine Paterson

The Start to Finish Library—Don Johnston



“We are educators who mold eternally in living flesh and bone.”



An Elementary Perspective—Alesha Trudell

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“Every effort must be made in childhood to teach the young to use their own minds. For one thing is sure, if they don’t make up their own minds, someone will do it for them.”

—Eleanor Roosevelt

In an age of economic instability, the government proposing bills to take away our rights, new and even more rigorous standards, and the public’s skewed view of education—people seem to be asking, “Why teach?” My answer really is quite simple: “Why not?” I have been an elementary teacher for eleven years, and I still have the same level of energy and excitement as I did on my first day of teaching. I often hear family and friends asking, when I talk about my daily experiences, “How is that possible?” It

just is because we, as educators, are in an extraordinary profession. We are, in the words of Margaret Rorke, “Molders of the future!” Teachers make the great pianists, doctors, actors, writers, lawyers, and engineers. We are educators who mold eternally in living flesh and bone. Everyday is a new experience; what we do with it often makes a child’s day or gives a student newfound confidence or curiosity to continue learning. It is a daily occurrence to see a child reach his/her potential, experience success, and discover something new about the world around him/her. Educators are able to affect change in peoples’ lives, hold the attention of students and make lives better. We are creating to-

morrow’s leaders. How many people can really say that about their careers? So when people ask, “Why teach?” can you see why my response remains, “Why not?”

I am currently a reading specialist in Beachwood City Schools. I have spent the last five years of my learning devoted to understanding the reading process, comprehension strategies, motivating struggling students, and fostering a love of reading in children. It is a journey that has helped me learn about myself as a reader and relate those experiences to the children whose lives I touch each day. It has also allowed me to use those experiences to change the way I teach so that I can

Elementary (continued)

spark curiosity and encourage children to actively think as they engage with text. As a child myself, I was never really taught how to interact with text. If anything, I was encouraged to read the basal and answer questions. I want nothing of the sort for the students I work with each day. I want them to be able to read extensively, be motivated, choose what they want to read, have a purpose in mind for their reading, know how to ask questions, make connections, and use their prior knowledge to make and confirm predictions as they read. I do not want them to be fake readers, but rather, **READINKERS!** (Readers as thinkers)

Elementary teachers have an advantage, especially when it

comes to teaching reading. Children come to us like sponges, eager to soak up everything and anything around them. Their curiosity runs wild. We have a prime opportunity to get to know students' interests and tap into them to foster a love of reading. Steven Layne puts it best when he says teachers are arsonists because they have the job of "igniting a passion for reading." It is very inspiring to be an elementary teacher of reading! We start off teaching students to learn to read and then we move to having them read to learn. It is a lifelong skill that we are fortunate to instill in young minds.

At our elementary school, we teach reading using a comprehensive literacy framework. Through the use of

interviews, formative assessments, interest surveys, running records and conferences with students, we really get to know our students and can create book clubs to motivate and encourage our students to think, to reflect critically on texts, and to ask questions that lead to further reading at instructional and independent levels. Through the use of *The Daily Five* by Gail Boushey and Joan Moser, we help foster and develop habits that lead to a lifetime of independent literacy. In this approach, children read to themselves, read to someone else, engage in writing and word work, and are able to listen to reading on a daily basis. They also use the **CAFÉ** (Comprehension, Accuracy, Fluency and Expanding



"I was encouraged to read the basal and answer questions. I want nothing of the sort for the students I work with each day."





**“Why teach?
Why not?”**



vocabulary) to master different strategies used by successful readers and set goals for themselves. Children learn cooperatively through scaffolded instruction and the gradual release of responsibility to develop the confidence to independently read and understand text. Comprehensive literacy and *The Daily Five* open the door for ALL students to reach their potential as readers and achieve success!

Combine all of the above with 21st Century Skills and the opportunities are endless! Children are now able to Skype with the authors they are reading, blog about their thinking, communicate with each other at the click of a button, use Audacity to record readers theater plays, prac-

Elementary (continued)

tice fluency, and create word clouds to summarize their books on Wordle...the list of opportunities is seemingly endless. It is amazing how children can use technology to make their reading experiences richer, more engaging, and more entertaining.

In closing, one of the most inspiring and positive elements of being an elementary teacher is the ability we have to mold students into individuals who can use their knowledge, ideas, abilities, confidences and minds to be the change agents we need in our ever-changing world. Why teach? Why not?

The Ohio Journal of English Language Arts (OJELA) is the official journal of the Ohio Council of Teachers of English Language Arts (OCTELA). Published twice per year, OJELA circulates to over 2,000 language arts teachers of elementary, secondary, and college students. Within its editorial columns, departments, and feature articles, the journal seeks to publish contributions pertaining to all aspects of language arts learning and teaching.

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or**

Visit <http://www.octela.org/OJELA.html>

Elementary Resources and Reads—Deborah Thomas

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Resources:

NCTE - Read, Write, Think <http://www.readwritethink.org/>

This site is a treasure box of FREE resources for teachers of any grade level. Regardless of your teaching assignment, lesson plans and resources abound. Search by grade level, classroom resources, professional development, learning objectives, parent resources, or themes, to name a few possibilities. All will provide untold ways to enrich your classroom and develop your skills as an educator.

Reading Rockets <http://www.readingrockets.org/>

Another excellent and FREE site, is Reading Rockets. This federally funded site offers areas for teachers and parents. While the focus is on the primary student, the site also offers areas of support for teachers and parents if older children have really enjoyed the pod casts, videos, and reading guides. Current research on reading is also found here. Please note that while the site is free, some research documents are only available if purchased.

