Friday, February 3, 2017

Dr. Ernest Morrell
A.S. King
Dr. Danny M. Cohen

Saturday, February 4, 2017

Matt de la Peña
Dave Stuart Jr.
February 1, 2017

Virginia McCormac, President
Ohio Council of Teachers of English

Karen Carney, Co-Conference Chair
Ohio Council of Teachers of English

Dear Ohio Council of Teachers of English:

We send greetings from the National Council of Teachers of English to you and to all conference attendees on February 3-4, 2017! NCTE affirms the creation and offering of this Conference by Ohio Council of Teachers of English. Equally, we applaud each participant’s contribution to the event and to the profession.

Teachers benefit from ongoing learning opportunities as they improve teaching of English, English language arts, and literacy at all grade levels. Research shows that all students can achieve at high levels when their teachers are continuing learners, especially in teams with colleagues across disciplines. At this conference teachers can share new ideas and work together with colleagues to better support their students’ learning.

NCTE provides professional learning in multiple ways through professional learning programs; books, journals, and position statements; conventions and meetings; and participation in the National Center for Literacy Education. In addition, NCTE alerts policymakers at the local, state, and national level about effective teaching and learning practices to consider as they institute new policies.

Just as your affiliate sparks your learning, NCTE can nourish your pedagogical knowledge, access to colleagues across the country, and love for your profession. We invite you to join us.

Sincerely,

Emily Kirkpatrick
NCTE Director

Millie Davis
Senior Developer, NCTE Affiliates
Director, Intellectual Freedom Center
Executive Board

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Brandi Young  Library Liaison/NCTE Lit Magazine  Westerville
Josh Younge  Vice President  Chillicothe
1959—1961 Ernest W. Gray University of Toledo
1961—1962 Wilfred Eberhart The Ohio State University
1962—1963 Karl Dykema Youngstown State University
1963—1964 Ruth Smith DeVilbiss High School
1964—1965 Althea Beery Cincinnati Public Schools/Elem Supervisor
1965—1966 John Ostrom Wittenberg University
1966—1967 Kathryn E. Hearn Delaware Hayes High School
1967—1968 James Drake Avon Lake High School
1968—1969 Charles Will Upper Arlington High School
1970—1971 Edward P.J. Corbett The Ohio State University
1971—1973 Louis Papes Parma High School, Cleveland
1973—1974 Patricia Bjerstedt Gahanna Lincoln High School
1974—1975 H. Thomas McCracken Youngstown University
1975—1976 James E. Davis Ohio University
1976—1977 Evelyne Robey Princeton City Schools/Curriculum Coordinator
1977—1978 Vernon Roberts Kent State University
1978—1979 Kathryn Dunham Mount Vernon High School
1979—1980 George Ware Ohio University—Zanesville
1980—1982 Elizabeth Nace Summit County ELA Supervisor
1982—1983 Patricia Gilbert Wright State University
1983—1984 Hazel Davis Federal Hocking High School
1984—1985 Richard Gebhardt Findlay College
1985—1986 Judith Keck Licking County Reading ELA Supervisor
1986—1987 Eileen Tway Miami University
1987—1988 Karolyn Holm Burkett Newark High School
1988—1989 Ruth Ann Peck Northmont Junior High School
1989—1990 Harold M. Foster University of Akron
1990—1991 Carol Brown Ohio Department of Education
1991—1992 Bonnie Chambers Bowling Green State University
1992—1993 Peggy Papritan Martinez Glenford Elementary—Principal
1993—1994 Evelyn Freeman OSU—Newark/Education Program Coordinator
1994—1995 Nancy Mellin McCracken Kent State University
1996—1997 Patricia Terry Hamilton County ELA Coordinator
1997—1998 Susan Gardner Ohio Department of Education
1998—1999 Margaret “Marge” Ford Memorial High School, Campbell, Media Specialist
1999—2000 Jackie Glasgow Kent State University—Trumbull County
2000—2001 Sue Malaska Shelby High School
2001—2002 Margie Bush Shawnee High School
2002—2003 Allison Baer Warren Junior High School
2003—2004 Carolyn Suttles Bristol High School
2004—2005 Colleen Ruggieri Boardman High School
2005—2006 Cindy Bowman Ashland University, Columbus
2006—2007 David Bruce Kent State University
2007—2008 Michele Winship Capital University/Dir. of Professional Dev.
2008—2009 Regina Rees Kent State University
2009—2010 Karla Hayslett Wilmington High School
2010—2011 Karen Tollafied Beachwood Elementary
2011—2012 Karen Carney Campbell City Schools
2012—2013 Jessica Bennett Brookpark Middle School
2013—2014 Sarah Ressler Wright RB Hayes High School
2014—2015 Deborah Thomas Granville Intermediate School
2015—2016 Stephenie Eriksson Blanchester High School

SPECIAL MEMBERS:
Hazeldean Meyers (Stent) Executive Director, 1988—1991
Ruth McClain Executive Director, 1991—2011
Diversity: Recognizing and Nurturing the Masterpiece Within All of Our Students

February 03, 2017

Dear OCTELA Colleagues,

The world of education continues to evolve to accommodate the children it is intended to service. One must ask the vital question: are educators evolving with them? To evolve, we must be involved in professional organizations such as OCTELA. Of course, the only way this organization continues to exist is through the dedication and hard work of an amazing group of people. When I agreed to accept the Presidential line, I learned just how amazing. They helped me through family emergencies, family tragedies, and personal struggles...you know, life. Because that’s what family does.

The OCTELA Executive Board is a group of the most caring and dedicated lovers of literacy that I have ever met. I am humbled by their knowledge and passion. Every single person volunteers countless hours to make this organization not only one of the most award-winning in the country, but also a cornerstone of trusted resources and best practices in the state of Ohio. For this, and so much more, I thank each and every one of them. As a member, you should consider yourself part of a proud tradition.

Traditions only continue when they are carried on. That means that we need you. One hundred and fifteen people planned outstanding presentations for this conference. Five keynote speakers traveled from all over the country to share with you messages that reflect their hearts and often bare their souls. College students are helping to run the Scholastic book fair. A brand new website was launched. An award winning journal was published with articles submitted by professionals across the state. We are making a difference...you make a difference. For this, for your attendance, for what you do every single day in the classroom, I say with utmost respect, thank you. Truly this has been a Masterpiece.

Sincerely,
Michelle Best
OCTELA Conference Co-Chair
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OCTELA  
Spring 2017  

Diversity: Recognizing and Nurturing the Masterpieces Within All of our Students

Friday, February 3, 2017

7:00—12:00  
Registration

7:30—9:00  
Continental Breakfast and Visiting Exhibitors

8:00—8:50  
Session A Breakouts

8:00—8:30  
First Time Attendee Pre-Session
German Village

8:30—9:00  
College Graduate Credit Meeting
German Village

9:00—9:50  
Welcome and Keynote Speaker: Dr. Ernest Morell
Alder/Cedar

Autographing session in Alder/Cedar immediately following the Keynote session sponsored by PEARSON

10:00—10:50  
Session B Breakouts

11:00—11:50  
Session C Breakouts

Board of Trustees Meeting: Delaware Conference Room

12:00—1:50  
Luncheon with Keynote Speaker: A.S. King
Alder/Cedar. Autographing session in Alder/Cedar immediately following.

Presentation of The Bonnie Chambers Grants
Introduce the Teacher Ambassador for the Fund the Dream Award

2:00—2:50  
Session D Breakouts

3:00—3:50  
Session E Breakouts

4:00—4:50  
Keynote Speaker: Dr. Danny M. Cohen
Alder/Cedar

Autographing session in Alder/Cedar of complimentary book for all who attend immediately following.

5:00  
Day Wrap Up: Kindle Raffle—Alder/Cedar
LPDC Certificates are available following the keynote speaker—Alder/Cedar

Cocktails & Conversation in Crosswoods Bar & Grill
Session 1  Monster Exchange Students: Bringing Culture from Home into the Classroom
Every classroom is diverse. But how do you bring that diversity into your classroom? How do you show the students that everyone is unique but wonderful? This presentation shows a very unique way to do this while also bringing families closer together using an "exchange program." The idea is geared more toward younger grades but can be used in older grades as well.
Danielle Viars, Delaware City Schools  K—4  Polaris 1

Session 2  Expert Writing Across the Curriculum
Using gradual release of instruction in a balanced literacy framework, we will demonstrate and share ideas for expert writing across the curriculum. The session will include examples and resources for differentiating while teaching types of writing connected to science, social studies, and literature.
Jessica Wilson, Granville Exempted Village School District  Lisa Stankunas, Liz Smith, Lori Fender, Christine Jude  K—4  Polaris 2

Session 3  Supporting the Uniqueness of Middle Level Students While Developing Their Vocabulary Learning in Meaningful Ways
The difference between the number of words a middle level student uses and the number of words that student needs to be successful in school can be enormous. In this session, seven practical and proven strategies, aligned with CCSS L.4-6, will be shared to motivate students and ultimately cultivate vocabulary development.
Angela Thomas, PhD, NMCT, Bowling Green State University  5—8  Oaks 1 & 2

