

Newsletter

Spring 2003

The Ohio Council Teachers of English Language Arts

644 Overlook Drive, Columbus, OH 43214

Ruth McClain, Editor

IN THIS EDITION!

- President's Report and Strategic Plan Overview, Cover
- English Language Arts Educators Honored, 3-5
- Spring Conference and New OCTELA Board Positions, 6-7
- Changes in *OJELA* Editorship, 8
- Revisiting R-Rated Films/SLATE, 10-11
- Ohio's Own Writers: Jacqueline Woodson, 13
- Reading /Writing Opportunities, 14-15, 19
- OCTELA Spring Conference, 16-17
- OCTELA Fall Integrated Language Arts Conference Call for Proposals and Registration Form, 22-23

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.

Looking Backward... to Look Forward...

OCTELA 2003 President's Report by Allison Baer

This past year has been a year of challenge and growth for OCTELA. It has been exciting to watch our members celebrate reading and writing as we were privileged to have **Orson Scott Card, Harvey Daniels, Floyd Cooper, Sara Holbrook, Avi, and Virginia Euwer Wolff** speak at our annual conferences. The camaraderie, support, and knowledge shared at these conferences continues to amaze me. As a classroom teacher, I recognize the pressures put on us to perform and the dearth of time allowed for us to reflect. I truly believe that the OCTELA conferences, while providing excellent educational growth opportunities, also give us the time to share and reflect on our lives as educators. It is in this "teacher talk" that great ideas are born, creative thoughts are cultivated, and professional and personal bonds are strengthened.

As an Executive Board, we found ourselves presented with the challenge of where we want our organization to be in five years. We acknowledge the fact that education is constantly changing. In a time of high-stakes testing, shrinking funds, and changing populations, we, nevertheless, have educators to assist and children to teach. The question is constantly before us:

**"What can we, as the premiere organization
for the English Language Arts in Ohio,
do to further support and advocate for teachers?"**

In an effort to answer this question, we scheduled our Fall 2002 Retreat to be a day long Strategic Planning Meeting and invited **Pat Grant** from NCTE to come and lead us through this challenging process. Emerging from long hours of brainstorming, research, and planning, your Executive Board believes that we have formulated a plan of action that will sustain and lead us through the next five to ten years.

*In planning for OCTELA's future,
it became necessary for us to reflect on those things which
we have already accomplished.*

A look back ...

Highlights of 2002—in a nutshell:

- ◆ The 2002 spring Conference, held at the Hilton Hotel in Beechwood, Ohio, featured outstanding speakers along with the Youngstown Connection, a group of young people from Youngstown high schools. They entertained and delighted members as we celebrated the OCTELA Outstanding Educators of the Year.
- ◆ Our southern Ohio affiliate, SOCTE, had their first English Arts Festival for Middle School students. Approximately 300 students, along with their teachers, attended.
- ◆ OCTELA penned a Position Statement on the Governor's Commission on Teaching Success addressing the four major areas examined. OCTELA called for the Governor's Commission to use the expertise of Ohio's own educators when creating new policies on teacher and administrator success.
- ◆ OCTELA's PreK-8 Writing Awards Contest entries were judged, and the winners were selected.
- ◆ OCTELA received four NCTE Awards:
 - . Dottie DePugh—Intellectual Freedom Award
 - . OJELA—NCTE Journal Award
 - . OCTELA Newsletter—NCTE Newsletter Award
 - . 2002 NCTE Membership Recruitment Award
- ◆ Amy Snyder of Bristol Schools was named recipient of the 2002 NCTE Leadership Development Award.
- ◆ OCTELA was influential in ODE's process of creating our state criteria for Highly Effective Teachers, a new mandate of the ESEA.
- ◆ The 2002 Fall Conference, held at Dublin Scioto High School, featured **Harvey Daniels** and **Virginia Euwer Wolff**. Teachers gathered for breakout sessions to learn best practices in standards-based education.
- ◆ OCTELA is pleased to announce three new OJELA editors: **Dr. Nancy Padak**, **Dr. Mary Jo Fresch**, and **Allison L. Baer**.
- ◆ The OCTELA website has a new address and is constantly updated to include current OCTELA information and links to NCTE.
www.octela.org
- ◆ The Bonnie Chambers Award was given to **Sarah Harley** at the OCTELA Fall Conference.

A look forward

Highlights of the vision for OCTELA's future:

OCTELA has outlined **three major goals** embedded in the Strategic Plan, along with **action steps**, a time frame, and budget for their implementation.



Goals and Samples of Action Steps:

Goal #1: OCTELA will increase, broaden, and support membership.

- ◆ Recruit and appoint a statewide membership coordinator who would focus on sustained and diverse membership growth.
- ◆ Build structured connections to college teacher education programs.
- ◆ Build structured connections with administrators.

Goal #2: OCTELA will provide diverse professional development.

- ◆ Provide diverse professional development at all OCTELA conferences.
- ◆ Explore and continue to use technology as it emerges to provide professional development.
- ◆ Use publications to provide diverse professional development.

Goal #3: OCTELA will reach out to all stakeholders.

- ◆ Investigate hiring a communications professional to conceptualize our overall communication plan.
- ◆ Develop a detailed board policy of how we work with "for profit" organizations.
- ◆ Create programs for local cable TV such as "How to help your child become a better reader and writer."

A Follow-up Moment with Allison:

My desk at home is piled high with OCTELA "stuff." I have email folders full of OCTELA "stuff," and notebooks packed with even more OCTELA "stuff." I wouldn't want it any other way. It's been a great year. I've met OCTELA members everywhere—in my classes at Kent State and at the conferences I've attended. I've traveled to NCTE and beyond to represent Ohio educators. I am, indeed, a lucky woman.

***Thank You, Allison,
for a wonderful year***

OCTELA Honors

English Language Arts Educators

On Friday night, February 28, the OCTELA family gathered to honor eight outstanding Ohio English language arts educators who were selected from the nominees submitted to OCTELA by fellow educators or by principals. **Prentice Hall**, once again, sponsored this event, and the **Columbus Academy's Viking Chorus** entertained.

As each recipient was presented, it was clear that Ohio, indeed, is blessed to have wonderful and divergent voices representing our profession. The awards program, now in its **sixteenth year**, seeks to recognize teachers who have made exemplary contributions in teaching or curriculum development in English language arts. A stipend of \$200 accompanies this award, along with statewide recognition.

Allison Baer, Middle School

Allison teaches sixth grade at **East Middle School** in Warren, Ohio. Marge Ford writes, "When I first met Allison, I assumed she had been in the classroom for many years—so wise, wonderful and savvy she was about kids and learning. Here was

someone who believed in all her kids and knew what they could learn."