Free Rice <http://www.freerice.com/>

Welcome to a secret weapon for encouraging vocabulary development and caring children/families! Free Rice was originally developed as a method for helping vocabulary development, but now it also can be used for multiplication fact drill, chemistry, and second language practice. The site offers a word, then gives multiple choices for the meaning. A correct choice earns 10 grains of rice that show up in a wooden bowl on the side. Grains of rice are accumulated until 100 grains fill the bowl. The bowl is emptied and a running total is listed under the ever filling wooden bowl. As correct answers are given, the difficulty increases. An incorrect response adjusts the acceleration rate of difficulty and the incorrect word is added back into the rotation to be seen again. Groups can be set up to increase the rate of rice earned. The World Food Programme heads up the distribution of the rice earned by playing this game. To date, over 91 billion grains of rice have helped feed the hungry in our world.

Reads:

Everything I Need To Know I Learned in Kindergarten -- Robert Fulghum

A Fine Young Man -- Michael Gurian

Not Quite Burned Out But Crispy Around the Edges --Sharon Draper

32 Third Graders and One Class Bunny: Life Lessons from Teaching -- Phillip Done

Look Me Eye, Life with Aspergers -- John Elder Robinson.

Teaching Boys Who Struggle in School, Strategies that Turn Underachievers into Successful Learners --Kathleen Palmer Cleveland.

The CAFE Book: Engaging All Students in Daily Literary Assessment and Instruction -- Gail Boushey and Joan Moser.



“In truth, the yoke of this profession carries with it a multifaceted prerequisite.”



A Middle School Perspective—Travis Morris

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A tall, worn, and gray veteran teacher stood sentinel guard outside his sixth-grade classroom on the final day. The difficult year had finally come to a close. Clearly, this was his most challenging year. He was unsure of his success; he lacked general confidence in his ability to reach even one student, especially after the many conferences and conversations with parents. As he affectionately surveyed each student entering the room for the last time, he tried not to let the past bother him, but to anticipate the future. One of the last students to enter stopped abruptly just inside the door and reversed. He stared almost blankly upward at his teacher.

“Thank you. I’ve never liked read-

ing. This year, I have read more books than ever, and I am so excited about reading this summer. So thanks.” The gray teacher fell gently back an inch into the wall. His feet felt as if he were standing in wet sand. No matter what, this was why he became a teacher...

Despite what those outside our profession may say and believe, education is not a career easily transferred from within the bound pages of a textbook or from within the brick walls of a college classroom. Great teachers are not made; they are discovered, shaped, and inspired. They carry within them something deeper than that which can be studied, quantified, or broken down into a lesson plan. There is more to a teacher than

knowing a specific content or having youthful enthusiasm or even owning a maternal, nurturing instinct. Teaching and educating are much, much more complex. In truth, the yoke of this profession carries with it a multifaceted prerequisite. Anyone who chooses to be an educator must be more than content-intelligent; he or she must also be a medical expert, disciplinarian, psychologist, coach, artist, mentor, fund raiser, social worker, logistics enthusiast, and more. And it is precisely these multifaceted roles that we employ which make teaching both challenging and rewarding.

Nevertheless, none of this truly gets to the heart of why it is that we have chosen to take on what has become

Middle School (continued)

a contentious career. I believe we are teachers because within us are essential virtues that have to be shared and passed on. One such virtue is the eternal lust after knowledge, and teachers are excited at the opportunities to make this knowledge accessible and relevant to anyone willing to participate. However, our yearning is not just for the information itself; we search after the most effective ways to improve our craft so as to best meet the diverse needs of our students. In fact, teachers are in a relentless state of flux. Whether they are transitioning from one role to another or whether they are learning and maturing in their educational proficiency, teachers

never acquiesce to complacency. Teachers always desire for more and better.

We teach because education defines who we are. It defines us in our classrooms, at home, at church, in our relationships, and even in our communities. The desire to educate is an uncaged animal within us; nothing can restrain it. Everywhere we go, whether intentionally or not, we jump at those teachable moments because we believe in the influence of education to improve ourselves and our society.

Perhaps a consequence of our greatest virtues, we teach because we believe that above all, children are the world's greatest asset. Our adventures in class are

designed and utilized to empower, inspire, energize and excite these children, so that they too will never acquiesce to complacency. Every child we encounter is an opportunity to change the world, to improve our posterity, to impart our most treasured values into the community, and to mold character that no one else may particularly recognize. In the words of Robert Frost, "I am not a teacher but an awakener." We teach because of the deep longing to build on the fine potential within every child. Our reward is not in test scores and plaques that hang on our walls; our rewards are the moments children discover a new passion, explore their curiosity, and when they realize they are a signifi-



"The desire to educate is an uncaged animal within us; nothing can restrain it."





*“Essentially,
teaching
encompasses
everything that
we are.”*



cant contributor to society.

Language arts, specifically, does not necessarily carry the excitement of science experiments or the reasonable logic of math, nor does it have necessarily equal creative characteristics of art and music. Even still, teaching language arts provides the opportunity to awaken students to every aspect and characteristic of life through literature and through writing. Students are able to experience history, romance, war, poverty, mythical beasts, fairy godmothers, and much more simply because we are passionate and desire to inspire this passion in them. Another great virtue of any language arts teacher is to find a reading or writing niche for every

student, to discover the gateway book or genre or author or style that propels them to a life of loving literature and language.