Session 4  Loving to Read Again!
Imagine a classroom where students read by choice! Learn about how to implement an effective independent reading program that doesn't require tests or the accumulation of book points. Based on Book Love, by English teacher Penny Kittle, I will share how I have used this program to help students love reading again.
Paul Dalsky, Eastland-Fairfiled Career and Technical Center  9—12  Buckeye 2

Session 5  The Cold War Decoded Using Google
History and ELA team up to help decode JFK’s Inauguration speech and the implications of the Cold War on the US. Google apps and extensions help students discover rhetorical devices within the speech and are able to maneuver through primary sources. Ultimately, students take charge of their learning.
Jason Higgins, Plymouth-Shilo Local Schools  Jennifer Green  9—12  Franklin

Session 6  Exploring Human Heroes and Living Monsters: A High Interest Research Paper in the Inclusion Classroom
The purpose of this session is to inform educators, specifically high school English teachers, about an effective research paper that applies multiple levels of analysis with the high-interest topics of heroes and monsters. This research paper explores why an individual is deserving of the title of "hero" or "monster" based on his/her behavior within society. Furthermore, this session will include techniques about how to reach learners with various abilities, specifically those in an inclusion environment.
Kelly Rose and Kim Orr Strongsville City Schools  9—12  Buckeye 1
Session 7  
**It Takes a Community: Maximizing Student Learning with Classroom Guests**  
This session will explore utilizing guests in English classrooms to develop community, increase skills, and bridge relationships between persons with profound differences. Presenters will describe scenarios (elaborating on successes and challenges) of utilizing community members to assist and to support learning. Learn research and strategies to enhance benefits of classroom guests.

Christa Preston Agiro, Wright State University  
Claire Preston  
All  
Arena

Session 8  
**First Time Attendee Pre-Session**  
Participants will learn about the fundamentals of OCTELA as an organization while discovering hints and tips for a successful conference experience. Come to receive a gift bag and priority seating at selected breakout sessions.

Board Members  
All  
German Village

Session 9  
**Top Ten Things Teachers Can Do to Support English Learners**  
Working with English learners can be a daunting task. This presentation will share some simple ideas of how teachers can work with this diverse group of learners.

Dr. Maggie Lehman, Shawnee State University  
All  
Short North

Session 10  
**Mastering the Standards**  
This session will focus on how students can master standards through assessments based on different depths of knowledge. Student performance allows for both targeted interventions and enrichment based on students' strengths and weaknesses.

Michelle Smith, Strongsville City Schools  
Ashley Swaney  
All  
Oaks 3

Session 11  
**The Search for Text-Dependent Discourse in a Socratic Seminar**  
Socratic seminars are great, but do they achieve our purposes? We will share our research evaluating in-person seminars with online forums, evaluating how these discussions achieved curricular goals. We will share how we developed a process to harness the strengths of both formats as a result of what we found.

Beth Walsh-Morman, Notre Dame-Cathedral Latin School  
Katie Ours, Victoria Frabotta  
All  
Fairfield

Session 12  
**Recognizing the Need for Literacy Support in Higher Education**  
While there is a plethora of research on the importance of using content area literacy strategies in secondary classrooms, the same does not apply to the university setting. Recognizing this lack of support for college students, this presentation will discuss effective vehicles for university professors to better support the literacy needs of their students.

Mary Heather Munger, University of Findlay  
Dr. Allison L. Baer  
College  
Union
Keynote  
Friday, February 3, 2017  
9:00—9:50 AM

New Directions in Teaching English: Inspiring Readers and Writers in 21st Century Classrooms

Dr. Ernest Morrell

Ernest Morrell is the Macy Professor of English Education and the Director of the Institute for Urban and Minority Education (IUME) at Teachers College, Columbia University. He is also a Past-President of the National Council of Teachers of English (NCTE) and a Fellow of the American Educational Research Association (AERA).

Dr. Morrell was an award-winning high school English teacher in California, and he now works with teachers and schools across the country to infuse multicultural literature, youth popular culture, and media production into standards-based literacy curricula and after-school programs. He is the author of nearly 100 articles and book chapters and five books including: *Critical Media Pedagogy: Teaching for Achievement in City Schools, Language & Literacy* and *Linking Literacy and Popular Culture*. In his spare time he coaches youth sports and writes poems and plays.

Autographing session in Alder/Cedar immediately following the Keynote session sponsored by

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Session 13  
Friday, February 3, 2017  
10:00—10:50 AM

In Search of Diverse Picture Books: Where to Find Them

All students need to have access to high quality books that represent diversity. However, diverse picture books can be difficult to find. This presentation will discuss resources teachers can use to find picture books that represent a broad range of cultures, ethnicities, and experiences.

Terry Benton, Youngstown State University  
K—4  
Polaris 1

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Session 14  
Friday, February 3, 2017  
10:00—10:50 AM

Voices of a Teacher

For all you tired teachers who are looking for something painless and yet purposeful, please join us to experience a variety of language arts interactives. Participants will walk away feeling renewed and energetic with at least one key activity to implement tomorrow.

Rebekah Fultz, Fairborn City Schools  
K—4  
Polaris 2

Roger Bullard
Session 15  
Becoming a Wordsmith

A well-developed vocabulary is crucial to academic success. But what does it take to become a wordsmith? Readers must be able to unlock unfamiliar words in order to gain meaning. Writers use words to express thoughts and ideas. Utilizing just the right word for a specific purpose and audience is imperative for communication. Therefore, systematic vocabulary instruction is an important component in a well-balanced literacy curriculum.

Cheryl H. Ellis, Zaner-Bloser Publisher

Session 16  
Peer Mentorship

This session will present ideas on how to incorporate a mentorship program in schools. Mentorship has shown to build relationships among students, leadership skills in mentors and a healthy environment within schools. Participants will be actively engaged in fun activities that they will be able to take back to their schools and implement with their own classes along with key aspects of a mentorship program.

Angela Yohman, Austintown Local Schools
Ann Marie Martin, Stacie Cepin

Session 17  
Reading Dystopian Worldviews to Write a New View of Diversity

While negative rhetoric and phobias are real, reading fiction – YA series The Hunger Games and Divergent, classics like The Giver, and contemporary apocalyptic tales Station Eleven and World War Z – encourage students to write critically about issues of diversity in culture. Assignments explored include research, rhetorical analysis, argument, and multimodal.

Lisa Beckelhimer, University of Cincinnati

Session 18  
ELA in the Real World

This session is intended to equip teachers with tools to connect their classroom standards and content to real world experiences that students can relate to or prepare for. The presentation will model student led learning and differentiation strategies as attending teachers will be specifically grouped and asked to explore the materials provided in the session. There are four areas that will be explored in this session. The first area of focus will be on poetry slam and how to use different types of poetry to meet a variety of learning styles. Music lyrics and a brief education on the who and how to use lyrics to teach literature will be the second area of focus. The third area of focus reviews the standards for speaking and listening and different strategies to use weekly that reinforce students’ ability to speak AND listen. Next, the session will provide strategies for research and how this can be used as career preparation for upper classmen. The goal of this session is to provide strategies teachers can use in the classroom that continually connect all of the five standard areas (Literary text, Informational text, Speaking and Listening, Writing, and Language) to the world students live in when they leave school.

Melissa Charles, Columbus City Schools

Session 19  
The Mrs. Dubose Project: Bringing To Kill a Mockingbird to Life Through Service-Learning

The Mrs. Dubose Project is a service-learning project where students interview senior members of their community or family to learn about a different generation/culture and then write a first-person Flash Fiction narrative from that person’s POV. "Standing in their shoes" teaches students empathy and social skills, and shows them a life beyond their own which brings the reading to life.

Mary Erste, Strongsville City Schools
Session 20  Creating and Exploring the Diversity of Disabilities Using Young Adult and Children's Literature

Teach your students to empathize, embrace and encourage the diverse types of mental and physical disabilities, using young adult and children's literature as a guide. Teachers will learn about the disabilities genre and how to incorporate books and resources into their middle and high school English classrooms.

Morgan Perryman, Wright State University
Devon Williams

Session 21  Inspire Me! Teach Me! Help Me Make a Difference!

How can people help make the world better? Meet standards while exploring a real life essential question incorporating best content literacy practices in engaging materials that meet students' differentiated needs. Participants will leave with National Geographic books and effective ideas for classroom implementation. "The World Needs CURIOSITY/PASSION/INSPIRATION/BOLDNESS!"

Candace Carro, National Geographic Learning

Session 22  "Shakespeare's Standing O"

Set Shakespeare free in the classroom with smart, easily-adapted methods and materials for performance-based teaching of William Shakespeare's works. This breakout session is fun, interactive, and will keep teachers engaged the entire time. It is geared towards elementary and secondary English and drama teachers; however, all interested teachers are welcome. Teachers will learn performance-based methods to actively engage their students in the Bard's plays along with meeting required Common Core Standards. Teachers, Ann Hasenohrl and Rebecca Papakonstantinou, are recipients of the British University Summer Scholarship where they studied at the Globe Theatre in London, England. In this session, they will offer smart materials, performance based approaches, and easily adapted methods to bring Shakespeare's language to students in a new and exciting way.