Known for her wit and candor, Allison is a first class classroom teacher who has found the time to serve OCTELA as registrar for several conferences, undertaken a four-year presidency role and a three-year commitment as co-editor of *OJELA*, and pursued a Ph.D. from Kent State University. In giving Allison her award, Marge Ford compiled a list of the Top Ten reasons from Allison's sixth graders why she is "the coolest teacher:"

- She's nice almost every day when kids don't make her mad.
- She gives us candy every Friday.
- When she reads out loud, she makes the same weird voices as the characters.
- She lets us sit with friends.
- Her style and jewelry are cool.
- She can make me believe I'm a good writer even if she knows I stink at it.
- She understands what we go through with the proficiency tests.
- Every day is a new adventure
- She gives you chances when you mess up, and
- Mrs. Baer might be old, but she has a 19-year-old energy.

Whether convincing administrators that teaching reading in middle school is a good thing or taking on an editorship, Allison is on the move. And, finally, from Ki-Anan Warfield, "Mrs. Baer can teach you a lot if you pay attention."

Shirley Herzog, Middle School

In addition to teaching at **Fairfield Middle School, Fairfield**, Shirley is an ESL tutor and an adjunct instructor at Miami University. In 2002, she attended the Bread Loaf School of English at Middlebury College, is a National Board Certified Teacher, and facilitates SIRI and Praxis training to help other teachers on their way.

Colleague Bonnie Fitzharris says, "Shirley has spent the majority of her educational career making reading and writing meaningful, relevant, and enjoyable for her students. She has always gone the extra mile to take leadership responsibilities to improve her teaching." "Her life is her students, and they benefit every day from her love of learning," says **Meg Graham**, another colleague. Shirley is well known for the author visits that she organizes for her students. **Sara Holbrook** says, "What impressed me when I visited Shirley's classroom is that not only was her classroom alive with learning and excitement, but how the energy from her class breathed life into the entire school." And in Shirley's letter to a student, she shows her passion to meet the needs of all her students: "Every child has a story. Despite that menacing appearance, I learned through your writing that you were merely trying on a new look as you struggled to find your place in the ...middle school society. When you feel you are at the end of your rope with a child's behavior, remind yourself that you may be the best thing that happens to that child all day."

Kellie Hayden, Middle School

The winner of numerous awards, **Kellie** teaches eighth grade at **Logan-Hocking Middle School** in Logan, and she previously taught at Nelsonville-York High School, Federal Hocking High School, and Southwestern City Schools. In addition, she has been a professor at Hocking University. "Part of my work as a professor at the College of Education," says Kellie, "was "to visit my pre-service teachers and to provide seminars that promote and cultivate dispositions of reflection and action on their beginning teaching activities."

Kellie is held in the highest regard by these young teachers who frequently cite her influence upon their building pedagogy. They describe a caring teacher who holds high standards for her students and, inclusively, for new teachers like themselves. Says one student, "I wanted to student teach with Ms. Hayden because she teaches me so much about how to make language come alive for students."

to make language come alive for students.”

Kellie is also the recipient of the Applied Communication Teacher of the Year Award (1992) and the Southwestern City School Teacher of the Year Award (1995), and she served on the Ohio Department of Education Curriculum Model Writing Team.

Margaret Blevins, High School

Margaret began her long teaching career in 1966 under the Cadet Program and is one of those persons who has “done it all.” While she began her teaching career in Marion, Ohio, she currently teaches at West Union High School in West Union. A recipient of the Ashland Oil Golden Apple Award and a Jennings Scholar, Margaret is also Pathwise and Praxis trained, National Board Certified, a participant in the Ohio Writing Project at Miami University, Adams County Teacher of the Year, and the Gateway Center Woman of the Year.

Yet, to know all these things about Margaret is still not to know her fully. The real Margaret is a dedicated teacher who tells this story about herself in a letter she wrote to a former student.

“**When** I began teaching, I was hired to teach science in a less than desirable part of the city. I expected things to be done my way and in my time frame, and no one was accustomed to that. I hated the whole situation, and my life was filled with stress. By the end of October, I was ready to quit and, one day while working with the mimeograph machine, I made the mistake of expressing my feelings to a fellow teacher.

“**The** next day the principal called me into his office...and told me that if I really wanted to quit, he would understand. This class, he said, had already had three teachers before me—all had resigned, and there had been countless subs. He asked me to think about it.

“**I** did think about it all weekend and decided I could be more flexible. I pulled out all the stops and used every teaching idea, every motivational trick, every grouping strategy and activity I knew to make that class fun and interesting. The philosophy was simple: the students didn’t know everything, but neither did I. We learned together.”

Kate and **Abby**, two of Margaret’s students write, “Mrs. Blevins is not just a teacher. She devotes countless hours to community service projects, trips to conferences, fundraisers, and she oversees all our senior class internships. She mentors us. Anytime we need advice, she is the teacher on whom we rely.” This is the real Margaret.

Don Daiker, College

In many respects, **Don Daiker** is the typical college professor: he’s published articles, authored books, and presented at conferences, chaired committees, advised students, and organized conferences. It is Don’s teaching, however, for which his friend **John Gaughan** respects him most.

In this capacity, Don is atypical. “When he began teaching at the Ohio Writing Project in the early 1980’s,” Gaughan says, “Don realized how much he could learn from elementary and secondary teachers. The knowledge he gains from those teachers each summer informs the theory of composition course he teaches in the fall. Don didn’t believe his interaction with the Project teachers was enough, though, to fully qualify him to teach others about teaching high school. He wanted to immerse himself in the life of a high school teacher.”

In *Scriptless in High School: Teaching Dreams of a College Professor*, Don admits how difficult and challenging he found his high school teaching experience. For nearly forty years, Don has been at **Miami University** where he has taught undergraduate courses in American Literature and the short story; honors seminars on literature and love; and courses on assessment and evaluation. He’s also a Hemingway scholar. If you like ***The Sun Also Rises***, then Don is the person to whom you should speak.

During his long teaching career, Don has helped found the Miami University Center for the Study of Writing and has served on its Executive Board for many years. He was also instrumental in attracting the Writing Program Administrators to make Miami University their national headquarters. In recognizing Don as an excellent teacher on many occasions, his students have chosen him twice as their commencement speaker, and the College of Arts and Science has recognized him as their Distinguished Educator.

Michele Winship, College

A scholar whose work has appeared in ***English Journal***, the ***ALA Review***, ***OJELA***, and other professional resources, Michele brings a wealth of experience from her years teaching high school English in the Columbus Public and Gahanna Jefferson School Districts to her current position of **Assistant Professor of Education at Capital University**.

In introducing Michele, her colleague **Tobie Sanders** raises the questions:

- Are you the professor who hears my voice, who reaches out to me when I hint that my emotions are raw or my soul burdened?
- Do you know first hand the power that a teacher has to rescue a child from dysfunction and confusion?
- Do you have little patience with pretense?
- Do you love to write and read so much that any student in your keeping is just forced to love it too?
- Do you prepare college students to become the best teachers they can be?
- Did you just buy a brand new Harley Davidson motorcycle to help you get away from the mundane and onto the open road of possibility?