Essentially, teaching encompasses everything that we are. Woven within the fabric of our lives are the elemental, core values which ignite us each day: attainment, compassion, perseverance, responsibility, leadership, solidarity, courage, vision, knowledge, joy, imagination, advancement, and the celebration of ourselves. These values are in everything we do and in every decision we make. Watching these same values transfer to our students over weeks, months, and years is the truest reward of teaching. Exploring, graphing, and analyzing data are not our innate

Middle School (continued)

thrills. Public rewards and accolades are often irrelevant. Authentic educators, those who do what they do because it is who they are, find the greatest satisfaction in the quiet and solitary moments of affirmation.

...Mr. Libbee stopped me in the hall as I exited his room for the last time. He grabbed my shoulders, broke into an artistic smile, and simply said, “Thank you.” I will never forget the debt that I owe my sixth grade teacher. I teach because he found and kindled within me a fire that will never die.

Travis Morris will begin his first term as OCTELA’s Middle School Liaison starting in August 2011. Welcome, Travis!

Middle School Resources and Reads—

Jessica Bennett , Jessicabennett@swcs.us
Karen Carney, kcarney@campbell.k12.oh.us
Virginia McCormac, vcm@beachwoodschoools.org

Resources:

K-12 Instructional Media Center <<http://www.k12lmc.org/information/stickynotes/explore.php>>

This website is used primarily for curriculum and is a good resource for multiple reasons, including professional development and content area ideas.

NoodleTools www.noodletools.com/

This is an excellent website for making electronic note cards and works cited pages.

Scholastic Book Talks <http://www.scholastic.com/librarians/ab/booktalks.htm>

This website is part of Scholastic and has a ton of wonderful Book Talks to get students interested in reading.

The Columbus Dispatch <http://www.dispatchnie.com/live/content/index.html>

This site is part of The Columbus Dispatch which can be received by teachers 100% free online. It includes wonderful worksheets and lessons to go with the daily news.

Slideshare <http://www.slideshare.net/search/slideshowsearch-from=header&q=figurative+language>

Free PowerPoint presentations on millions of topics, including figurative language.

Kelly Gallagher <http://kellygallagher.org/resources/articles.html>

High interest articles compiled by Kelly Gallagher.

Reads:

Antsy Does Time —Neal Shusterman

Flygirl —Sherri L. Smith

The Best Bad Luck I Ever Had — Kristine Levine

The Great Wide Sea — M.H. Herlong

Chains — Laurie Halse Anderson

The Hunger Games — Suzanne Collins

Leviathan — Scott Westerfeld

The Snow Baby: The Arctic Childhood of Admiral E. Peary's Daring Daughter — Katherine Kirkpatrick

The Rock and the River — Kekla Magoon



"Teaching is so much more than transferring knowledge to students..."



A High School Perspective—Heather Campbell

Heather.campbell@locklandschools.org

Engagement, differentiation, addressing the standards, stretching the learner—what we are being asked to do as teachers today is no small order. I have found one of the keys to my success with the students I teach is to involve them in meaningful projects and service learning that embraces my curriculum as well as having a real world impact. How I teach is closely linked to why I teach.

I have always utilized project-based learning as a way to tailor assignments to the needs and abilities of different students. A more advanced student might be encouraged to learn some aspect of technology to enhance a project—like video editing a commercial for a persuasive advertising oral presentation. A student in need of remediation on grammar and punctuation can be pointed toward writing a script for

the dialogue of a radio commercial within the same advertising project. Teaming students also allows them to utilize, model and strengthen different skills. They come to appreciate what others bring to the table and develop a sense of responsibility to the end goal of the group.

Some of my most successful projects, where I saw student skills truly improve, have been those that the students directed because they saw a need in their community. I took a group of students to our local historical society (really a room full of old documents and photos in a municipal building). My original goal was to give them a sense of their local history as we were reading a historical novel and I wanted to facilitate comparative reflection. What I got was a class that recognized that their own community's historical record was

at risk of being lost to future generations because the old pictures, records, and newspaper articles were deteriorating. At their suggestion, we created a historical calendar which we published and sold. The project addressed standards in the areas of research, writing process, conventions, publication, and communication. The proceeds allowed the students to purchase a photo printer/copier and a large supply of paper and photo paper on which to preserve the historical records. After the project, several students volunteered their time outside of school to work on the organization and preservation of the photos and documents themselves.

Peer review and feedback is an effective way to get students to work together to create the best possible solution to the given challenge. I often find students more willing to edit and

High School (continued)

revise these types of projects because their end result will be presented in some kind of public manner—presentation to the class, the school, the public, parent meetings, the school board, etc. It is important to celebrate the success of these multi-faceted projects. I have noted students have been their own toughest critics when they see their efforts fall short. They want to delve right in to another project because they see that meaningful results require a committed work ethic.

I find it invaluable to solicit student ideas for these projects both in the planning stages and through reflection. Some of the best ideas and “tweaking” has come from a student who has been truly invested in the project. In every teaching opportunity I look for projects that can touch the community as well as my students.

I am so fortunate to have found my place in education. Teaching is so much more than transferring knowledge to students; it is fostering the development of young minds and characters into engaged members of the community. I feel I can have no greater impact on my world than to have touched the lives of my students. Though I watch them pass courses and graduate it is often years later that they come back and share the impact our time together has had on them. This is when I realize just how far reaching the touch of a teacher can be. What a gift I was given recently when a former student introduced me to her son, “This is Ms. Campbell. She taught me to love reading.” Why do I teach? There is no other profession that is, at one time, so challenging and uplifting. How could I do anything else?