Ann Hasenohrl, Westlake City Schools
Rebecca Papakonstantinou

Session 23  Diversity Through LGBTQ-Inclusive Curricula

While racial and cultural diversity awareness and acceptance in schools seem to be more commonplace, students who identify on the LGBTQ spectrum, or come from same-sex households, rarely see LGBTQ-related issues reflected in any of the materials educators choose. This session will help educators explore and incorporate these issues.

Karen Tolliafield, Kent State University

Session 24  Sketchnoting: A Pathway to Diversity in Learning

Sketchnoting, or visual notetaking, is a process of representing ideas non-linguistically. This strategy can be used in all content areas to increase comprehension, rigor, and engagement with text. It is accessible to diverse learners and employs multiple modalities of learning. In this session, participants will learn the what, why, how, and when to incorporate in classrooms.

Heidi Weber, Loveland City Schools
Pattie Niese
Session 25  The Impact of Text Selection on Student Engagement
This presentation highlights children's literature that is culturally relevant and also can be applied to common core Reading, Writing, and Language standards.
Tara Gomez, Southwestern City Schools
Rachel Parrish

Session 26  How Providing Feedback to Students Changes Their Writing
I will discuss how to incorporate different strategies of feedback in the classroom and the effects they have on student writing. I will show how modeling feedback helps young writers understand what feedback is, how to use feedback to improve writing, and how students can provide feedback to one another.
Heather Palmisano, West Clermont School District

Session 27  Top 10 Countdown for Engaging Reluctant Writers
Engaging reluctant writers is a goal for many ELA teachers. Grounded in research conducted in a 6th grade classroom, this session provides concrete strategies and ideas to make teaching writing easier and more engaging for reluctant writers. Session attendees will receive creative ideas and strategies for any writing classroom.
Hannah Chai, Wright State University

Session 28  Be the Bill of Rights: Using Dramatic Inquiry for Active Reading of Primary Sources
Participants will bring the classroom to life by using active approaches to the study of the Bill of Rights. This dynamic lesson will help students explore their understanding of the Bill of Rights, analyze the historical document and make connections to contemporary issues. A middle school social studies teacher will lead this session.
Greg Sharp, Buckeye Valley Local Schools
Jessica Sharp

Session 29  Composing with Sound: Sonic Expression for Social Action
This presentation shares what happened when sound was recognized as a composing practice in school. Centered around 11th graders’ engagement with an interdisciplinary, 10-week unit during which they composed and produced a music album, this work examines what sound affords adolescent writers and how pedagogies of sound support social justice.
Molly Buckley-Marudas, Cleveland State University

Session 30  Holocaust Literature: A Lens for Teaching Social Justice
Teachers will explore pedagogical guidelines and framework for teaching Holocaust and social justice texts. We will examine and interact with a variety of resources, activities, and technology available for expanding student engagement with this difficult text.
Susan Fletcher, Ohio University
Vondra Hoop-Thompson
Session 31  Using Perception Versus Reality to Break Down Stereotypes
We plan to share our ideas and materials with other teachers on how to implement differentiation within the classroom. The materials will provide scaffolding so teachers can use them on different grade levels: with focus being on ninth grade and eleventh grade and how to reach both.
Megan Raiff, Wright State University  Kacie Sordyl

Session 32  Refilling Your Cup
The trauma-sensitive schools movement uses components of both PBS and SEL to help all involved: students, staff, and community members. Using the resources: Fostering Resilient Learners and Trauma-Sensitive Schools, educators can use the influence of relationships and self-care to better reach and help students SUCCEED!
Jennifer Green, Plymouth-Shilo Local Schools

Session 33  What Is Good for English Language Learners Is Good for Everyone
Teaching for ELL success helps everyone. Come to this session to experience strategies that assist English language learners’ language development and content knowledge. Hear why these strategies work, and identify reasons why methods traditionally promoting ELL student success benefit all types of learners.
Claire Preston, Dayton Public School District  Christa Preston Agiro

Session 34  Project Based Citizenship
This session is designed for teachers looking to bring active citizenship to their classroom. Youth for Justice (YFJ), a project-based citizenship program, supports your current curriculum without going “back to the drawing board” to create or replace units. YFJ Students become “agents of change” working to identify, research, solve, and report on an issue or problem in their community.
Ryan Suskey, The Ohio Center for Law-Related Education

Session 35  Reignite Your Passion for Writing and Kickstart Your Students Through National Novel Writing Month
Join the national creativity spree that is NaNoWriMo! Veteran writer and teacher Kate Kennedy will share easy ways to get started, student advice for implementing a successful National Novel Writing Month, and compelling reasons for dedicating an entire month to creative writing such as empowering reluctant writers, differentiating through individual word goals, building test-taking stamina, raising test scores, and accelerating progress in other writing genres.
Kate Kennedy, Worthington Schools
A.S. King

A.S. King has been called “One of the best Y.A. writers working today” by the New York Times Book Review. King is the author of highly-acclaimed novels including her 2016 release *Still Life with Tornado*, 2015’s surrealist *I Crawl Through It*, *Glory O’Brien’s History of the Future*, *Reality Boy*, the 2012 Los Angeles Times Book Prize winner *Ask the Passengers*, *Everybody Sees the Ants*, 2011 Michael L. Printz Honor Book *Please Ignore Vera Dietz* among others. She is a faculty member of the Writing for Children and Young Adults MFA program at Vermont College of Fine Arts and spends many months of the year traveling the country speaking to high school students. After fifteen years living self-sufficiently and teaching literacy to adults in Ireland, she now lives in Pennsylvania. Find more at [www.as-king.com](http://www.as-king.com).

Alder / Cedar Rooms

Autographing session in Alder/Cedar immediately following the Keynote session

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Session 36  Re-Envisioning Strategies & Ideas for a Pre-K - 1st Grade Writer's Workshop Classroom: Recognizing the Needs of Young Writers

Young children can write! This session provides strategies and ideas to support Pre-K - 1st grade writers in a Writer’s Workshop classroom. Session attendees will receive research supported strategies and ideas that will motivate, engage, and support young writers through the writing process.

Hannah Chai, Wright State University
Brittany Wisecup, Ariana Derksen, Allison Rives

K—4  Polaris 1

Session 37  Writing Should be FUN! Choice and Authentic Audience to Engage All Writers

Middle grades writers soar with engaging multimedia content and a safe audience of their peers! Scaffold differentiated writing experiences online by providing personalized feedback and choices within any genre using Write About. Set up a creative, safe, student-centered writing community supported by data.

Brad Wilson, Independent Education Consultant

5—8  Oaks 1 & 2

Session 38  Testing Never Bothered Me Anyway

Continue building authentic readers and writers in your classroom, and leave it to us to share strategies that will assist students with the genre of on-demand writing in a testing environment. We may be frozen in time for two days, but the state is not worth melting away all of the authentic reading and writing occurring daily in your classroom.

Kristen Fox, Mahoning County Educational Service Center
Julianne Ware, Katie Rabel, Lisa Young, Lisa Iberis, Wendy Lyden, Angeline Theis

9—12  Fairfield

Session 39  Rethinking Research

The session will provide practical strategies for incorporating research in the classroom throughout the year. We will discuss researching consistently and methods for practicing the research skills students need. Through inquiry-based approaches, students can answer questions, such as: “Why are we reading this?” and “How does this relate to me?”

Kalyn Hollatz, Miami East Local Schools

9—12  Union

Session 40  Differentiated Instruction and Assessment for Diverse Learners

This session will explore practical methods of differentiated instruction and assessment in the mixed-ability classroom. Topics to be addressed will include electronic learning platforms, student choice and project based learning, tiering assignments and assessments, annotating text, and accommodating diverse learning styles. Sample assignments and rubrics will be available.

Michelle Howes & Kim Wum Delaware City Schools

9—12  Franklin

Session 41  The Case for CommUNITY in the ELA Classroom

The Case for CommUNITY: Exploring the ideas of community to promote diversity and individuality. This presentation will highlight the importance of creating, acknowledging, and extending students’ accessibility to the various and diverse communities to which they belong through standards-driven language and literature instruction in the Language Arts classroom.

AJ Ricker and Lindsay Smith, Wright State University

9—12  Buckeye 2
Session 42  Into the Wild: Effectively Combining STEM and English/Language Arts

The session will focus on tools and strategies used to teach English and science standards across the curriculum. Subjects focused on English, Environmental Science, and Research Design/Engineering. We will discuss student work, teaching strategies, and the design process.

Tony Taliani, Metro Institute of Technology
Holly Hayden  
9—12  Buckeye 1

Session 43  Let’s Talk about the (White) Elephant in the Room

Join a discussion that impacts many of us: How do we effectively integrate diversity into homogeneous classrooms? How can we foster understanding in our students and get them to consider other perspectives? Common frustrations will be addressed but successfully implemented activities and methods will also be shared. Bring your ideas!

Stephanie Eriksson, Blanchester Local Schools
Karla Hayslett  
All  Arena

Session 44  Engaging Diverse Learners Through Positivity

Learn EPI’s Wheel of Positivity: a research-based approach to student engagement. Participants will learn the motivation equation, how to design for deep learning and how to provide positive feedback to build motivation. Session will be full of concrete examples for ready-use in the classroom.