If you can answer yes to these questions, then you must be Michele Winship who constantly seeks to advance her own literacy skills and professional practices. To that end, Michele partici

Michele participated in the National Writing Project at Kent State University and now seeks to bring the powerful project to central Ohio teachers.

Michele says that she owes her life to a special high school teacher who “saw the person behind my persona.” She takes seriously her responsibility to repay any debts she owes him and does that by offering the gifts of literature, writing, learning and art to all her students and, as Tobie writes, “Michele is the English language arts teacher and professor I always wanted to have: quick, caring, supportive, probing, engaging and totally present for her students.”

Barbara Williams, Special Distinction

No stranger to OCTELA, **Barb Williams** is currently the **Director of Curriculum and Instruction** at the **Mahoning County Educational Service Center** where she has served as an education consultant since 1995. In introducing Barb, Rick Williams made two special comments:

- First, Barb was an outstanding student in Rick’s eighth grade classroom where, even as a young adolescent, she displayed a zest for learning and a dedication to the value and worth of each person she met.
- Secondly, the roles were reversed when Barb later became not only Rick’s sister-in-law but also his Pathwise trainer and brought to that role those same gifts she had manifested when she was his eighth grade student.

Barb also brings a wealth of experience to her current position. She has taught language arts at North Junior High School, an inner city school in Youngstown, Ohio, has been an elementary classroom teacher, a summer remedial reading specialist, assistant coordinator of a university reading lab, and an instructor of reading at the university level.

Barb’s friend and colleague **Colleen Ruggieri** writes, “When it comes to education, outstanding educators have the ability to light fires and inspire. Barb’s contributions will keep the fire of our passion burning for years to come.”

Don Gallo, Friend of OCTELA Award

A man of extraordinary gifts and talents, **Don Gallo** has amply demonstrated his dedication to OCTELA and to all Ohio teachers. Beginning with Don’s graduation with a master’s degree from Oberlin College and continuing through his years as a junior high school teacher and reading specialist in Connecticut, his years of organizing teachers’ conferences and working closely with authors, especially authors of young adult literature, are well known.

Notable in Don’s experiences of working with students is his ground-breaking anthology of short stories entitled *Sixteen*, which was named by the American Library Association as one of the **100 Best Books for Young Adults** in 1992. Also of note is the **NCTE Adolescent Literature Assembly’s Award** for outstanding contributions to the field

of young adult literature. The variety of literature Don has collected for teens and pre-teens is found in such classic anthologies as *Ultimate Sports, Visions*, and *Center Stage*, and most recently, *On the Fringe*, an anthology about young people who struggle with being different in a world that smothers individuality.

As a leading expert in the US on literature for young adults, Don’s selections of young adult literature for teens can be found on the new website: <authors4teens.com>

From the beginning of his move to Ohio from Connecticut, Don has been one of our leading and most popular keynote speakers and has been a presenter at OCTELA conferences on numerous occasions. He is witty, wise, and, for over thirty years, truly a FRIEND to language arts teachers around the country.

Chris Crowe, author of *Don Gallo: The Godfather of YA Short Stories* (*English Journal* 1997) says of Gallo,

“Our field has its share of luminaries, all of whom have made vital and sustained contributions to various areas of adolescent literature. But as much as those luminaries have accomplished, Don Gallo by himself occupies more shelf space than all of them put together.”

Other Works by Don Gallo

- *Join In: Multiethnic Short Stories by Outstanding Writers for Young Adults*. 1993. New York: Delacorte
- *Center Stage: One-Act Plays for Teenage Readers and Actors*. 1990. New York: Harper Collins
- *Presenting Richard Peck*. 1989. New York: Twayne
- *Speaking for Ourselves, Too*. 1993. Urbana, IL: NCTE



It is with sincere pleasure that OCTELA congratulates the 2003 English Language Arts winners.

Please take a moment and nominate a colleague for this outstanding award.

You'll find an application form at the end of this newsletter.

Combining Forces

to Provide Professional Development Opportunities for All Teachers of English Language Arts

Highlights of the 2003 OCTELA/OCIRA/ATPA Spring Conference

By Carolyn Suttles

“Reaching Out, Reaching Up, Reaching In” may sound like a Richard Simmons exercise videotape, but to the over four hundred Spring Integrated Language Arts Conference 2003 attendees, the conference was even more energizing than an aerobic workout. Held at the Holiday Inn Worthington from February 27th through March 1st, this conference was a workout for the mind, and was the result of a combined effort of **OCTELA, OCIRA and ATPA.**

Those who came early for the conference on Thursday evening were entertained by storyteller **Regina Rees** who captivated her audience, including **Jack Gantos**, with her repertoire of stories, some of which included audience participation.

On Friday morning, **Jack Gantos**, author of the *Joey Pigza* and *Rotten Ralph* series, as well as many more including his most recent *Hole in My Life*, inspired educators to look at the negative space when writing and teaching. Instead of looking at the cookie that was cut out of the dough, he says educators should look at the dough that was left rolled out on the table around the perfect cookie. This look at the world inspires freshness in writing.



Jack Gantos

While using humor that demanded belly laughs from his audience, **Gantos** underscored a more serious message about providing opportunities for students to read and write. Only by allowing time for inward reflection can one get students to write quality pieces. Conference attendees were left invigorated by **Gantos** to attend the first set of over sixty concurrent sessions.

The concurrent sessions offered something for everyone since those in attendance were from diverse backgrounds: university, high school, middle school, elementary, pre-service teachers, librarians and administrators. Because the conference was a co-sponsored event, presenters from all organizations provided the wide array of sessions.

Conference-goers attended sessions on a variety of topics: poetry, auditory learning, proficiency testing, children’s literature, young adult literature, writing, vocabulary study, grammar, current educational research, reading comprehension, career education, and drama, as well as many more.

Attending educators were impressed with the variety and number of available sessions. One noted,

- "The conference was well worth my time; I got some great ideas!"

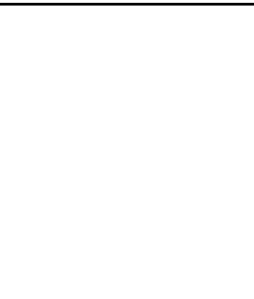
Another responded,

- "This was a wonderful time! I was exposed to

creative teaching ideas. As a first year teacher, I need help. I will be back."

Whether a new teacher or one with years of experience just needing rejuvenated, the over 90 presenters provided exactly what was needed.