Heather Campbell, OCTELA’s 2011 Outstanding English Language Arts Educator on the secondary level, will be honored as one of NCTE’s High School Teachers of Excellence this fall at the annual convention. As the representative for Ohio, Heather will be recognized at the Secondary Luncheon in Chicago and will receive a certificate of recognition. Congratulations, Heather!



...it is fostering the development of young minds and characters into engaged members of the community."



High School Resources and Reads—Stephenie Eriksson

sm_eriksson@mac.org

Resources:

English Companion Ning <http://englishcompanion.ning.com/>

Jim Burke's English Companion Ning, it is a must! This is an invaluable online community of over 25,000 English teachers. Join one of 222 interest groups like "Teaching Texts" or "Teaching with Technology" or participate in an ECN Book Club. Previous moderators include Bill Kist, Carol Jago, and Penny Kittle.

Jim Burke's Homepage, *English Companion* <http://www.englishcompanion.com/index.htm>

The site is separate from the Ning but also an essential resource for teaching English at the secondary level. A useful tab is "Classroom Resources" with hyperlinks to PDFs of many of Burke's graphic organizers from his books *Tools for Thought* and *50 Essential Lessons for Teaching English Language Arts*.

Notable Sentences for Imitation and Creation

Jeff Anderson <http://www.greatsentences.blogspot.com/>

This is an online treasure trove of great sentences for teaching grammar and style. This site is organized by categories such as "Parts of Sentences," "Syntax Techniques," "Figurative Language," etc. This great timesaving source is a perfect complement to Anderson's books *Mechanically Inclined* and *Everyday Editing*.

Grammar Girl <http://grammar.quickanddirtytips.com/>

Mignon Fogarty's archived podcasts succinctly provide answers to many grammar and style questions. Grammar Girl is also available as an iPhone/iPad app in the iTunes Store for \$1.99

Google Applications

Move students to "the cloud" and foster 21st Century Skills. Streamline writing conferences and facilitate collaboration with free tools in Google. Google Documents, Google Calendar, Google Sites, and Blogger are all tools useful in the English/Language Arts classroom.

Prezi <http://prezi.com/>

A friend described Prezi as PowerPoint on steroids. This zooming presentation editor is amazing and a great way for students to demonstrate their ability to use technology purposefully and effectively to enhance writing and presentation. Teachers and students may use their school email address to register for a free teacher/student account with more storage space than the free public account. Browse public prezis for presentations on topics in your class. There are some great ones available for use. There is also a free Prezi Viewer app for iPhone/iPad available in the iTunes Store.

Podcasting Legal Guide http://wiki.creativecommons.org/Podcasting_Legal_Guide

As we encourage our students to create and share content on the Internet via YouTube, Vimeo, and our school websites, this wiki provides some legal guidelines for podcasting.

High School Resources and Reads (continued)

iPad Applications for the Classroom

With a VGA adapter to project an iPad onto a screen, a wall, or a SmartBoard, a single iPad can become a powerful learning tool for the entire class. Some great applications for the iPhone, iPad, and iTouch include:

- **eClicker** – iPads, iPhones, and iTouches become a student response system. Devices need to be on the same wireless network. It costs \$9.99 to purchase the app for the host device, but eClicker for student devices is a free app.
- **Literary Analysis Guide** – A must-have tool for teaching literary analysis. The app contains three analysis “wheels,” one for poetry, one for prose, and one for rhetoric. At the center of each wheel is meaning. Also at the center, is style. Each “spoke” represents a device. Touch the spoke for each device and you are taken to a definition for the device complete with examples and additional questions to guide you through analyzing this element. The app is available in the iTunes store for \$2.99

Reads:

***Image Grammar and Image Grammar Activity Books for Middle School and High School* by Harry Noden**

Harry Noden was a keynote speaker at OCTELA’s Spring 2006 Conference. Noden’s book *Image Grammar* provides practical tools to teach grammar within the context of student writing. Noden’s *Image Grammar Activity Books* published by Perfection Learning help students see the connection between grammar and style. As students become aware of how grammatical structures work, student writing improves.

Stephenie Eriksson, OCTELA’s Secondary Liaison, was recently named the recipient of the Master Teacher Award from the Martha Holden Jennings Foundation. The foundation strives to encourage creativity in teaching while bringing greater recognition to the teaching profession. Eriksson received this honor due to her ability “to foster the development of individual young people.”

In addition to participating in the Foundation’s Educator’s Retreat in Cleveland and receiving her award, Eriksson has the opportunity to utilize grant money (\$7500) in her classroom. Embracing the 21st Century Skills, her Honors 12 class at Blanchester High School will participate in a podcasting project that will incorporate technology (iPads and other various programs), group work, research, and history.

Another \$2000 has also been awarded to Eriksson from eTech Ohio to help purchase an additional iPad, a MacBook, and microphones.

Congratulations, Stephenie!



"[I]t's a sense of understanding experienced by a student who recognizes that he has something to say..."



A University Perspective—Dr. Jeffrey Buchanan

jmbuchanan@ysu.edu

Chris Crutcher has said that the YSU English Festival is the only place a YA author can come and get treated like a rock star.

For three days every spring, I spend about an hour on the Chestnut Room stage, as Co-Chair of the YSU English Festival Committee, acknowledging and congratulating the winners of the Festival's many contests and activities, for each day we conclude with an awards ceremony. And the awards ceremony at the annual YSU English Festival is the most remarkable event in my working life.