Dorothy Moulthrop, Educational Partnerships Institute, OSU
Dr. Lisa Riegel  
All  German Village

Session 45  Addressing the (W)hole Student: Deviance, Ghosts, and Memes

The concept of the whole student currently dominates higher education research; yet, how can educators truly address the entirety of a person through coursework? This panel of educators from Ohio University-Chillicothe will share ways to engage the unknowable components of student identities that are systematically uninvited into the classroom.

Debra Nickles, Assistant Professor of English, Ohio University Chillicothe
Tony Vinci, Assistant Prof. of English; James Snider, Adjunct Prof. of English  
All  Short North

Session 46  Controversy in the Classroom: Leading Structured Controversial Issues Discussions

Discussing controversial issues is one of the Six Proven Practices for Civic Learning. But, the thought of controversy in the classroom often strikes fear in teachers’ hearts! This session will teach a systematic approach to introducing and managing controversial issues in the 5-12 classroom, including overviews of popular discussion formats and research on best practices.

Ryan Suskey, The Ohio Center for Law-Related Education  
All  Oaks 3

Session 47  Multigenre Magic: Where Passion, Digital Literacy and Creativity Collide

In this session, you’ll learn all about the wonders of the Multigenre Project's endless possibilities and ability to hook every writer in your class. We will learn the process of the project, about digital literacy tools to make unique genres come to life, and view samples of projects from a variety of grades!

Meghan Treglia, Forest Hills School District  
All  Polaris 2
Session 48: "I don't know how to answer that, but I know whom to ask!"  
Collaboration to Benefit All Students

The vast array of services required to meet the diversity of student needs found in our classrooms today has led to a call for educators to communicate and to collaborate seamlessly. An ELL specialist and a 3rd grade GT teacher share strategies for facilitating collaboration and high-impact instruction for all students.

Taylor Lang and Kathleen Brownley  
Reynoldsburg City Schools

Session 49: Exploring Fear and Courage in Literature Through Multi-Genre Projects

Participants will learn how to use literacy contracts to explore historical fiction and multi-genre projects with a focus on the concepts of fear and courage that are still relevant to today's youth. A cross-curricular focus allows teaching teams to work collaboratively and differentiate for student needs.

Megan Ginther, Lebanon City Schools  
Holly Mueller  
5—8  
Oaks 1 & 2

Session 50: Anatomy of a College-Ready Future Teacher: If They See It, They'll Embody It

Once we get our future teachers to college, we need to ensure that the cultural shock and rigor doesn't force them back home. Let's get them there and keep them there!

Bridget Lambright, Cleveland Heights—University Heights  
9—12  
Short North

Session 51: Teaching Poetic Devices Through Culturally Relevant Texts: Student Masterpieces-in-Process

In urban classrooms, poetry can engage students in essential learning and in reflecting for academic and personal growth. This session will examine how to effectively teach specific poetic devices by analyzing culturally relevant texts with students, then guiding them in applying learning and personal experiences to create original poetry masterpieces.

Todd Cecutti and Dr. Cheryl DoBroka, Capital University  
9—12  
Buckeye 2

Session 52: Bursting Your Bubble: Diversity and Empathetic Curiosity

How can we cultivate an open mind about people different from ourselves when social media and technology has made it easier than ever to cling to our isolated, comfortable cells of like-minded people? Now more than ever, teachers need to develop their students' empathetic curiosity. In this presentation, I will share resources on empathetic curiosity, and in particular those that address the relationship between curiosity and technology in the 21st century. I will address how developing empathetic curiosity in the classroom might help our students to develop a more lasting and meaningful appreciation of the diversity of others. I will lead the audience through a few example classroom activities and end the presentation with some overall suggestions for the high school and college English teacher.

Kara Getrost, University of Dayton  
9—12  
Union

Session 53: Teaching Diversity Through Graphic Novels

Graphic novels are a high-interest, rich format that engage a variety of students. Join an English teacher and library media specialist to learn how to utilize graphic novels to diversify and enrich all levels of curriculum (SPED to AP). High school level lessons/units will be shared along with suggested titles.

Casey Matthews and Anglea Maxwell, Beachwood Schools  
9—12  
Buckeye 1
Session 54  I Am Sorry That It Was You and Not Me: Using the Holocaust to Teach Empathy, Survival, and Emotional Intelligence
Learn how to successfully incorporate a diverse array of resources to build and develop middle and high school Holocaust units with guiding questions about empathy, emotional intelligence, survival, and “talking back” to injustice.
Morgan Perryman, Wright State University
Devon Williams and Renee Swallow

Session 55  Lanyard Love
We're always looking for ways to avoid another worksheet. Learn to love lanyards! It's not just about gratuitous alliteration. Extremely versatile (and inexpensive), they'll accomplish everything from formative assessment to vocab review and more. And--they get the whole class involved. Come get ideas you can use on Monday!
Eddie Black, Lancaster Schools
Katrina Hewitt

Session 56  Nurturing Our Students—and Ourselves—by Building Community
“Put on YOUR oxygen mask first.” OCTELA's keynote speakers all connect to community and shared stories—our “oxygen.” Reinvigorate yourself as we share hugely diverse stories of the classroom and the profession. Garner lesson ideas for sharing students' unique stories that encourage community and build listening, speaking, and writing skills.
Angie Beumer Johnson, Wright State University
Rikki Bell, Elise Chandler, David French, Diedra Mitsoff, Leslie Rogers

Session 57  Reaching ALL Writers with Mastery Learning
This session will outline and explain the development and use of self-paced mastery learning to facilitate the writing process for learners. This presentation will discuss management, progress monitoring, and implementation strategies utilized to meet the diverse needs of all writers. Resources, templates and examples will be provided to participants. Additional access to online resources and content will be shared.
Amelia Ostrowski, Walsh University; Chad Ostrowski

Session 58  Making Whole Class Novels Matter Through Essential Questions and Text Sets
In this session, participants will work to overcome challenges related to teaching whole class novels. We will consider the universal human issues driving our novels and create essential questions and corresponding text sets that help students to better grapple with the questions, lessons, and experiences contained within novels.
Beth Toerner, Wyoming City Schools

Session 59  Because They Marched, "Others" Followed: Equal Rights Then and Now
With over fifteen years co-teaching together, this dynamic partnership will share the success they’ve had with a diverse group of learners (ethnic, socio-economic, academic) in a project spanning 50 years—Civil Rights to modern day. It addresses the essential question: What changes and what endures over time as diverse America continues to fight for their rights? Their equal but varied expertise, shared purpose, and common vision has stood the test of time as they have honored and served their diverse population through the years.
Robin Troth and Suzie Ezell, Worthington City Schools
**Keynote**  
Friday, February 3, 2017  
4:00—4:50 PM  

*Unsilence Your Voice*  

**Dr. Danny M. Cohen**

Danny M. Cohen is not only an author (*Train, The 19th Window, Dead Ends*) and an assistant professor of instruction at Northwestern University, he is also the founder of the Unsilence Project, a new non-profit that creates and delivers engaging learning experiences about hidden, marginalized, and taboo narratives of atrocity and human rights.

By attending, be one of the select to hear his amazing message and receive a free copy of his novel *Train*.

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**Daily Wrap-Up**  
5:00 PM

*Day Wrap Up:* Kindle Raffle—Adler/Cedar  
LPDC Certificates are available following the keynote speaker—Adler/Cedar

*Following the Wrap-Up please join us for:*  
Cocktails & Conversation in Crosswoods Bar & Grill

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Sponsored by:  

Thank you for providing participants’ bags!
# OCTELA Spring 2017

**Diversity: Recognizing and Nurturing the Masterpieces Within All of our Students**

## Saturday, February 4, 2017

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<tr>
<td>7:00—10:00</td>
<td>Registration</td>
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<td>7:30—9:00</td>
<td>Continental Breakfast and Visiting Exhibitors</td>
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<td>8:00—8:50</td>
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<td>9:00—9:50</td>
<td>Welcome and Keynote Speaker: Matt de la Peña</td>
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<td>Luncheon with Keynote Speaker: Dave Stuart Jr.</td>
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<td>Presentation of Outstanding ELA Awards.</td>
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<td>Dr. Cynthia Bowman Endowment Recognition</td>
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<td>Annual business meeting.</td>
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<td>Closing with OCTELA 2018 Preview</td>
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<td>Alder/Cedar</td>
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<td>Basket Raffle, Kindle Raffle, LPDC Certificates for Friday and Saturday</td>
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Session 60  Culturally Relevant Teaching: Challenging Inequities/ Transforming K-2 Language and Literacy Learning and Teaching

This session will describe the NCTE-sponsored Professional Dyads and Culturally Relevant Teaching project, share a critical perspective on culturally relevant teaching that foregrounds languages, literacies, and cultures of children of color and emergent bilinguals while challenging inequities, illustrate this approach with examples from k-2 classrooms, and end with audience dialogue.

Dinah Volk, Cleveland State University

K—4  Polaris 1

Session 61  Walking on AIR: Close Reading Detectives & Writing Reporters

This session supports students Close Reading of texts, including the AIR test. Attendees will have the opportunity to strategize and to support students in becoming Reading Detectives and Writing Reporters. The book Stella by Starlight by Ohio author Sharon M. Draper will be featured for strategy support.

