



# CONNECTIONS

SPRING 2011 VOLUME 10, ISSUE 2

## PASSING PERFECT: CELEBRATING THE JOURNEY OF SELF

**AETA is very excited to announce** our feature author for this year’s fall conference. **Ellen Hopkins**, the much talked about young adult author, will be our feature author at this year’s conference **September 23<sup>rd</sup> and 24<sup>th</sup>, 2011**. Ellen is known for her controversial books written in poetic form. Her first book, ***Crank***, started her upward spiral to become one of the best known young adult authors today. The *Crank Trilogy* is loosely based on her daughter’s addiction with meth. The second book, ***Glass***, follows Kristina and her addiction while the third book, ***Fallout***, shows how a meth addiction can

Hopkins books deal also religion, teenage prostitution, sex-suicide, drinking, homosexuality books keep readers on the edge of is so skilled in her character development than one main speaker. The view-forth to keep the reader on their

In September, just before the con-lished book will be released. high school seniors, all striving for ideas of “perfect” are very different. book shows how difficult it is to be yourself in a society where not many know their true selves



**Ellen Hopkins**

with other prevalent teen issues: ual abuse, psychological disorders, and more. Her seven published their seats wanting more. Hopkins opment that her books have more point of the story changes back and toes.

ference, Ellen Hopkins’ eighth pub- ***Perfect*** follows the lives of four perfection in their lives, yet whose A companion book to *Impulse*, this

~AETA President Kris Guy

**SAVE THE DATE!**  
**AETA FALL CONFERENCE**  
**SEPT. 23-24, 2011**  
**FEATURING: ELLEN HOPKINS**  
**ASU POLY**

IN THIS ISSUE:	
rl txt Summer Program	p. 4
Alliance for Young Artists	p.5-6
Teachers as Writers	p. 7
Call for Proposals	p. 9
Teachers of Excellence	p. 12



## FROM THE CO-EDITOR



**Perfect is rare.** Sports makes room for perfection: there was Nadia Comenici's string of perfect 10's 1976. And Roy Halladay was perfect on the mound last year for the Phillies, joining 17 other pitchers in the modern era. (Is baseball the only sport, or even the only organization to have a category for perfection?), That chase for perfection is intensely riveting to watch unfold. But for the rest of us, perfection may be limited to creating the perfect playlist or the perfect martini, to be enjoyed simultaneously, preferably. My perfect spring break of writing and hiking while enjoying the solitude of an empty house sounds like pure torture to a friend who's on her way to scoop up bargains at Barneys.

Education is not about achieving perfection any more than life itself is. This is especially true in our English classrooms where subjectivity is inherently a part of the subject matter. Don't like the main character? Elaborate in a five-paragraph essay and you can still get an "A". So many of our students don't get that, though. They are driven by our testing culture to get a perfect score on the SAT and, as if that's not enough, we've raised the bar so much that we have "beyond perfect" now. The A's on my report cards were gloriously fuzzy—an actual real "A" appeared on the paper, and I had no clue if it was a 93% or 97%. There were plusses and minuses, but that was where the clues ended. Now, our top students are expected to regularly exceed a 4.0. Perfect has gotten a lot harder. We all have stories of an "A" student asking for extra credit, another questioning why he got 63 out of the 65 possible points, or coming to office hours wondering if she can have a re-do on last week's test to bump her back onto the Principal's Honor Roll, which starts at 97%. I worry about these kids who scratch and claw for any percentage point of improvement, whose extracurricular hours are filled with activities chosen with intent

I have a couple of Mary Oliver poems I read to my 8th graders just as finals are about to begin and their sweet little heads become full of promotion and parties. *Wild Geese* is one of them:

*You do not have to be good. You do not have to walk on your knees for a hundred miles across the desert, repenting.*



They so need this reminder that one does not have to be perfect, or even very good. Their unique qualities and quirky characteristics and cause for celebration, their failures not fatal.

*Whoever you are, no matter how lonely, the world offers itself to your imagination, calls to you like the wild geese, harsh and exciting--over and over announcing your place in the family of things.*

I hope that they take those words to heart and can surface, at least for a little while, from their pools of sports and school competition to see that the world in front of them is so huge and so ready to be filled with their imperfections. The main characters in Ellen Hopkins' *Perfect* will have much to add to the most important lessons we try to teach our students. Join us at the fall conference as we celebrate the journeys of our selves and attempt to pass perfect both in our own lives and the lives we affect.