How does it all get done? The truth is no one person really knows because it requires the attention of so many. The Festival is a year-round job for twelve committee members, two of whom hold part-time, paid administrative positions. The Festival also has

an eighteen member advisory board. In addition, at the Festival, each school, depending on the number of students participating, must bring one or two judges and one or two monitors. Last year, 185 schools participated. The Festival happens because a university supports it, donating space and people-power; the Festival happens because, for committee members, it is a labor of love; the Festival happens because faculty across a university volunteer to share their time and expertise; the Festival happens because teachers see their students' faces in the midst of experiencing it; the Festival happens because people give time, money, energy—both intellectual and physical. It is truly remarkable.

I see a different side of the Festival than most people do. I run the impromptu writing contest each year, overseeing the col-

lection, distribution, and judging (including on-site training) for over 500 papers a day. By the end of the daily scoring, it is all the judges can do to catch our breath, re-focus our eyeballs, get a drink of water, and head to the awards ceremony.

At 3:00 in the afternoon, the kids start to pile back in the Chestnut Room. The prizes are laid out. The authors and committee members are arranged on stage. We announce the dates for next year's Festival, thank all our volunteers and donors, and then start reading names. The kids walk up and across our stage, one at a time or maybe in clumps of two or three. Some come up to the stage with a look on their face that says, "I expected to be here; I knew I wrote a good essay." It's not arrogance; I want to say it's a sense of understanding experienced by a student

University (continued)

who recognizes that he has something to say, that he has figured out a way to say it, and that he is being heard. It is a moment when that kid can say he has learned something, something truly remarkable.

And, then, every year there is at least one student who comes up out of turn; she's a couple of places behind her name, and she looks just a little lost. She's perhaps rubbing her palm on the thigh of her pants or fiddling with her lip. What's unmistakable is the look on the face. The sound of her name has so shocked her; she was so sure that she couldn't win even if she was only person entered. She is usually trying to catch her breath. She can hardly say her name when you ask her for it. And when you say, "What? You didn't think you could win?" she can then laugh. For it is funny. Remarkably funny. Pure, plain, remarkable fun.

Joy. Success. Wonder. Remarkable. A student who finds herself right there on stage. A student who has been waiting for how long for someone to call her name?

I can't explain all that that stunned Festival winner tells me about teaching. Although I no longer teach high school English, I remember what it was like to do so. I remember that the high moments were brief and the low moments lasted long. I remember that on the rare occasion when your lesson went stunningly well, you tended to focus on the one kid out of thirty with his head down. You fretted about why he wasn't engaged—not remembering that twenty-nine kids were. I think the most appropriately titled book about teaching I have encountered is *Small Victories*. Yep, small is the right adjective.

I now teach future English teach-

ers, and I know about how when new teachers get their own classrooms they are frustrated that it is nothing like they expected it to be. They weren't prepared for this, they report. I know the statistics about teachers leaving the profession within five years. I know about the pressures of high stakes testing, the threats to job security, and the public misperceptions of the work of teaching.

I think the YSU English Festival does what good teachers do. I think that because it does so in one, chock-full day instead of over weeks and weeks, it is easier to see. But it is the same—the hours, the exhaustion, the exhilaration. The victories at the Festival are publically announced, they are expected, and they are planned for. The victories at school are hidden in the faces of kids who expect to never have



"I can't explain all that that stunned Festival winner tells me about teaching."





“...the most meaningful work we do as human beings.”



University (continued)

their names called.

The YSU English Festival rewards students for exercising their capacities as thinkers, as readers and writers. It celebrates the accomplishments of the intellect. It is a reminder that the ability to read texts and contemplate our actions based on the analysis of those texts is the most meaningful work we do as human beings. It is a message that our students do not hear often enough.

Because it is hard to celebrate intellectual achievement in school, because it is hard to help students find value in literacy, because it is work that the public and politicians often associates with failure . . . that is why we teach. And because of that, we are truly remarkable. We are, as Chris Crutcher noted, rock stars.

The 2012 YSU English Festival

March 28, 29, and 30

Featuring Laurie Halse Andersen and Teri Lesesne

As described in Dr. Buchanan’s article, the YSU English Festival aims to do the following for junior and senior high school students from Mahoning, Trumbull, and Columbiana counties in Ohio, and Mercer and Lawrence counties in Pennsylvania:

- provide an exciting and stimulating setting for enjoyable and worthwhile reading and writing activities
- support teachers who emphasize reading and writing in the classroom
- offer models for effective classroom activities
- involve the whole community in fostering good reading and writing skills
- recognize and reward distinctive writing
- introduce students to a wide variety of superior books of broad interest
- encourage parents to help their children obtain Festival books, to read the books, and to discuss them with the children
- bring to the community authors who can help teachers, librarians, and parents stimulate children’s interest in reading and writing
- build through the Festival book lists a common body of shared reading
- help students become lifelong readers

For more information, please visit www.ysuenglishfestival.org or contact Gary Salvner (gsalvner@ysu.edu) or Jeff Buchanan (jmbuchanan@ysu.edu)

University Resources and Reads—Kathleen Taylor Kollman

Kathleen.kollman@wright.edu

Resources:

Citation Machine <<http://citationmachine.net/>>

This site lets you generate clean, correct, updated citations for MLA, Turabian, and Chicago style. Word processing programs and databases claim they can generate correct citations, but their results are inconsistent at best.