Karen Ragan, Wright State University
Melanie Steams

5—8  Polaris 2

Session 62  Using Fantasy in the Classroom

This presentation integrates compelling elements of fantasy into the teaching of reading and writing. Two original thematic units utilize alternate fantasy approaches, prompting students to create, explore, and simulate fantastical scenarios, exploring personal applications of themes like heroism, self-worth, and social structures. Hands-on and experiential learning prompt student investment and creativity.

Jackson Aukerman, Wright State University
Susan Scott

9—12  Short North

Session 63  Students Choose Donors Choose! Creating Student Led Projects to Fund Your Classroom

Teachers from grades 7-12 are encouraged to attend this session which will present a brief overview of the Donors Choose program. The session will focus on using the Student Led project option on DonorsChoose.org to create a meaningful opportunity for students to share their persuasive writing with an authentic audience and gain needed resources and materials for their own classroom.

Melinda Cales, The Academies, Chapelside Cleveland Acadmey
Beka Miles

9—12  Franklin

Session 64  Creating Readers Who Appreciate Rich Texts

This session would detail the importance of explicitly teaching the difference between commercial and literary fiction to students. I have found that supplying students with the criteria that defines literature allows them to appreciate it, rather than dismiss the literature as difficult or strange.

Katie Kilgour, Jackson City Schools
Candice Weddington

9—12  Buckeye 2
Session 65  Bringing Authenticity to the Classroom

High stakes testing has changed the way we teach reading and writing. As teachers, we feel tremendous pressure to treat these as the test does; yet we know formulaic approaches leave our students undernourished. We'll present methods that stay true to an authentic approach to reading and writing and preparing students for testing.

Jackie Mercer, Crestview Local Schools
Dr. Jeff Buchanan

9—12  Oaks 3

Session 66  Embedded Instruction: How one School Did It!

An English department chair and media specialist share a framework designed to insure literacy and research skills are being taught in an effective sequence. We will share our embedded instructional approach, which requires learners to apply information literacy to discipline tasks as they are taught.

Beth Walsh-Moorman, Notre Dame-Cathedral Latin School
Amy Myeres

9—12  Buckeye 1

Session 67  The Whoosh! Movement for Understanding Complex Texts

Taught by the Royal Shakespeare Society as a Rehearsal room tactic, this tool can help students, especially reluctant readers, get into a text and experience greater understanding. This tool is easily applicable to Reading and Language Arts and Social Studies, both fictional and non-fictional complex texts. I will demonstrate the activity using a nonfiction, historical biography.

Gayle Benjamin, Columbus City Schools

All  Germain Village

Session 68  The Standards in Assessments: Analyzing Assessment Items

This session provides participants with an opportunity to explore how the standards are the foundation of assessment items and will discuss how knowing this can inform the way we craft our own classroom instruction and assessments.

Tricia Ebner, Lake Local Schools—Stark

All  Oaks 1 & 2

Session 69  The Writing Code: Patterns, Rubrics, and Simple Grading Practices

I used Noden-esque coding practices with functional rubrics to engrain an understanding of structure and style in writing with measured results: over 60% of my 8th graders, in 2015, scored in the 4/5 range on the PARCC test, and 83% of my students (including students with 504s and IEPs) were in the passing range. The 2016 AIR results yielded above average growth with a scaled down implementation for 9th graders, and I incorporated the same techniques in CCP Composition I coursework. Resources available via Google folders.

Michael B. Sexton (pen name: Mick O'Seasnain), Wooster City Schools

All  Arena

Session 70  Embracing Diversity in a Language Arts Classroom: Three Teacher Candidates' Experiences

Three teacher candidates will demonstrate how to engage students through language and/or social justice. Purpose: Discover how to meet the needs of diverse learners by using innovative, active learning strategies, celebrating students' masterpieces as students connect with their own thinking, their classmates, and their connection with the content.

Dr. Joanna Weaver, Bowling State University
Chavez Myka, Chris Carter and Lucinda Overby

All  Fairfield
Keynote  
Saturday, February 4, 2017  
9:00—9:50 AM

Reading (and Writing) from the “Wrong” Side of the Tracks

Matt de la Peña

Matt de la Peña is the New York Times Bestselling, Newbery Medal-winning author of six young adult novels: *Ball Don’t Lie, Mexican WhiteBoy, We Were Here, I Will Save You, The Living* and *The Hunted*. He’s also the author of the critically-acclaimed picture books *A Nation’s Hope: The Story of Boxing Legend Joe Louis* (illustrated by Kadir Nelson) and *Last Stop on Market Street* (illustrated by Christian Robinson). Matt received his MFA in creative writing from San Diego State University and his BA from the University of the Pacific where he attended school on a full basketball scholarship. de la Peña currently lives in Brooklyn NY. He teaches creative writing and visits high schools and colleges throughout the country.

*Autographing session in Alder/Cedar immediately following the Keynote session.*

Session 71  
Using Picture Books to Teach Empathy and Acceptance

In this interactive session, participants will be provided with ideas on how to integrate picture books that promote acceptance, empathy and diversity into the classroom. Several ELA strategies/activities, in conjunction with many notable picture books, will be used to incorporate diversity in the classroom. An annotated bibliography will also be provided.

Karen Carney, Campbell City Schools
Cameron Carter  
K—4  
Polaris 1

Session 72  
Culturally Responsive Teaching: Working with Students and Families from Culturally and Linguistically Diverse Backgrounds

Our classrooms become more diverse in regards to the various cultural and linguistic backgrounds of students and families. Teachers are faced with the challenge of creating environments encouraging the development of positive attitudes towards diversity. This session provides teaching strategies on how to direct students and families from diverse backgrounds.

I.L. Rang Lee, Bowling Green State University  
K—4  
Polaris 2
Session 73  Gifted in the Middle: I vs. We
Reading the novella, Anthem, gifted 8th graders reflect on the effects of a collectivist society in which diversity and freedom of choice is against the law. Students create utopian societies comparing their visions of an ideal world, recognizing the fine line between a “me first” and a “we first” mentality.
Dawn Harris and Brooke Tinch, Franklin City Schools
5—8 Oaks 1 & 2

Session 74  Gamification: Developing Engaging Inquiry and Creative Play with Roots and Affixes
Part PokemonGo, part card game, and part best practice Vocabulary instruction, you will learn how to create engaging learning experiences around student inquiry into root words and affixes. Through this process, students learn spelling strategies, and they develop the ability to infer the meaning of unknown words.
Noah Waspe and Hilary Morgan, Lebanon City Schools
5—8 Oaks 3

Session 75  How to Use Different Perceptions to Create Differentiation in Your Classroom
We plan to discuss specific activities that we have created to show other teachers ways in which they can implement sensitivity and differentiation. Once we have discussed them, we will provide workshop time for teachers to work with the activities and see how they could work in their classrooms.
Kacie Sordyl and Amber Colliver, Wright State University
9—12 Buckeye 1

Session 76  A Look at Ohio’s ELA Standards Revisions
This session will provide an overview of the process used to revise Ohio’s ELA Standards in 2016. Additionally, information will be shared about the themes of the proposed changes and how educators may want to plan for implementation in the 2017-18 school year.
Tricia Ebner, Lake Local Schools—Stark
Lisa Bass
All  German Village

Session 77  Standardized Test Prep 101
The ACT and SAT, as well as many other standardized tests, are often hard to teach. Come to this session to receive many classroom-ready handouts, including general testing strategies, SAT/ACT specific strategies and practice questions. Sarah will also share vocabulary instruction approaches that will improve your students’ standardized test scores.
Sarah Ressler Wright, Delaware City Schools
All  Short North

Session 78  "Are we doing Shakespeare today?!": Using Drama Strategies to Explore Complex Texts
Students who love Shakespeare; an ELA teacher’s dream, but how can we make this happen? Learn how in this interactive workshop, facilitated by teachers who have been trained through OSU’s partnership with the Royal Shakespeare Company. Experience the use of active strategies and dramatic inquiry to engage your students. Sarah Ressler
Allison Volz, Columbus City Schools
Lorraine Gaughenbaugh, Jessica Sharp
All  Arena
Session 79  Key Note Speaker—Dr. Danny M. Cohen  All  Fairfield

Session 80  Little Red Knows Karate; Katnis Strikes Back, Again: Jazzing up YA and Children’s Literature

What can you do after you read a book and students want to be in the story? How do you extend talks on diversity in the book while still being in the book? Learn a method to extend the story with story based drama called "Ensemble Story-telling." We will explore how to jazz interest before, during, and after you read YA/Children's Literature and in turn, jazz your classroom.

Kevin Cordi, Ohio Northern University  All  Buckeye 2

Session 81  Working with English language learners

The population of English language learners continues to increase. Learning how to meet their needs is essential for their success. The new standards can be implemented to help scaffold their learning. Information about culture, language acquisition and how to help English language learners improve their reading, writing, speaking, and listening skills.

Jessica Burchett, Marion City Schools  College  Franklin

Session 82  Anchor Samples, Rubrics, and Feedback that Strengthen Student Writing

Using anchor samples and rubrics, participants will examine the samples and align them with leveled rubrics, analyzing the pros and cons of rubrics while examining the use of feedback to strengthen student writing. Purpose: To examine rubrics and written feedback to strengthen writing of diverse learners to nurture student writing.