—Kelly O'Rourke, Sonoran Trails Middle School



# BOREEN'S BOOKSHELF



## *Around the World in 100 Days* by Gary Blackwood

Harry Fogg, son of the famed adventurer Phileas Fogg (Jules Verne's *Around the World in 80 Days*), seems to be at a turning point in his life: he wants to show people that he is his own man with his own ideas, but he has been undecided as how to best make his mark. An unanticipated event at his father's club, though, ends up being the push Harry needs to embark on an adventure similar to his father's, but with an exciting twist. Harry and his mechanically-minded friend Johnny will go around the world in the Flash, a custom-built, steam-powered motorcar, in 100 days. When three of the gentlemen at his father's club bet that Harry can't live up to his claim, Harry takes the bet and sets the stage for adventure. Along with Johnny, Harry must travel with Charles Hardiman, the son of one of the men laying bets and a potential saboteur and the mysterious journalist, Elizabeth. As the four travel together, they face challenges from weather, bad-timing, and sailing schedules, but Harry in particular learns a great deal about himself, his family, and the world as he engineers his daring trip. Various locales around the world are well-defined and developed as backdrops for Harry's great adventure: challenges built around their time in San Francisco and in Russia are extremely well-crafted. For readers looking for a fun and accessible book that combines adventure and history, this one is certainly a great choice.

This book was published in 2010 by Dutton Children's Books. I recommend it for students ages 13-16. The ISBN is 978-0-525-42295-2.

### CALL FOR MANUSCRIPTS FOR THE *ARIZONA ENGLISH BULLETIN*: NOW ACCEPTING ARTICLES FOR FUTURE ISSUES

The Arizona English Bulletin invites English and Language Arts teachers at all levels—elementary, secondary, and college—to submit manuscripts for consideration. We seek manuscripts on any aspect of English and Language Arts teaching. Writers may describe ideas, practices, and issues regarding the teaching of English and Language Arts. We prefer manuscripts that focus on classrooms, classroom practices, students, and teachers, although we are also interested in relevant theory and research as a context for action in the teaching of English and Language Arts. We will also publish reviews of books, programs, and resources.

**Spring 2011:** Making Digital Connections Beyond the Classroom

**Fall 2011:** "It's Alive!" Resuscitating Grammar in the Age of Texting and Tweeting

### GUIDELINES

Please submit your manuscript electronically *by email attachment only* (Please do not mail a hard copy). We require writers to submit a copy of their manuscript as a Microsoft Word attachment. Manuscripts submitted in the body of the email will not be accepted.

The Arizona English Bulletin uses the MLA style sheet. Be sure to include the author's name, address, school affiliation, and an email address on the first page. We would also appreciate a short biography of 2-3 sentences. Manuscripts should be no more than 3,500 words in length. Shorter articles are acceptable. We cannot publish any material that has been previously published in print or electronic form. Please do not submit material to other publishers while your manuscript is under consideration

**Mail AEB manuscripts to:**  
**Dr. Sandra Raymond**  
sandra.raymond@nau.edu





## ASU Summer Programs to Feature rl txt

Do you have something important to say, but no outlet to say it in? Are you someone with a great story bursting from your brain, but haven't had the chance to write it? Do you want so badly to inspire your community, your family, and your friends through writing?

Rl txt, a summer writing program for students going into grades 3-12 is a place designed to offer young writers a supportive environment in which to explore the power of *your* writing. It is a place to meet "real" writers and share "real" texts. Rl txt provides a collaborative atmosphere where students participate in daily writing workshops, activities to promote creativity, illuminated texts, craft secrets, peer revision opportunities and a chance to become published authors. Rl txt is co-directed and taught by three fellows of the Central Arizona Writing Project:



Tim San Pedro, a Gates Millennium Scholar and Cultivating New Voices among Scholars of Color Fellow, taught high school English to an all-Alaska Native student body in Anchorage, Alaska as well as taught English in Kyoto, Japan. A 2010 Central Arizona Writing Project fellow, San Pedro is in the dissertation phase of his PhD degree in English Education at Arizona State University and is concentrating on Native American Education. He hails from the Flathead Indian Reservation in Montana and is currently supervising student teachers at ASU.

Tracey Flores, an avid reader, writer and runner, is in her 6<sup>th</sup> year of teaching. A 2008 Central Arizona Writing Project Fellow, Flores will be completing an MEd in Language and Literacy from Arizona State University. Her culminating project focuses on her implementation of an after-school family writing project with her multilingual students and their families. Currently, Flores is teaching 3<sup>rd</sup> and 4<sup>th</sup> grade English Language Development (ELD) at Landmark School in the Glendale Elementary School District.



Rosie Witcher, a K-12 drama specialist, has taught Fine Arts (K-8) for ten years. She has her MFA in Theatre for Young Audiences from ASU. She has been listed as a theatre artist in residence on both the Arizona Commission on the Arts and the Phoenix Office of Arts and Culture. Mrs. Witcher is proud to be a 2010 fellow with the Central Arizona Writing Project. Her newest passion is to use storytelling, creative drama, and improvisational gaming to create written scripts for informal and formal performance work.