Common Errors in English Usage <<http://public.wsu.edu/~brians/errors/errors.html>>

Composition at the college level is not usually encouraged to be a retraining ground for grammatical rules, but if teaching developmental-level writing or doing a series of “one grammar rule a day” reinforcement mini-lessons, this is a great place to get ideas.

Duotrope’s Digest <<http://www.duotrope.com/>>

If you’re teaching the publication aspect of creative writing, this database of literary markets of all genres is the twenty-first century version of the old *Writer’s Market* books--and it’s free and kept fully up-to-date.

Purdue Online Writing Lab: Safe Practices <<http://owl.english.purdue.edu/owl/resource/589/03/>>

A resource from Purdue University, this web site discusses how to avoid accidental plagiarism when writing research papers.

Reads:

Arum, Richard and Josipa Roksa. *Academically Adrift*. Chicago: U of Chicago P, 2011.

- Depressing (but enlightening) look at how students truly feel about college in general; it can be helpful when designing lesson plans that engage this special generation of students.

Bergmann, Linda S. and Edith M. Baker. *Composition and/or Literature: The End(s) of Education*. Urbana: NCTE, 2006.

- If you usually teach literature but are being asked to teach composition or vice/versa, how can these two disciplines be integrated, and why aren’t they more often thought of in conjunction at the college level?

Dixon, Chris Jennings. *Lesson Plans for Teaching Writing*. Urbana: NCTE, 2007.

- Activities and ideas for every grade level are here, and many ideas for middle and high school can even be adapted to first-year college composition classes as well.

Harman, William and Hugh Holman. *A Handbook to Literature*. Upper Saddle River: Pearson, 2009.

- This is a great encyclopedia of literary terms that’s inexpensive enough to assign as a text for a junior-level theory course, but comprehensive enough that an instructor could just use it as a reference when defining terms in a section of general education Great Books.

University Resources and Reads (continued)

King, Stephen. *On Writing: A Memoir of the Craft*. New York: Scribner, 2000.

- There is a significant dearth of good books that can be used as texts in a creative writing class; this one, however, can serve as an instructor resource, a writer's resource, or required reading in several different types of courses (creative writing or horror literature in particular).

Mangan, Robert. *147 Practical Tips for Using Icebreakers with College Students*. Madison: Atwood, 2005.

- On the surface, this book seems to be for any first day of class, especially when working with first-year college students, but the benefit I've found for the English classroom is that the icebreakers can also double as writing prompts or exam reviews, particularly for a first-term composition course.

2011 Ohioana Book Awards

Winners will be announced via the Ohioana website (www.ohioana.org) and will be honored on Friday, October 14th at Ohioana and the State Library of Ohio. Finalists include:

Fiction

The Personal History of Rachel DuPree by Ann Weisgarber, *By Nightfall* by Michael Cunningham, *The Things That Keep us Here* by Carla Buckley, *Bill Warrington's Last Chance* by James King, *Memory Wall* by Anthony Doerr, *Trail of Blood* by Lisa Black

Nonfiction

A Secret Gift: How One Man's Kindness—and a Trove of Letters—Revealed the Hidden History of the Great Depression by Ted Gup, *Out of Step* by Jane Heimlich, *A Sea Without Fish: Life in the Ordovician Sea of the Cincinnati Region* by David L. Meyer and Richard Arnold Davis, *Being Wrong: Adventures in the Margin of Error* by Kathryn Schulz, *Wright Panorama: Elements of Frank Lloyd Wright's Architecture in 360 Degrees* by Thomas Schiff

About Ohio

The Last Stand: Custer, Sitting Bull, and the Battle of the Little Bighorn by Nathaniel Philbrick, *Virginia Hamilton: Speeches, Essays and Conversations* edited by Arnold Adoff and Kacy Cook, *Beauty in the Grove: Spring Grove Cemetery and Arboretum* by Phil Nuxhall, *Over-the-Rhine: When Beer Was King* by Michael Morgan, *Goosetown: Reconstructing an Akron Neighborhood* by Joyce Dyer

Poetry

How to Catch a Falling Knife by Daniel Johnson, *The Casanova Chronicles* by Myrna Stone, *Traveler* by Lou Suarez, *The White Museum* by George Bilgere, *Field of Light & Shadow: Selected New Poems* by David Young

Juvenile

Cate of the Lost Colony by Lisa Klein, *Out of My Mind* by Sharon Draper, *What Happened on Fox Street* by Tricia Springstubb, *Snook Alone* by Marilyn Nelson, *The Ink Garden of Brother Theophane* by C. M. Millen, *Hip-pocket Papa* by Sandra Markle

OCTELA To Receive Honors at NCTE

NCTE / SLATE Intellectual Freedom Award—Ruth McClain

Longtime OCTELA member, and current Advisor for the organization, Ruth McClain has been named one of six state, regional, and provincial Award winners of the 2011 NCTE/SLATE Affiliate Intellectual Freedom Awards. These awards are sponsored by the NCTE/SLATE (Support for the Learning and Teaching of English) Steering Committee on Social and Political Concerns. Nominated by OCTELA, McClain is being recognized for her efforts toward advancing the cause of intellectual freedom. She will be honored at the NCTE Annual Convention in Chicago, Illinois.

NCTE Affiliate Leadership Development Award—Martha Copp

In an effort to nurture the development of new leaders within state/regional/provincial affiliates and NCTE, Marth Copp is being recognized as a recipient of the NCTE Affiliate Leadership Development Award. As an early career teacher who has demonstrated a capacity for professional leadership as well as a willingness to join and participate in the affiliate during the upcoming academic year, Copp will attend NCTE's annual convention.