Dr. Joanna Weaver, Bowling Green University
Dr. Kate Brodeur, Dr. Tim Murnen  K—4  Polaris 1

Session 83  Testing Never Bothered Me Anyway

Continue building authentic readers and writers in your classroom, and leave it to us to share strategies that will assist students with the genre of on-demand writing in a testing environment. We may be frozen in time for two days, but the state is not worth melting away all of the authentic reading and writing occurring daily in your classroom.

Kristen Fox, Mahoning County Educational Service Center
Julianne Ware, Katie Rabel, Lisa Young, Lisa Iberis, Wendy Lyden, Angeline Theis  K—4  Franklin

Session 84  Equipping Leaders to Close the Achievement Gap While Conquering Poverty.

Do you feel pressure to close the achievement gap? The added layers of servicing students with disabilities, minority students, students living in poverty- all while in charters operating with limited resources makes this task seem impossible. This highly skilled turnaround specialist will demonstrate to participants how to achieve 1.50 years’ worth of growth for all students through implementing culturally responsive teaching strategies, facilitating data dialogs, planning purposeful professional development, and establish sustainable partnerships.

Shawn Hurt, Inkster Preparatory Academy  5—8  Oaks 1 & 2
Session 85  Getting Kids Involved: Teen Activism In and Out of the Classroom

Hear a student panel discuss and answer questions about an engaging teen activism unit. A 6th grade literacy teacher and gifted intervention specialist will share co-teaching and co-planning strategies including support materials (novels and nonfiction texts) as well as how to invite students to research and to develop their own ideas.

Jennie Joseph, South-Western City Schools
Brookes Raines

Session 86  Read and Grow Literacy Program

Academy for Urban Scholar’s Men of Standard and local elementary students are paired together for an hour of: decoding, comprehension skills, word recognition, reading, completing homework and instilling a love for education, to each other.

Thomas Gunn, The Academy for Urban Scholars
Stephen Carus-Taylor

Session 87  Preparing Students for College Level Writing

What are the requirements of introductory college writing courses? What can teachers do to prepare students for college level writing? What types of critical thinking skills are essential to assessing non-fiction readings? This session will center around the skills that are needed to insure success with college level writing and skills that make the transition to college level writing smoother for the student.

Mary Jo Napholz, Bowling Green State University—Firelands Campus

Session 88  GLBTQIA+ Books for All Students

GLBTQIA+ books teach something sorely lacking in today’s society — empathy. We will share titles for all children PreK-12 that will help students both see themselves, and to become open to a world and others different from themselves. We will share discussion ideas, ways to communicate with stakeholders, and more.

Christina Door, PhD, Hilliard City School District
Lizabeth Deskins

Session 89  Swimming in the Fishbowl: Integrating Standards & Increasing Student Engagement

I used Noden-esque coding practices with functional rubrics to engrain an understanding of structure and style in writing with measured results: over 60% of my 8th graders, in 2015, scored in the 4/5 range on the PARCC test, and 83% of my students (including students with 504s and IEPs) were in the passing range. The 2016 AIR results yielded above average growth with a scaled down implementation for 9th graders, and I incorporated the same techniques in CCP Composition I coursework. Resources available via Google folders.

Michael B. Sexton (pen name: Mike O’Seasnain), Wooster City Schools

Session 90  Reach Them All: Teaching Diverse Learners with INFOhio Resources

Discover hidden features in INFOhio’s resources to design instruction for your diverse learners. See how INFOhio’s tools and resources will give you the power you need to differentiate for student learning styles and levels. You will learn about blended learning options and leave ready to diversify content for your students.

Brandi Young, INFOhio
Session 91 Matt de la Peña All Fairfield

Session 92 Finding the Value in Low-Stakes Writing Assignments
The presenter will discuss how low-stakes writing assignments are integrated into a first-year online college composition course. The assignments are a series of journals with focused prompts related to weekly material and non-fiction readings of students’ own selection. Benefits to students will be discussed as well as assessment strategies.
Katherine O’Neil, Kaplan University College Polaris 2

Keynote & Lunch 12:00—1:50 PM

Never Finished: Continually Crafting the Masterpiece in Us and in Our Students

Dave Stuart Jr.
Dave Stuart Jr. is a high school teacher in a small town who also writes and speaks. His topics are literacy instruction, character strengths, and the inner work of teaching, and his blog is read by more than 35,000 people each month. All of his work is animated by a single, driving question: how can our schools best promote the long-term flourishing of humans?
Alder / Cedar Rooms

The Dr. Cindy Bowman Presenter’s Award
Dr. Cindy Bowman embraced life in all of its wonder and challenges. She was a dedicated educator who began her career as a high school English teacher. In 1991, she became the first recipient of the James N. Britton award for excellence in the classroom. After earning her Ph.D. from Kent State University, she went on to help mold future educators at Ball State University and Florida State University before joining Ashland University as an Associate Professor of Curriculum and Instruction. Dr. Cindy was a Past President of OCTELA as well as an active member of NCTE.

OCTELA is pleased to honor her legacy by awarding the Dr. Cindy Bowman Presenter’s Award. The annual award is presented to a breakout session submission that exemplifies the enthusiasm and dedication to education that was part of Dr. Cindy Bowman’s life.
Outstanding Elementary ELA Educator Award—Patrice Messer

Patrice Messer, known as “T.C.” thanks to her brothers who bestowed the name as they pronounced Patrice this way when she was born, has always been a teacher. Young T.C. taught her neighbors, cousins, dogs, dolls and many students of her imagination in the backyard schoolhouse she and her friends created as little girls. It was not however until T.C.’s dear aunt Barb, a dedicated teacher herself, suggested “Teacher of the Deaf” as a career option for T.C. that “Teacher” would become her formal title. T.C. graduated in 1994 from Kent State University with her Bachelor of Science in Education and a license to teach students who are deaf and hard-of-hearing as well as those with other special needs. Since then, she has earned her Elementary Education license, her Master of Education in Curriculum and Instruction, her Gifted Education license and National Board Certification in Early Adolescents English Language Arts. In the Beachwood City Schools where she has been fortunate to work since her student teaching, T.C. has enjoyed a myriad of experiences working with and learning from elementary, middle and high school students ranging in ability from multi-handicapped to gifted. Using American Sign Language and English, she is currently utilizing Ohio’s Learning Standards-Extended to teach all content areas in a resource room environment to her remarkable students who are deaf and hard-of-hearing in grades three, four and five. T.C. is indebted to The National Writing Project at Kent State University, The National Board for Professional Teaching Standards and OCTELA for the best professional development of her career.

Her parents, two of the most virtuous and compassionate people she has ever known, were T.C.’s first and finest teachers. She is grateful for Tod, her best friend and loving husband of twenty-one years, who provides the support and encouragement she needs to do this work while being a wellspring of balance and joy. She regularly remembers Harold Johnson, a professor she studied with at Kent State who taught, “Their (students’) topics, your (teacher’s) tasks.” T.C. teaches with the philosophy that she must presume competence. She believes that relationships are paramount, that our world is enhanced by the diversity of our people, and that all students succeed when supported by high expectations and appropriate instruction. T.C. thanks God for all she has and has not been given.

Outstanding Middle School ELA Educator Award—Megan Ginther

Megan Ginther is a fifth grade language arts and social studies teacher at Berry Intermediate School in the Lebanon City School district. She has taught for 15 years. Megan earned her undergraduate degree in middle childhood education from Miami University, her graduate degree in curriculum and instruction from the University of Cincinnati, and recently earned her administrative license, also from UC. Megan is the co-chair of the fifth grade language arts department. She has been awarded “Teacher of the Quarter” by her colleagues. Megan has written and presented around the state about literacy contracts, which she and a colleague developed and piloted as a means of streamlining the ELA classroom. When not “doing school” Megan enjoys reading, writing, traveling, and spending time with family and friends.

Megan would like to thank her colleagues (who are some of her closest friends) for encouraging creativity and fostering a love of learning for the students in their care. The collaboration and freedom she is granted by her school district allows her to develop lessons and activities that are best for kids. Megan would also like to thank both past and present students with whom she has worked. Their open minds and willingness to learn ignites curiosity and creativity every day, making her job exciting. She would also like to thank her family for their constant encouragement and patience in all endeavors, both in and out of the classroom.
Outstanding University ELA Educator Award—William Kist

William Kist, Ph.D. is a Full Professor at Kent State University, where he teaches in the School of Teaching, Learning and Curriculum Studies. A former high school English teacher (in the Akron Public Schools) and a former language arts and social studies curriculum coordinator for the Medina County Schools’ ESC and for Hudson City Schools, Bill has been working with schools and districts for over 15 years, focusing in the areas of integrating technology and using high-yield instructional strategies with struggling students. An advocate for literacy teachers, Bill served as Issues Chair on the OCTELA Board from 2000-2007 and created the OCTELAISSUES listserv that is still in existence. He also was the founder of the Ohio Language Arts Supervisors’ Network, which is still active. On the national level, Bill was the Director of the Commission on Media for NCTE from 2007-2010 and has presented keynote addresses for such organizations as the American Reading Forum; South Carolina, Wisconsin, and Texas Councils of Teachers of English; Teachers College at Columbia University; High Schools that Work; the International Association for Entertainment Marketing Professionals; and, proudly, OCTELA. The author of over 50 articles, Bill has also penned four books including New Literacies in Action, The Socially Networked Classroom, The Global School and the recently published Getting Started With Blended Learning (ASCD, 2015). Bill also keeps active creatively, working as a professional musician (with a regional Emmy nomination for music composition to his credit) and currently serving on the Board of Trustees of the Weathervane Playhouse in Akron.