Chris Crutcher, Friday’s luncheon speaker, awed the luncheon crowd by explaining how unrelated strands can be woven together to create a story. His presentation focused on the many strands he pulled together to create his novel *Whale Talk*. Tempering his real experiences with troubled adolescents with the right amount of humor not only entertained, but also showed how important one person can be in a troubled youth’s life.



Chris Crutcher

Later on Friday afternoon, several Ohio educators were feted at the OCTELA Outstanding English Educator Language Arts Awards ceremony. **Don Gallo** was awarded the **Friend of OCTELA Award** for his many years of service to the organization and Ohio educators. **Allison Baer**, East Middle School, and **Shirley Herzog**, Fairfield Middle School, were the recipients of the **Middle School Award**, while **Margaret Blevins**, West Union High School, and **Kellie Hayden**, Logan-Hocking Middle School, received the **High School Awards**.

The **University Awards** were presented to **Donald Daiker** of Miami University and **Michele Winship** from Capital University. The evening of celebration also included an **Award of Special Distinction** given to **Barbara Williams**, director of the Mahoning County Educational Service Center, for her years of dedicated service to educators.

Prentice Hall graciously provided hors d’oeuvres for the ceremony, and **Janet Voelke** organized the catering of the event. OCTELA is grateful to them for their support of the recognition of Ohio educators.


Following the awards ceremony, a **Poetry Coffeehouse**, hosted by **Jennifer Bosveld** (poet and editor), allowed poets to share their works. An open mike was available for sharing, while a variety of coffee, teas and cookies tempted the taste buds. Many shared their own poems, while some in attendance simply shared poems that are special to them in some way. Either way, the words worked their magic and poets were enriched by the experience. A special thanks to **The National Writing Project at Kent State University** for sponsoring the refreshments and to **Janie Reinart** for organizing the event. One participant was “very impressed with the positive environment provided in your poetry reading PM session.”

During the day and part of the evening on Friday and for part of the day on Saturday as well, vendors and exhibits were scattered throughout the hotel for attendees to visit. Thirty-seven vendors and over ninety tables of exhibits were available. We appreciate the vendors' support of our worthwhile conference.

On Saturday morning, OCTELA's own **Franki Sibbersen** and **Jill Rinehart** conducted a workshop on helping students to track their thinking. Participants in this double session learned strategies on teaching students to connect to the text through conversation, writing and strategy notebooks.

During lunch, there was more celebration. The **Buckeye Book Award** Winners for 2002 were released to the public for the first time by **Deb DeBenedictis**. The winner for grades K-2 is *David Goes to School*, by **David Shannon**; Grades 3-5 is *Captain Underpants and the Wrath of the Wicked Wedgie Woman: The Fifth Epic Novel*, by **Dave Pilkey**; Grades 6-8, *Chicken Soup for the Preteen Soul: 101 Stories of Changes, Choices and Growing Up for Kids*, compiled by **Jack Canfield**.

The conference ended with an awesome keynote by **Diane Stanley**, author and illustrator of many biographies and histories, such as *Saladin: Noble Prince of Islam*, *Good Queen Bess: The Story of Elizabeth I of England*, and *Michelangelo, Peter the Great, Joan of Arc, Leonardo da Vinci*, as well as many more. She explained not only the intensive research that goes into each of her non-fiction books, but also the various techniques she uses for the illustrations. Educators learned how to use illustrations as a reading tool, since hers are as historically accurate as the text.



Diane Stanley

While in attendance at the conference, participants "reached up" to new challenges, gathering new ideas, techniques and research to take back to their peers and students. Many "reached out" to find ways to help all students reach success. Finally, participants realized that they need to "reach in" to read and write themselves to bring the best to their classrooms.

Although it was a tiring weekend, especially for those who were near the wrestlers, overwhelmingly the evaluations of the conference were positive. Thanks to the efforts of the conference committee: **Allison Baer, Marge Bush, Margie Ford, Sue Malaska, Janie Reinart, Joyce Rowland, Pat Terry (OCTELA); Cheryl Borovitcky, Karen Carney, Geri Coates, Phil Ginnetti, Susan Leone, Regina Rees (OCIRA); and Karla Hieatt Bisig (ATPA)**, the 2003 Integrated Language Arts Spring Conference was a resounding success.


Dr. Cynthia Bowman Elected VP

Cindy Bowman is a long-time friend of OCTELA. While she is currently an Assistant Professor of English Education at Florida State University in Tallahassee, Cindy will be moving to Powell, Ohio, in the spring. She brings with her

OCTELA Welcomes Bowman and Winship to Exec. Board

a wealth of experience and expertise.

Cindy received her Ph.D. from Kent State Uni-



versity and became a member of OCTELA in 1993. She says, "I immediately felt the camaraderie of a special and dynamic organization. With OCTELA members, I could laugh, share concerns, swap great teaching ideas, and keep a pulse on the legislative policies impacting education. These were the same wonderful colleagues I sought out at NCTE conferences—my Ohio friends


who always provided professional invigoration.

"Ten years ago I hoped to one day serve OCTELA in a leadership role and openly shared my goal of one day becoming OCTELA president. As I return to Ohio, I am reminded that this, indeed, is the place where dreams come true."

Dr. Michele Winship Elected Secretary-Elect

Michele Winship is an assistant professor at Capital University in Columbus. "From the earliest years of my career as a high school English teacher, I have been an OCTELA member," she writes. "OCTELA helped me learn the ins and outs of writing workshop and provided experts to guide me through portfolio construction and assessment.

"I became part of the National Writing Project following a presentation by former participants at an OCTELA conference. Now, teaching future teachers at the university level, I encourage them to join our community of professionals and take advantage of the many opportunities OCTELA provides statewide.



As Secretary-Elect, I can use my experience and skills not only to repay the organization that has provided me so much in the way of professional development over the years, but also to help OCTELA move into a future filled with new standards, new licensure requirements, and a new generation of English/Language Arts teachers."

**A
Fond
Farewell
to
Bob and Cheri**

David Bruce, an

For the past three years, **Bob Burroughs** and **Cheri Williams** of the University of Cincinnati have edited the *Ohio Journal of English Language Arts*. In 2002, they were chosen first place winners for the Affiliate Journal Award sponsored by the NCTE Standing Committee on Affiliates. Their final edition of *OJELA* is "Teacher Research" which focuses on what teachers have learned from conducting action research in their classrooms. This issue will include nine feature articles, most of which are written by classroom teachers. It will also include four interviews and at least one, if not two, book reviews.

It is with deep appreciation that OCTELA thanks and congratulates Cheri and Bob for their work and wishes them "all the best" for future endeavors.

**David Bruce to Coordinate
NCTE Writing Achievement Awards**

assistant professor at Kent State University, will be OCTELA's NCTE Writing Achievement Awards liaison. David teaches in the Department of Teaching, Leadership, and Curriculum studies.