2011 Affiliate Multicultural Program Award

The Ohio Council of Teachers of English Language Arts has been named one of four winners of the NCTE 2011 Affiliate Multicultural Program Award, which is sponsored by the NCTE Standing Committee on Affiliates (SCOA). The review committee was impressed by the affiliate's efforts to celebrate and encourage diversity among English teachers. A highlighted area within the organization includes the spring conference, which "demonstrated an impressive list of breakout sessions addressing multicultural issues." OCTELA will be honored at the Affiliate Breakfast on Saturday, November 19, during the NCTE Annual Convention in Chicago, Illinois. Special thanks and congratulations to Tanzina Shams (2010-2011 Multicultural / Diversity Liaison) and Karen Carney (2011 conference coordinator and chair).



- Intellectual freedom
- Professional leadership
- Diversity



**OCTELA's Best and Brightest—2012
Bonnie Chambers Award
for Exemplary Beginning Teaching
in Language Arts**



A \$500 award, including OCTELA Spring Conference registration, an OCTELA membership, and gifts, will be presented at the 2012 Spring Conference to a K—6 teacher in his or her 2nd through 5th years of teaching. The award is designed to support Ohio's best and brightest new language arts teachers and promote the use of quality children's literature in the classroom.

Nomination Form: Nomination forms must be typed or printed and sent to the chair of the selection committee no later than September 30, 2011. Nominees will receive their application by Email and regular mail during the summer.

Nominee's Name: _____

Number of years of teaching experience by the end of the 2011-2012 school year _____

Name of School: _____

School Address: _____

City, State, Zip: _____

Nominee's Email: _____ Phone: _____

Current Position: _____

Nominator's Name: _____

Nominator's Email: _____ Phone: _____

Nominator's Current Position: _____



**Send nominations to Susan Malaska—597 Brae Burn, Mansfield, OH 44907
Phone: (419) 756 0962 Email: vmalaska@neo.rr.com**

Deadline: September 30, 2011

OCTELA 2012

Outstanding English Language Arts Educator

Nomination Form

All nominees **MUST** be a member of OCTELA, and all nominators **MUST** either be members of OCTELA or be a building principal. Nomination forms **MUST** be typed or printed and submitted to the chair of the Selection Committee by November 1, 2011. **AWARDS GIVEN IN MARCH 2012**

Nominee's Name: _____

Home Address: _____

City, State, Zip: _____

Home Phone: _____ Work Phone : _____

Email Address: _____

Current Position: _____

Please write a brief statement telling why this individual is qualified to receive this award.
(Statement may be used if nominee is selected.)

Nominator: _____ Date: _____

Home Address: _____

City, State, Zip: _____

Home Phone: _____ Work Phone: _____

Name of School or Institution: _____

Send nominations to Karen Tollafeld E-mail: ktoll82@yahoo.com
6908 Sutherland Court, Mentor, OH 44060

Deadline: November 1, 2011

OCTELA 2012 Spring Conference: March 9—10, 2012**CALL FOR PROPOSALS:*****The Future Is Now!***

**Featured Speakers: Chris Crowe, Nancy Frey, Sara Kajder, Skype Authors and others
TBA**

Session Title (please keep it short): _____

Description of content and purpose in 50 words or fewer:

NOTES:

- 1) If your proposal is accepted, both the title and content may be edited to fit printing requirements
- 2) When you submit your proposal, please include the Ohio content standards that your session addresses.
- 3) Please indicate if you are affiliated with an Ohio writing project. (yes) _____ (no) _____

Audience: Circle the grade level(s) for which this session would be most beneficial.

K-4 5-8 9-12 HS & College Multiple Levels

****Audio Visual Needs**** (Please circle): **Overhead Screen Cart TV/VCR/DVD
Internet** (requires a wireless card)

**Make sure that the AV you request is essential to the successful presentation of your content. Due to the cost of A/V rental, OCTELA will NOT be able to provide computer/LCD projectors. If you need this for your presentation, you will be asked to bring your own equipment along with power strips and extension cords.*

Contact Presenter's Name: _____

Address: _____

City, State, Zip: _____

Work phone: (_____) _____ **Home phone:** (_____) _____

Work Fax: (_____) _____ **E-mail:** _____

Other Presenter(s): _____

Name of School Building and District & Complete Address for Building:

If your proposal has one or two presenters, each will receive 1/4 off the conference rate. Additional presenters will be asked to pay the full conference fee.

PROPOSALS DUE NO LATER THAN JANUARY 1, 2012

E-Mail to: Jessica Bennett Jessica.bennett@swcs.us

Or mail to: 2803 Southwest Boulevard, Grove City, OH 43123

Note: Proposals will be acknowledged by e-mail. Please supply your e-mail address.



OCTELA Membership Form

Check your mailing label for your expiration date

Application for OCTELA membership: Make checks payable to OCTELA and mail this form to
 Karla Bisig 1209 Heather Run, Wilmington, OH 45177 karla.bisig@wilmington.k12.oh.us

You may also pay by Master Card or Visa.

CHECK ONE: Professional Membership \$35 Student or Retired Membership \$12

Name: _____

Address: _____

City: _____ State: _____ Zip: _____

Home PH _____ School PH: _____

Email: _____

County in which you teach: _____ School: _____

Credit Card Number: _____

Teaching Level: Check all applicable

Secondary Middle Sch.

Elementary College/Univ.