Bill lives in Copley with his wife, Stephanie, and three children—Mariel, Liam, and Vivienne—and wants to thank them most of all for providing the wonderful foundation and inspiration for doing his work. Coming from a family of teachers (including a grandmother who was a one-room schoolteacher) provided a great start for Bill, and he wants to thank his parents, Richard and Dorothy Kist, who were his first teachers and who still teach him to this day. Bill’s work in higher education would not have been possible at all were it not for the group of colleagues who gave him his first “big break” by hiring him! Thanks to Dr. Russ Hurd, Dr. Joanne Arhar, Dean William Bittle and Dean David England. Finally, an award like this would not be possible without the students and all the joys and challenges they have brought. Many of these students are now teaching in their own classrooms, influencing the next generation or two of students. It has been an honor to serve them.

Award of Special Distinction—Millie Davis

Millie Davis has more than 20 years of experience in the classroom, teaching at the high school and college levels.

Davis began her work with NCTE’s Anti-Censorship Program when she arrived at NCTE in 1989. She was instrumental in developing NCTE’s current system of response to challenges to instructional materials and in establishing NCTE’s collection of rationales for instructional texts. In addition, Davis continues to work with NCTE members developing and revising position statements to support NCTE’s belief in the student’s right to read and the teacher’s professional judgment in the selection of instructional materials and methods of instruction.

Davis currently serves as Senior Developer for Affiliates and Director of the Intellectual Freedom Center for NCTE and often speaks on intellectual freedom and censorship, leadership and organizational management, and writing.
Session 93  What Difference Does “Difference” Make: Moving Toward a More Diverse Classroom Library

We are committed to creating diverse school and classroom libraries that allow all of our students to have mirrors and windows as readers. We’ve learned that in order to do this, we must first reflect on our own identities, biases and reading habits. We will discuss the importance of including diverse books, which celebrate the collage of various cultural, racial, ethnic, and economic backgrounds of our student population. Resources and booklists will be shared. (Elementary and Middle School)

Franki Sibberson, Dublin City Schools
Lynsey Burkins, Mary Lee Hahn and Gretchen Taylor
K—4  Polaris 1

Session 94  Growing Passionate Writers: Authentic Writing in the Middle Grades

Drawing on the practices of YPAR, preservice teachers designed units to empower their future students with opportunities to write in authentic genres for authentic purposes. With the goal of building on students’ diverse strengths and igniting their personal passions, lesson ideas and student work samples will be shared.

Kate Brodeur, Bowling Green State University
Breshea Anglen
5—8  Oaks 3

Session 95  Creative Co-Teaching Collaboration!

Proposes the idea of getting creative with co-teaching collaborations. We (a general education teacher and school principal) will present on co-teaching opportunities to show teachers that co-teaching can happen even without an Intervention Specialist and IEP students!

Andrea Conover and Elizabeth Kletzly Lebanon City School District
5—8  Polaris 2

Session 96  Teaching for Social Justice through YA Literature and Beyond: A Look at Linked Text Sets Centered on Social Justice Topics for Middle and High School Classrooms.

Six preservice teachers from Miami University present their collection of young adult literature and other media forms on numerous social justice topics through creating Linked Text Sets (LTS). These LTSs will be presented visually through Padlets. Topics include: racism, mental health, rape culture, income inequality, and imprisoned adolescents. Handouts included.

Katherine Batchelor, Miami University
9—12  German Village

Session 97  Class Collaboration: Writing and Publishing a Novel as a Class

Inspired by National Novel Writing Month, this session will demonstrate how students collaborated with their classmates to co-write a class novel. Students pitched ideas, outlined their novel as a group, and wrote one or more chapters each, revising and editing as they read their peers’ work. The final novels were published through Lulu.

Christy Kronberg and Kaleigh Martin, Tri-County Career Center
9—12  Buckeye 2

Session 98  Speak Up! Strategies for Engaging Class Discussions

Class discussions dominated by talking heads? Shy students too afraid to speak up? During this session, we will utilize proven strategies for engaging all learners in class discussion. Unlock the potential of these strategies to introduce new lessons, monitor student understanding, assess student learning, and create a collaborative classroom environment.

Mary Rowland, Crestview Local Schools
9—12  Buckeye 1
Session 99  Write What Matters: For Yourself, For Your Students

Life is too short not to write what matters. The presenter will show how he writes what matters (a book with that title) and how he guides K-college students to write what matters. In the last twenty minutes, participants will locate what matters in their lives and write about it.

Tom Romano, Miami University
Nick Kroger and Emily Moroz

Session 100  Award-Winning Literature for ALL

This session will review the winners and honor books for the major 2016 literature awards—Newbery, Caldecott, Coretta Scott King, Printz, Pura Belpre, Schneider, and Sibert—which supports Standard 10, Range and Level of Text Complexity, through “thoughtful engagement with high-quality literary and information texts that builds knowledge, enlarges experience, and broadens worldviews.” Handout provided.

Alexa Sandmann, Kent State University

Session 101  Picture this! Using Picture Books for Close Reading and Deep Thinking

Picture books are not just for elementary students! Explore theme, mood, plot structure and more with texts that invite closer reading. Discover how to incorporate picture books into your classroom in ways that will push your students to dive below the surface of a text and to think more deeply.

Heidi Weber, Loveland City Schools

Session 102  Themed Writing Courses: A Different Perspective

A three-person panel of Teaching Assistants at the University of Dayton in which each one has designed their own themed writing course and will share the ways in which they connect that theme to various humanities requirements, while simultaneously finding creative ways to engage their students in the writing process.

Lynn Roesch, University of Dayton
Amanda Reed and Matthew Slye

Session 103  Supporting All Children Socially and Emotionally Using PBIS

Presenters from the Ohio Division for Early Childhood (ODEC) will discuss positive behavior intervention supports to promote the social and emotional competence of children. Attendees will have the opportunity to problem solve challenging behaviors that cause barriers to learning. Participants will leave with a list of strategies and resources!

Sara Marker, The Goddard School
Alleiah Keeley

Session 104  Co-teaching in the Junior High Classroom

Want to see success for all levels of students? Partner your intervention specialist with a content teacher and watch all levels of students grow. Learn differentiation strategies, grouping methods and fun ways to engage all learners.

Amy Wnek and Karrie Whitsel, Lebanon City Schools
Session 105  Writing with Training Wheels: How Templates Encourage Deeper Thinking and Analysis Across Ability Levels

Often, what our students want to say is difficult to discern because they struggle with how to say it. Learn how one teacher used templates to provide scaffolding to struggling writers while also advancing accelerated writers so all students could focus on their ideas rather than how to express them.

Jen Baker, Westerville City Schools

Session 106  The Prison to School Pipeline: Changing the Narrative Through Meaningful Literacy Instruction

Working at a drop out recovery school, many students enter under probation, wearing ankle bracelets, and with a Parole Officer checking on them. These factors add up to literacy levels well below the National Average with the majority of students testing in the 3-5 grade band. Using meaningful literacy instruction and culturally relevant texts, we strive to change the narrative of the young black male from criminal, to writer, to activist.

Stephen Caruso-Taylor, The Academy for Urban Scholars

Session 107  What's the BIG idea?

How narrative writing can help students to connect to themes and to reflect on the big picture and the importance of the smaller pieces of life.

Amber Colliver, Wright State University

Session 108  Teaching Troubling Books

Let’s take a handful of commonly taught, commonly challenged diverse novels and examine why we teach them. Then, using what parents and students have to say about these novels, let’s bolster our rationales for teaching them and prepare to meet the needs of our students and defend any challenges.

Millie Davis, National Council of Teachers of English

Session 109  The Hero’s Journey in Your Students’ Lives

A presentation of a thematic unit of Beowulf for senior AP students about narratives in students’ lives. We will focus on The Hero’s Journey and how it applies to students’ experiences, helping students make connections between their lives, classical texts, and popular movies.

Susan Scott, Wright State University

Session 110  Shoulders to Stand On: Using Mentor Texts in the Classroom

We all want to use mentor texts in the classroom, but who has time to find quality examples of writing? And once we’ve found them, what exactly are we supposed to be doing with them anyway? In this session, we’ll define mentor texts, explore resources for finding them, and practice strategies that will help us get the most bang for our buck and most importantly, nudge our student writers into writing successes.

Angela Faulhaber, Miami University
Session 111 The Novel in Verse: A Masterpiece of Poetry and Prose

*Out of the Dust* (1997) was one of the first novels in verse for youth. This form combines the imagery and cadence of poetry with the narrative arc of prose. Presenters will share the best new novels in verse and engage participants in writing found poetry as response.