Prior to earning his Ph.D., David taught English and Media Studies for eleven years at Solon High School. He is currently working with both undergraduate and graduate students who are earning their Secondary Education Integrated Language Arts licenses. He also works with the Northeast Ohio Writing Project.

Nancy Padak is Distinguished

**Padak, Baer, Fresch
Named New *OJELA* Editors**

Professor of Education at Kent State University where she directs the Reading and Writing Center. She has served as Principal Investigator for the Ohio Literacy Research Center and teaches in the graduate literacy program. In addition, she

co-edited *The Reading Teacher* for six years and is currently also editing the *Journal of Literacy Research*.

Allison Baer is a sixth grade teacher at East Middle School in Warren, Ohio. Currently finishing a four-year presidential commitment to OCTELA, Allison has been involved with OCTELA as Spring Conference Chairperson,

Conference Registrar, and Secretary. She is a Fellow of the National Writing Project at Kent State University and the 1996 Sallie Mae First Class Teacher Award winner for Ohio. She is steadily working toward earning her Ph.D. in Reading and Literacy at Kent State.

Mary Jo Fresch previously taught third grade and Adult Literacy. She has also taught children's literature courses in teacher education programs in Ohio, Nebraska and Melbourne, Australia. Mary Jo received her

Ph.D. from The Ohio State University where she is currently an Associate Professor in the School of Teaching and Learning and recently published *Teaching and Assessing Spelling* aimed at helping classroom teachers organize developmentally appropriate instruction.

← The new *OJELA* editors have issued a

"Call for Manuscripts."

See page 9 for submission details

Revisiting R-rated Films. . .

Reprinted by permission of Charles Suhor, NCTE/SLATE Field Representative

Many school districts have wrestled with the question of whether or not to allow teachers freedom to show films with a "PG", "PG-13," or "R" rating. One Ohio high school student, who shall remain unnamed, wrote to **Charles Suhor**, NCTE's Field Representative, about this very issue. The student was "articulate in expressing his concern that the Board of Education had ruled that students in grades 5-12 were not allowed to view any films/videos rated over PG. Many of the students, he noted, were over 15 years of age or older." The student felt that "the issue should be revisited, and he asked for NCTE's views on the issue."

What follows is Suhor's letter of response.

"I believe that it's a sign of health in a school when students are confident enough to make such queries independently.

"This question became prominent several years ago when some districts were concerned about the showing of R-rated movies in high schools. I'm happy to report that many have adopted a policy that guards against irresponsible use of films and video while allowing high quality, program-relevant works to be viewed under the guidance of teachers.

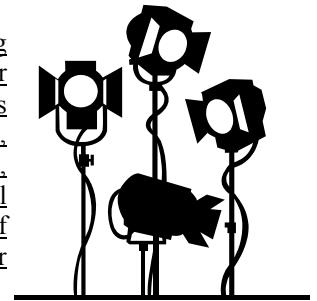
"I hope you'll consider the line of reasoning that has led to greater flexibility.

The key point is that the Motion Picture Association of America (MPAA) rating system is inappropriate for determining what videotapes and films should be used in classrooms because the industry ratings are made with no concern whatever for the educational value of a film.

Similarly, the criteria enumerated by the **National Association of Theater Owners (NATO)** makes no mention of the educational merit of the films rated.

"Certainly, many R-rated pictures have great educational value--*Schindler's List* and *The Joy Luck Club* come to mind as examples--and are extremely relevant at certain levels and in particular programs within English language arts and social studies curricula. Conversely, there are innumerable GP and PG movies that are educationally unsuitable because they are lacking in substance, factually inaccurate, or otherwise flawed.

Rather than summarily rejecting all movies above a particular rating, NCTE endorses policies that involve teachers selecting, from the total field of videos, those that meet the educational needs of particular groups of students and have curricular relevance at the local level.



"Of course, for a variety of reasons many videos--not just R-rated ones--will be objectionable to some parents, just as some books are offensive to some parents. But, as with books, videos that are well chosen for use in particular programs should not be withheld because of fear of challenges. In our experiences with school curricula, we have found that there are few instructional materials that do not include something that's offensive to someone. If materials identified as educationally appropriate by English teaching professionals were ruled out because they might offend a particular individual or group, there would soon be little left to teach in our schools.

"Also, it would be wrong to assume that the negative events, profane language, etc., portrayed in a video or book are being endorsed by the author, the teacher, or the school. Classroom study provides a fertile ground for students to interpret surface aspects of a video and to exercise critical thinking as they discuss the characters and issues in it. A video studied in class is not an unsupervised trip to the Bijou but a guided analysis.

"There are other cautions that may be taken as an alternative to, in effect, banning all movies that are in certain MPAA categories. An excellent policy operating in many districts is the "opt-out" approach--granting of permission for a student to opt out of a viewing or a book that is offensive to the student or his/her parents. Over 85% of the districts that contact NCTE have such a policy with regard to books and/or videos, typically allowing a substitute assignment.

"Some schools also have an "opt-in" procedure. Here, the teacher sends home a notice about a video to be shown in class, noting first its educational purposes and citing also the existence of mature content. Parents sign the notice, indicating whether their children have permission to see the film. This can be tedious, but teachers seem to prefer this to across-the-board exclusion of films because of ratings by an outside, non-educational source like the motion picture industry.

"Finally, Over 90% of districts that contact the National Council of Teachers of English have a review policy in place, establishing procedures for dealing with challenges to instructional materials.

This [website] ensures a fair hearing to a parent or community member who believes there is good reason to censor a work



See
"The Students' Right to Read"
www.ncte.org/censorship

from use in an entire school or district.

"In summary, the student had a noteworthy point: a blanket prohibition of non-GP films/videos needlessly limits many materials that could be profitably viewed in classroom settings. When teachers have time to confer with each other thoughtfully about materials and have on hand broad criteria for section, greater freedom and fewer problems can be anticipated.

NCTE's "Guidelines for Selection of Materials in English Language Arts Programs" on the website, and as noted above, other policy and procedural cautions are available to demonstrate a broad sensitivity to parents' wishes.

"I hope this letter has been clear and useful. Please feel free to share it with other interested parties."

Yours truly,
Charles Suhor

All educators are welcome to contact either
NCTE or OCTELA with questions
about censorship issues.

Charles Suhor, NCTE

334/280-4758

www.ncte.org

or

Ruth McClain

(614) 457-0626

rmclain@bright.net



Welcome to

SLATE

Support for the Learning and Teaching of English . . .

SLATE is the NCTE Standing Committee on social and Political Concerns, organized at the 1975 Annual Convention. **SLATE** seeks to influence public attitudes and policy decisions affecting the teaching of English language arts at local, state, and national levels. It also seeks to implement and publicize the policies adopted by NCTE and serves as NCTE's intellectual freedom network.