Vocational Librarian

Retired Student

Other Dept. Chair

Expiration Date: _____ Check One: MC Visa 3 digit code on back of card _____

NCTE Membership Form

Ohio P-0177

To join NCTE, complete this form and mail to NCTE, 111 W Kenyon Road, Urbana, IL 61801-1096

Language Arts:	\$25	English Education	\$25
English Journal	\$25	SLATE (Contribution)	\$15
College English	\$25	Res. in Tch. Eng	\$25
Voices from the Middle	\$25	Tch English in 2 Yr Coll	\$25
Talking Points	\$25		

**Please note that NCTE journals are
NO LONGER included in the
membership fee.**

**Journal fees for students are half the
regular membership journal fee.**

Choose One: New membership \$50 Renewal \$50 Renewal Membership Number _____

Name: _____ Home Phone: _____

Home Address: _____

City: _____ State: _____ Zip Code: _____

Email: _____ School Name: _____

School Address: _____ City: _____ Zip Code: _____

Voting Section: Check one: Elementary Middle School Secondary College

Membership forms are also online at www.octela.org



National Council of Teachers of English

Convention Registration Form

101st Annual Convention & Exposition, November 17–20, 2011, Chicago, IL
Workshops—November 21–22, 2011

ANN20

Personal Information

Member Member No. _____ Nonmember

First Name _____

Last Name _____

Address _____

City _____ State/Province _____

Country _____ Zip/Postal Code _____

Institution _____

Email _____

Phone: Home Work (_____) _____

Or, Register Online at www.ncte.org/annual

Please check applicable boxes:

attending for the first time

Please check to indicate the instructional level at which you work:

- Grades Pre K–2 Grades 6–8 K–12
 Grades 3–5 Grades 9–12
 Two-year college Four-year college

Deadline for registration cancellation is November 1, 2011 (a \$25 processing fee will be assessed). Because the Council must pay for meals in advance, meal tickets are nonrefundable. **No refunds will be issued after November 1.**



Persons with Physical Challenges welcome! NCTE can best assist people with accessibility related needs if they contact us well in advance of the meeting. Please contact NCTE by Friday, October 7, 2011, to explain your needs or to ask questions about meeting facilities. Call 1-800-369-6283 ext. 3675, or e-mail conventionquestions@ncte.org.

Payment

- Personal or Institutional Check (make check payable to NCTE).
 Purchase Order (must be accompanied by Registration Form).
 Mail Form to: NCTE

1111 W. Kenyon Road
Urbana, IL 61801-1010

By registering for this convention, I grant NCTE permission to use photographs and videos taken of me in group settings during the convention in future published materials.

Registration: Thurs.–Sun.

	Member	Nonmem.	Student*
In advance	\$225	\$300	\$95
On-Site (after 11/01)	\$250	\$325	\$105

Workshops and Other Events (Optional) Sun.–Tues.

Workshops	Member	Nonmem.	Student*	Onsite Registration		
				Member	Nonmem.	Student*
W.1–W.13	\$125	\$150	\$75	\$135	\$160	\$85
Monday	Please select your top three choices: 1st choice _____ 2nd choice _____ 3rd choice _____					
<input type="checkbox"/> CEE/Research Colloquium (W.14)	\$125	\$150	\$35	\$125	\$150	\$35
Monday						
<input type="checkbox"/> ALAN (W.15)	\$175	\$200	\$85	\$185	\$210	\$85
Mon.–Tues.						
<input type="checkbox"/> CEL Convention (W.16)	NCTE + CEL member			\$150		
Sun.–Tues.	NCTE member only			\$175		
	Nonmember of both NCTE and CEL			\$225		

Meal Tickets (Optional)

<input type="checkbox"/> Middle Section Luncheon; Friday	\$61
<input type="checkbox"/> CEE Luncheon; Friday	\$61
<input type="checkbox"/> ALAN Breakfast; Saturday	\$55
<input type="checkbox"/> Books for Children Luncheon; Saturday	\$61
<input type="checkbox"/> Secondary Section Luncheon; Saturday	\$61
<input type="checkbox"/> College Section/CCCC Luncheon; Saturday	\$61
<input type="checkbox"/> Affiliate Roundtable Breakfast; Saturday	\$55
<input type="checkbox"/> Children's Literature Assembly Breakfast; Sunday	\$55
<input type="checkbox"/> CEL Luncheon; Sunday	\$61

Total

*Student registration rate is Member/Nonmember

Registration Fee	\$ _____
Workshop Fee (W.1–W.13)	\$ _____
Meal Tickets (total selected)	\$ _____
Other Event Fees (W.14, W.15, W.16)	\$ _____
Copy of Advance Program (\$20)	\$ _____
<i>(Cannot be mailed outside of U.S.)</i>	

Total Fees \$ _____

For more information: www.ncte.org/annual

877-369-6283

orders@ncte.org

Your signature, authorizing charge. NOTE: Your signature also authorizes NCTE to charge the correct total amount in case of error in addition.

Ohio Council of Teachers of English Language Arts



OCTELA

OHIO COUNCIL OF TEACHERS OF ENGLISH LANGUAGE ARTS

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The OCTELA newsletter is published throughout the year and distributed to OCTELA members. Articles cover events and topics of interest to OCTELA members and English language arts educators at large. If you have information you think would enliven or inform our audience please submit it to the editor via mail or e-mail.

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In our next issue:

- **Professional development for the English Language Arts educator and classroom**
- **Teaching resources**
- **OCTELA conference highlights**

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