Linda T. Parsons, The Ohio State University, Marion
Lisa D. Patrick

Session 112 Nurturing Pre-Service Teachers for the Job Market through the First Year of Teaching

This session provides pre-service teachers strategies for navigating the educational job market from student teaching through the first year of employment. Speaker 1 discusses how to write application documents for teaching positions. Speaker 2 provides interviewing techniques. Speaker 3 discusses working with mentors. Speaker 4 shares personal experiences of the topics above.

Patrick Thomas, University of Dayton
Pattie Niese, Heidi Weber and Alexa Zeef

Session 113 Creating a Classroom Library That is Accessible to English Learners

Easily applicable strategies to diversify your classroom library with English Learners in mind. This session covers what to include and where to find materials so readers at all levels can find success and enjoyment in reading.

Katrina Webber, Dublin City School District

Thank you for providing breakfast each morning

Thank you for having all of the latest and greatest books available for OCTELA 2017!
The 2018 OCTELA
Bonnie Chambers Grants
Supporting Promising NEW Educators of English Language Arts

Up to $1,500 in mini-grants will be awarded at the 2018 Spring Conference to K-8 public school teachers in their 2nd through 5th years of teaching. The mini-grants are designed to support Ohio’s best and brightest new language arts teachers who promote the use of quality literature in their classrooms. Grants will be awarded for professional development in English language arts opportunities NOT covered by a school district. These grants could aid in the cost of conferences (including OCTELA), language arts workshops, Master’s Degree expenses, licensure course work or other appropriate learning opportunities available to teachers.

These grants are designed for the growth and support of promising new language arts teachers who often do not have the resources to take advantage of professional development opportunities. Applicants will be expected to show how they use quality literature within their classroom, but the grant money is NOT intended for the direct purchase of classroom materials.

For Application Information please submit the following:

Your Name: ________________________________

Email: ___________________________ Phone: ___________________________

Current Position: ___________________________

Number of years of teaching experience by the end of the 2017-2018 school year: ____________

Name of School: ________________________________
School Address: ________________________________
City, State, Zip: ________________________________

Principal’s name: ___________________________ Email: ___________________________

Send to Susan Malaska vmalaska@neo.rr.com
597 Brae Burn Mansfield, Ohio 44907 or
Deborah Thomas duthomas14@gmail.com

Deadline for applications: August 15, 2017
A Message from the OCTELA Executive Director

The OCTELA Experience!
Make a Difference — Get Involved in the Future of Your Profession

OCTELA is devoted to improving the teaching and learning of English language arts throughout Ohio.

We can’t do it without YOU.

Ways to Become Involved:

- Volunteer to serve on a conference committee or submit a proposal for a conference breakout session.
- Submit an article to OJELA or Ohio Voices.
- Sign up for the Legislative Update at <OCTELAISSUES@listserv.kent.edu>
- Nominate a colleague for the Outstanding ELA Awards.
- Inquire about open positions on the Executive Board.
- Help mentor early career teachers in your area.
- Volunteer to be a state coordinator or a judge in OCTELA/NCTE student awards programs.

For these and other opportunities, contact Karla Hayslett - octela@gmail.com
OCTELA Membership Form
Check your mailing label for your expiration date

Application for OCTELA membership: Pay via credit card or remit checks to OCTELA.
Please send checks to Karla Hayslett, 1209 Heather Run, Wilmington, OH 45177
octela@gmail.com

Join online at www.octela.org

CHECK ONE: ___ Professional Membership $40 ___ Undergraduate Student or Retired Membership $17

Teaching Level: Check all applicable
___ College ___ Vocational
___ Secondary ___ Librarian
___ Middle ___ Dept. Chair
___ Elementary ___ Retired
___ Pre-K ___ Student (Und)
___ Administrator ___ Other

Name: __________________________________________

Address: _________________________________________

City: ___________________________ State: _______ Zip: ____________

Personal PH __________________ Work PH: ______________

Email: ____________________________________________

County in which you teach: ________________ School: ____________

Credit Card Number: ____________________________

Expiration Date: __________ Check One: ___ MC ___ Visa 3 digit code on back of card ______

NCTE Membership Form

To join NCTE, complete this form and mail to NCTE, 1111 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

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

Please note that NCTE journals are NO LONGER included in the membership fee.
Journal fees for students are half the regular membership journal fee.
OCTELA 2018: Call for Proposals
Revitalize: Getting Back to Teaching
February 23-24
DoubleTree Worthington

OCTELA’s mission is to develop high quality professional development that meets the needs of the teachers in this state. We want to know what you have done in the last several years to advance the interests of your students. What lessons do you think are the most important? What lessons do you think have had the most impact on your students’ lives? How have the new standards helped or hindered your ability to teach students? How have the new assessments impacted your teaching? How do you truly measure student growth in your classroom?

Martha Brockenbrough
Keynote Speaker

Carine McCandless
Keynote Speaker

Mindy McGinnis
Keynote Speaker

Interested in sharing your ideas in the company of esteemed authors, researchers, and teacher-leaders? Ready to make a difference in our field?

Submit a proposal: https://goo.gl/forms/22cjF12k0CtVQzOR2
Deadline: December 20, 2017
For more information, visit http://octela.org/conference/2018-2/
or contact Joshua Younge at joshuayounge@sbcglobal.net
OCTELA 2018

Outstanding English Language Arts Educator
Nomination Form

All nominees MUST be a member of OCTELA, and each nominator MUST either be a member of OCTELA or a building principal. Submit nomination on this form or online at http://bit.ly/2i3IujM by June 1, 2017. Nominees will submit a portfolio for consideration by September 6, 2017. Awards will be presented at the 2018 OCTELA conference to be held February 23-24, 2018.

Nominee’s Name: ___________________________________________________________

Home Address: ____________________________________________________________

City, State, Zip: __________________________________________________________

Email Address: ___________________________ Phone: ___________________________

Institutional Affiliation: ____________________________________________________

Select the award classification for which you are nominating the candidate:

_____ Elementary Teacher   _____ Middle School Teacher   _____ High School Teacher

_____ College/University Professor   _____ Special Distinction

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: ___________________________

Role: _____ OCTELA Member _____ Building Principal

Email Address: ___________________________ Phone: ___________________________

Institutional Affiliation: ____________________________________________________

Please submit nominations by June 1, 2017

Online: http://bit.ly/2i3IujM
E-mail: vcmccormac@gmail.com
USPS: Virginia McCormac, 2579 Dysart Road, University Heights, Ohio 44118
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* Available for Grades 6-12.
OJELA Spring, 2017 Call for Manuscripts

Submission Deadline: April 15, 2017

Issue Theme:
Literacy | Language | Social Justice:
Students as Citizens and Advocates

Types of Manuscripts Sought

Feature Articles: Manuscripts concerned with topics related to the issue theme. OJELA editors also welcome articles on any topic concerning language arts teaching at any level.

Teaching Matters: Submissions focused on classroom strategies for teaching English language arts at any level, K-college. Submissions must be original teaching ideas. Descriptions of activities, practices, and procedures are welcome, but must be accompanied by rationale, explaining how methods were developed and used and for what purposes.

Conversations: Extended interviews with teachers, researchers, teacher educators, policymakers, advocates, or others involved in the field of English language arts who do interesting work.

The Conference Round Table: Submissions to this section capture the way professional development resources in the field are used in classrooms and in professional lives, to convey experiences that illustrate the significance of our professional literature. Submissions should be related to the issue theme.

Creative Writing: Submissions of short fiction, creative non-fiction, and poetry on any topic, in any genre.

Reviews: Submissions that provide short reviews of any kind of resources for teaching English language arts, such as: books, media, software, websites, workshops, conferences, institutes, or learning communities, classroom materials, or professional development resources.

Reader’s Forum: This venue is designed as a “letters to the editor” section of the journal—focusing on ideas related to articles published in the journal, featured themes, reader responses, or ideas in the field of English language arts teaching in general.

About this Issue
We often acknowledge the importance of “college and career readiness” in matters of ELA teaching and learning, but how do our students use their literacy skills in other areas of their lives and as citizens of local, global, and “glocal” communities? As social movements play an increasingly important role in our media landscape, we might consider how these movements and the causes they support—from civil rights, gender equality, and immigration to disability, poverty, and health advocacy—might provide timely and culturally relevant material for teaching English language arts.

In addition, we might examine both our curricula and pedagogy for ways in which ELA instruction helps students to be active, engaged citizens and participate in their social worlds beyond school. Recognizing the power of learning to read, write, speak, and listen can have on students’ academic performance, how might our efforts help to develop not just learners, but active agents of social change?

This issue asks ELA teachers, administrators, and literacy coaches to consider the intersections of literacy teaching and learning with social justice advocacy. What pedagogies and best practices support our students’ exploration of social, cultural, and political issues that are important to them? In what ways does teaching literacy with an aim of social justice complicate teachers’ roles as advocates, allies, or activists (and should we take on these new roles)? How might we teach students to read, respond to, and critique social justice issues and actions in ways that strengthen their literacy practices? What particular powers do the arts of language hold for teaching for social justice?

For manuscript guidelines, visit:
https://octela.org/publications/ojela/submission-guidelines/

Submit queries and/or manuscripts to:
Patrick Thomas, PhD | pthomas1@udayton.edu
Thank You to our Educational Partners
Thank You to our Educational Partners