SLATE Benefits and Services:

SLATE provides information and assistance with English educational issues through

- ◆ SLATE Newsletter/SLATE Starter Sheets
- ◆ NCTE Censorship Hotline at 800-369-6283, ext. 3848
- ◆ NCTE's policies on intellectual freedom
- ◆ Rationales for teaching a number of literary works compiled on the CD-ROM *Rationales for Challenged Books*
- ◆ Packet of materials on fighting censorship, and censorship information at www.ncte.org/censorship

Rationales for Challenged Books

. Prepared by NCTE in partnership with IRA

This compact disc is an invaluable resource for book selection procedures or policies, lesson planning and preparation, and defending a book selected for a literature class against challenges.

Intended primarily for middle and high school teachers, over 200 rationales cover more than 170 book and film titles, organized by title and author.

Rationales for Challenged Books is available from NCTE for \$29.95 (member) or \$39.95 (non member).



Join SLATE for only \$15

Name: _____

Address: _____

City: _____ ST: _____ Zip: _____

Phone No. _____

Email: _____

Mail to NCTE, 1111 Kenyon Road, Urbana, IL 61801

Funding for Ohio's Schools: Reading Recovery

Testimony to the Ohio House of Representatives Education Committee...Dr. O. Randolph Overbeck

Jon Husted, Chair:
March 27, 2003



Strengths of the Reading Recovery

Reading Recovery is a comprehensive program with more than 20 years of research which provides a critical safety net of support and intervention for our most at-risk students. This was

one of the first programs with research compelling enough to earn approval for meeting NCLB standards. Reading Recovery addresses the needs of our struggling first grade readers with a carefully designed program of instruction, remediation and support that incorporates all five essential components identified in "Reading First."

Reading Recovery teachers participate in one of the most extensive programs of graduate work and continuing professional development in literacy, developing recognized expertise in primary reading. Upon completion of their training, many Reading Recovery teachers become literacy leaders in their buildings, helping teachers to apply successful literacy strategies to elementary classrooms, both informally and formally through programs like "Literacy Collaborative," curriculum development committees, and School Improvement Committees.

The Issue of Funding for the State Network:

I recognize the difficult task facing legislators of establishing priorities for spending in education and other areas in light of limited resources. For the past 18 years, the State has funded the Reading Recovery professional development and support network, making Ohio a national leader in literacy education. This annual ODE expenditure for the Reading Recovery network of approximately **\$1.8 million** is clearly a significant amount, especially in light of the current budgetary constraints. But the ODE support of the Reading Recovery network is a small contribution when compared with the financial support provided by local districts. For example, in FY03 more than 220 Ohio districts contributed approximately \$60,000,000 to support Reading Recovery teachers.

During the 2002-03 school year, **Xenia Community Schools** had sufficient confidence in Reading Recovery to invest more than \$450,000 in supporting Reading Recovery teachers. For the same period the State provided less than \$22,000 through the support network.

For almost twenty years, Reading Recovery has shown to be a cost-effective means of addressing the needs of these at risk students. Because of the lasting, long-term impact of Reading Recovery on struggling first graders, this program has proven to reduce districts' costs of remediation, intervention, retention, and special education.

How Would the Elimination of State Funding of

the Reading Recovery Network for FY04 Affect Districts?

Without this State network, Ohio will run the risk of eroding the critical support for existing Reading Recovery teachers and eventually losing this successful intervention program. Districts will no longer be able to count on the continuity of support, so school leaders may choose to allocate funds into other, less effective means of remediation and intervention.

Districts will lose the opportunity to train additional Reading Recovery teachers as they attempt to "scale up"

"For almost twenty years, Reading Recovery has shown to be a cost-effective means of addressing the needs of at risk students."

intervention efforts or to replace teachers that take school leadership positions or move to other districts. The State education budget and the budgets of individual districts would see dramatic and long lasting increases in other costs for remediation such as special education, retention and other intervention programs. According to one national study, the costs for these alternatives would likely equal 300% of the current costs for the Reading Recovery program.

If this State support is reduced, the most vulnerable sections in the state such as Southeast Ohio will likely be the first to be affected by the loss of this program for their students. Ohio would run the risk of losing this effective program which each year has successfully "recovered" 1000's of students through one-on-one tutoring and hundreds of thousands of primary students who benefit through the strengthening of literacy instruction in building classrooms.

Dr. Randy Overbeck is Director of Instructional Services for the Xenia Community School District. He has thirty-one years of experience in public education, earning a Master's Degree in reading and a Ph.D. in educational leadership. During his career, he has served as director, assistant superintendent, and superintendent in four different Ohio districts, developing successful literacy intervention programs including Reading Recovery in all four of those districts.

Detailed research and statistics are available and will be gladly provided upon request from Dr. Overbeck, Xenia Community Schools, 578 E. Market St., Xenia, OH 45385 937/376-2961.

Ohio's Own Writers: Jacqueline Woodson

By Ruth McClain

At the OCTELA Spring Conference this year, I sat in a session presented by **KaaVonnia Hinton-Johnson** of The Ohio State University who entitled her topic *Feminist Pedagogy and Young Adult Literature*. Her presentation shared strategies for teaching select young adult literature from a feminist perspective. Among those whose work she shared was an Ohio-born author named **Jacqueline Woodson**. The more I heard, the more intrigued with Woodson's work I became, and so I wanted to share this with the OCTELA membership who may or may not be familiar with Woodson's work.

While born in Columbus, Ohio, **Woodson** grew up in South Carolina and Brooklyn, New York, where her neighbors were mostly Hispanic and African American. Woodson says, "Everything from the food I grew up eating to the music I learned to dance to had the flavors of both the South and Puerto Rico." Her characters come, then, from a variety of ethnic groups and social classes.

Woodson considered becoming a writer when she was chosen the literary editor of a magazine while she was yet in the fifth grade. She says that three books, in particular, were motivational factors in her decision to write: *The Bluest Eye* by **Toni Morrison**, *Daddy Was a Numbers-Runner* by **Louise Meriwether**, and *Ruby* by **Rosa Guy**. In the works of these three authors, Woodson saw bits and pieces of her own life and realized that books contained characters that were just like herself. She knew, then, that she wanted to write about those characters.

Woodson is now a critically acclaimed author who

"I think it's really important if a young person wants to write, for them to write every day. It's much easier to turn on the television or turn on a video game or go outside and hang out. But you really have to write every single day, at least for thirty minutes—just sitting down and writing in your diary or writing a letter to a friend or writing a poem or anything..."

Jacqueline Woodson

writes about a variety of races, ethnic groups, and social classes. "There are all kinds of people in the world, and I want to help introduce readers to the kinds of people they might not otherwise meet," writes Woodson. Many of her books feature strong female characters, some of whom are based on her own friends. "Girls rarely get discussed in books," she says, "and I want to do 'girl stories' that show strong, independent people. I think girls are often disregarded in this society and taught to be dependent. I want to show young people that there are other ways to be."

Woodson is often asked questions about her personal life. For example, she has an older brother, an older sister, and a younger brother, and even though she is five feet ten inches tall, she's the shortest person in her family. She tells us that when she was in school, she loved English and anything in which she got to write. "I was terrible at math and science," she states, "but I love gym and Spanish class and anything that allowed [me] to jump around or dance. I wasn't a fan of sitting still too long. I loved quiet time, though, and reading, even though I read the same books over and over. One cool thing about books," she writes, "is that you can borrow them from libraries."

Photo Credit:
Marion Roth
Photography

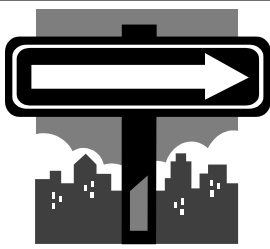
In the seventh grade, Woodson had an English teacher who told her to "think really hard about the career you choose and make sure it's something that you really like because you're going to spend the rest of your life doing it. The thing that Woodson liked doing most was writing and, to her credit, her list of young adult books is growing:

- ◆ *Maizon at Blue Hill*
- ◆ *Between Madison and Palmetto*
- ◆ *Martin Luther King, Jr., and His Birthday*
- ◆ *I Hadn't Meant to Tell You This*, a Coretta Scott King Honor Book
- ◆ *Lena*, April 1998, Delacorte Press

In *I Hadn't Meant to Tell You This*, Woodson explores the theme of friendship across race lines. She wanted to write about "how it's okay to feel like you need to be free of something, and it's okay to have to leave sometimes." In this novel, two girls: one white, one black; one abused, one protected, miss their mothers. An unlikely friendship develops between the two girls and, as they share their differences, both lives are transformed. The novel explores questions about emerging sexuality with sensitivity and respect and examines racial tensions and violence.

And so, I hope that Ohio teachers enjoy the work of **Jacqueline Woodson** as much as I have and look to future OCTELA conferences as the forum where we can share our love of literature.

"I'm trying to write...to show people that no matter who you are in the world, it's okay to be who you are." J. Woodson



On the Road . . . Through Ohio's Literary Heritage

Ride Along with the Ohio Reading Road Trip

Beginning next year, you'll be able to take your students on an exciting journey through Ohio's literary heritage with the **Ohio Reading Road Trip**. Sponsored by **Think^{TV}**, southwestern Ohio's public television stations – **Think^{TV}16/WPTD** and **Think^{TV}14/WPTO**, this interactive curriculum for 6th, 7th and 8th grade students brings many of Ohio's best-known authors into the classroom. The curriculum design is based on the reading workshop model pioneered by **Nancie Atwell** and described in her important book, *In the Middle, New Understandings About Writing, Reading and Learning*.

Atwell's workshop approach includes mini-lessons, guided practices, independent reading, guided reading, student conferences, and student choice of books. The **Ohio Reading Road Trip** expands on this model by adding multimedia resources and helping teachers create an environment that motivates and involves students in their reading, invites collaborative learning, and allows for varied forms of self-expression. All lessons in the curriculum's instructional guide are aligned with state standards for Language Arts and are designed to help students prepare for the new achievement or diagnostic assessment tests to be introduced by the Ohio State Board of Education.

Using the video/DVD and interactive Web site, students will be engaged in works by authors such as **Sherwood Anderson, James Thurber, Sharon Draper, and Toni Morrison**. A one-hour travelogue broadcast takes students to the places where Ohio authors have lived and worked, and a live Q & A broadcast brings students and writers together for a lively exchange. Students can further communicate with authors using the Web site's *Write to a Writer* feature.

Through collaboration with the **Ohio Arts Council**, two-week author residencies will be available on a competitive basis to schools in districts designated by the State of Ohio as low wealth. During their residencies, authors will be available to host assemblies and workshops for students, teachers and parents, as well as work with individual Language Arts classes. Eligible schools must apply during the spring of 2003, and residencies will take place beginning in February of 2004.

The
ing



*Ohio Read-
Road Trip*

curriculum will be offered at no cost to teachers who attend one of the free professional development workshops offered across Ohio beginning in January of 2004. The workshop will introduce teachers to the instructional guide, and discuss ways to utilize the DVD/video, Web site and broadcasts. Teachers will also have the option of taking an online graduate level course offered through **Wright State University**. This class will take place during the spring of 2004.

The **Ohio Reading Road Trip** curriculum has been made possible through Think^{TV}'s partnership with WCET-PBS/Cincinnati, The Ohio Arts Council, the Mazer Corporation, the Ohio Library Council, and the public television stations of Ohio and is funded through a grant from the **Ohio Educational Telecommunications Network Commission**.

**Eligible schools must apply
during the spring of 2003,
and residencies will take place beginning
in February of 2004.**



To find out more, Email

**orrt@wptd.pbs.org, or call (937) 220-1707
with the following information**

Name _____

School _____

Grade level _____

School Address _____

District _____

Email _____

**In the subject line of the email, please include the name
of publication in which you read about the project.**

**If your school is eligible to participate
in the author residency program,
please let us know if you are interested in applying.
Application materials will be mailed this spring.**



Using the Natural Environment to Teach Writing

The Language of Nature: Using Writing to Explore Sense of Place and Time
A Creative Writing Institute for Teachers By Mike Moutoux—EECO

What do you get when you mix language arts teachers, professional writers, and professional naturalists in a beautiful natural setting like the Cuyahoga Valley National Park? You get poetry that spills across pages still damp from the spray of yesterday's waterfall, fiction pieces with wildly realistic settings, and essays that reveal naturally curious and imaginative minds. Am I exaggerating to make a point about last year's Language of Nature Writing Institute? Not a bit. Here is an extract of writing from one of the participants about the Gypsy Moth, an invasive alien species, with a twist:

The Environmental Education Council of

Letters Home from a Gypsy Moth

I originally laid you in an ocean-liner trunk going to New York so that you would have a better life... Now though, I want to warn you... Do not bother your neighbors. Share the food supply, although don't let anyone walk all over you... And when you decide to have kids, be conservative. Only lay one hundred eggs or so. No need to over achieve. I'll love you just the way you are... Love, Mom.

By Jennifer Farkas

Ohio (EECO) is offering this opportunity to teachers again this year from June 23-27, 2003, at the Cuyahoga Valley National Park Environmental Education Center. The premise is simple: use the natural environment to teach imaginative writing—to give participants some idea of the scope and freedom found in the outdoors and encourage them to explore and express themselves using all the skills and gifts they possess. Working with an expert faculty of resident artists and naturalists, you will gain renewed confidence, increase your comfort-level in your creative writing abilities, and be better able to guide your students in their search for a unique voice.

This retreat-style institute will give you the time and space to be full-time writers amid the beautiful national park grounds.

Early risers are quite likely to see whitetail

deer in the fields and forest edges or a muskrat crossing the surface of the marsh with a mouthful of grass. Spend the morning in a workshop of your choice: poetry, fiction or non-fiction. You will stay with this



workshop every morning to deepen your craft with a writer and a naturalist who will work as a pair. Afternoons are for getting back together with the others and heading off to see something new, mingle, and compare note with options to explore other forms of writing guided by the faculty. Evenings are devoted to exploring the world after dark with a poetry night-hike and relaxing around a campfire sharing our work.

*Suppose fireflies were stars
Vacationing from sentry duty,
Silent eyes punctuating
the darkness,
Lingering over river daisies...*

Extracted from *Imaginings on a Night Hike* by Nancy Dunn

For more information or to get a registration packet, contact
Sam Chestnut
Cuyahoga Valley National Park
Environmental Education Center
3675 Oak Hill Rd
Peninsula OH 44264
800-642-3297 x 111
schestnut@cvnpa.org



Registrations are also available online at
EECO's web-site:

www.eeco-online.org

OCTELA 2004 Spring Conference
Adams Mark Hotel, Columbus, Ohio March 4—March 6, 2004
Call for Proposals
“Finding Our Voices”
Featured Speakers: Jane Yolan, Tom Romano, Ji-Li Jiang, Jim Tressel

NOTE: PROPOSALS WILL BE ACKNOWLEDGED VIA EMAIL—PLEASE SUPPLY YOUR EMAIL ADDRESS.

As classrooms become increasingly more diverse, English language arts teachers are at the advantage of having literature, nonfiction, and composition as tools for teaching. What lessons do you use to empower all students to succeed in an era of standards? What instructional strategies help to reach a range of diverse learners: from gifted to ESL, from artists to athletes? How are your students’ voices heard beyond your classroom walls? What types of assignments allow students to express their concerns and ideas, while motivating them to develop their skills? How have you, as a teacher, found your voice in the profession?

Session Title: (Keep it short please) Accurate and specific description of content and purpose—no more than 50 words:

(If your proposal is accepted, both the title and content may be edited to fit printing requirements.)

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

PreK K 1 2 3 4 5 6 7 8 9 10 11 12 College Vocational General

AV Materials— Check those that are essential to your presentation:

Overhead/Screen Slide Projector VCR/Monitor

Internet Projection Unit (please supply your own laptop)

Other _____

Contact Person’s Name: _____

Street Address: _____

City/State/Zip: _____

Work Phone: _____ **Home Phone:** _____

Email: _____ **Work Fax:** _____

Presenter(s): _____

School Building and Address: _____

A maximum of two presenters per presentation will receive the special presenters’ registration rate.

**** Proposals due no later than December 15, 2003. Make a copy for your records.**

Mail to Colleen Ruggieri, 6675 Pheasant Run Drive, Canfield, OH 44406 <CAR61894@aol.com>

Announcing **OCTELA 2004 Spring Conference** March 4-6, 2004 Columbus, Ohio



“Finding Our Voices”

As classrooms become increasingly more diverse, English language arts teachers have the advantage of using literature, nonfiction, and composition as tools for teaching.

- What lessons do you use to empower all students to succeed in an era of standards?
- What instructional strategies help to reach a range of diverse learners: from gifted to ESL, from artists to athletes?
- What types of assignments allow students to express their concerns and ideas, while motivating them to develop their skills?
- How have you, as a teacher, found your voice in the profession?

Featured Speakers:

Jane and Heidi Yolán—Authors



*How Do Dinosaurs Say Goodnight?/Como Dan Las Buenas Noches Los Dinosaurios?
Mary Celeste: An Unsolved Mystery from History; How Do Dinosaurs Get Well Soon?
Owl Moon*

Tom Romano—Author, Educator



Writing with Passion; Blending Genre, Alternating Style: Writing Multigenre Papers

Ji-Li Jiang—Author



Red Scarf Girl: A Memoir of the Cultural Revolution; The Magical Monkey King

Jim Tressel—2002 Coach of the Year



The Ohio State University’s 2002 Division I National Championship Head Coach
Six-time Ohio Coach of the Year.

**Conference Highlights: Awards Ceremonies ,
Poetry Coffeehouse, Half-day workshops with Ji-Li Jiang and Tom Romano**

**Please plan to join us in 2004 at the OCTELA Spring Conference
Look for Spring Conference registration materials late this fall.**

N
o
m
i
n
a
t
e

a

C
o
l
l
e
a
g
u
e

OCTELA 2003

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 December 30, 2002. AWARDS GIVEN IN MARCH

Nominee's Name: _____

Home Address: _____

City, State, Zip: _____

Home Phone: _____ Work Phone : _____

Current Position: _____

Please write a brief statement telling why this individual is qualified to receive this award.
(Statement will 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 Margie Bush
Shawnee High School, 3333 Zurmehly Road
Lima, OH 45806 Fax: (419) 998 8015 Deadline: Deadline 30, 2002

**ATEG 2003: The 14th Annual Conference of
The Assembly for the Teaching of English Grammar**
an Assembly of the National Council of Teachers of English

July 25-26, 2003

The Nittany Lion Inn/Penn State University State College, Pennsylvania

Pre-Conference Grammar Minicourse: July 23-24

Mt. Nittany Middle School 656 Brandywine Drive, State College

Minicourse faculty:

- . Brock Haussamen, Raritan Valley Community College
- . Martha Kolln, Penn State University
- . Rei Noguchi, California State University, Northridge
- . Sandra Wyngaard, State Area High School



(In-service certificates will be granted for the minicourse;
teachers from PA will receive in-service credit under Act 84.)

We welcome proposals for the conference program on all grammar-related topics, both theory and classroom practice: stylistic grammar, applied linguistics, functional grammar, ESL, language acquisition, dialects, grammar in the context of reading and writing, scope and sequence for teaching grammar.

Proposals should be mailed by **June 1**, with registration form and fee, to

Martha Kolln 101 Kolln Lane Bellefonte, PA 16823



Blocks of rooms have been reserved until June 23 at

(1) the Nittany Lion Inn (Single: \$89, Double: \$99). Phone 800-233-7505 (Reservation ID# ATE 0724);

(2) Motel 6, 3/4 mile from campus. (Single or Double, \$50). Phone 234-1600 (be sure to mention ATEG).

For further information, contact Martha: 814-355-4666 mjk14@psu.edu

ATEG website: www.ateg.org

Name _____ School Affiliation _____ Grade Level _____

Home Address _____

Phone _____

e-mail _____

Make checks payable to ATEG; mail
to Martha Kolln at the address above.

Circle the fee enclosed:

Conference only: \$90

Minicourse only: \$100

Combined fee: \$160