**Session A: June 6-17, 9:00-1:00; Session B: June 20-July 1.** Both sessions run Monday—Friday, 9:00—1:00 at ASU, Tempe in the Language & Literature building.

**Applications are due April 8, 2010**, and acceptance information will go out to applicants by April 30. Tuition to attend the two-week workshop is \$300.00, which covers instruction, supplies, and snacks. After May 18, tuition rises to \$350.00. To obtain an application, interested persons can contact the Department of English Education at Arizona State University by mail, phone, fax, or web. Scholarships are available for full-admittance into the program. We will work hard to make sure money is not an obstacle to attending this program.

Phone: 480-965-3224

Fax: 480-965-0605

Web: <http://english.clas.asu.edu/rltxt>.

E-mail: [Timothy.SanPedro@asu.edu](mailto:Timothy.SanPedro@asu.edu)

[Tina.Norgren@asu.edu](mailto:Tina.Norgren@asu.edu)

Mail: Department of English Education

Arizona State University

P.O. Box 870302

Tempe, AZ 85287-0302



## Arizona gains Alliance for Young Artists and Writers affiliate

*Call for teachers, teens, and supporters to participate in emerging Arizona Alliance*

*By Billy Gerchick, Coronado High School & Laura Turchi, ASU*



### **Now, each year, Arizona grade 7-12 students can write their way to Carnegie Hall.**

This spring the AETA and other supporters have established Arizona's first ever chapter affiliate for the Alliance for Young Artists and Writers ("the Alliance").

Nationally, the Alliance is a 501(c)(3) nonprofit organization sponsored by Scholastic, Amazon.com, Jack Kent Cooke Foundation, and others, providing teachers opportunities to motivate students through publications to become better artists and writers. Until this spring, none of the 100-plus regional Alliance affiliates were mapped in Arizona. You're invited to participate in this new affiliate by attending the Arizona Alliance's spring barbeque on May 7<sup>th</sup> (read "Inviting teachers into the tent" on page 6).

The Alliance's annual competition is the Scholastic Art and Writing Awards, first held as a small writing contest in 1923. Contest founder Maurice R. Robinson wanted to "ensure that literary and artistic talents were recognized in their schools and communities," and since then, winning teen writers include Truman Capote, Bernard Malamud, Robert Redford, Joyce Carol Oates and Sylvia Plath.

Today the Scholastic Art and Writing Awards offers 30 categories to teens, ranging from short story writing, poetry, journalism, and high school senior writing portfolios (that align closely to AP standards) to architecture, game design, mixed media and senior fine arts portfolios. On the writing side, students in grades 7 – 12 can submit their writing to the Awards for the opportunity to receive recognition, exhibition, publication and scholarships. More than \$25 million in awards and scholarships have been made available to participants, culminating each summer in an awards ceremony at Carnegie Hall in New York City.

Part of the Alliance's appeal is that it encourages high achievement without hindering free expression. Under the Hazelwood Standard, for example, many teen journalists can't address issues they want with limited 1<sup>st</sup> Amendment protection. The Scholastic Art and Writing Awards, by contrast, seek works that "exemplify originality, technical skill and the emergence of a personal voice or vision," without limiting how writers are mentored and what content they address. The appeal to free-thinking educators and teen authors is self-evident: in 2010 over 77,000 students nationally in grades 7-12 submitted more than 165,000 creative works.

### **ALIGNING TO STANDARDS AND PERFORMANCE OBJECTIVES**

The Alliance's broad array of writing categories also gives English teachers and students an avenue to meet AZ, district, and school performance objectives.

To illustrate one example, the Alliance's Writing Portfolio for Graduating Seniors could help middle and high school English departments looking to increase student engagement. The Portfolio exhibits a student's best three to eight written works. In many Arizona districts, English departments carry



## Arizona gains Alliance for Young Artists and Writers affiliate

out multi-grade-level portfolio assessments. The Alliance General Writing Portfolio exhibits “writing from any category” and the Nonfiction Portfolio demonstrates writing from “Humor, Journalism, Personal Essay/Memoir, and Persuasive Writing categories.” Teachers could embed the Alliance Writing portfolio into course performance objectives and provide talented teens with another reason to enroll in AP courses and English electives such as journalism and creative writing.

### SCHOLARSHIPS AND LEARNING OPPORTUNITIES

Students may also earn various scholarships with numerous awards for grades 7-12 and up to \$10,000 scholarships for national Gold Medal winners.

The Alliance also sponsors scholarships for achieving writers in grades 7-11 to attend summer writing institutes, similar to and including participating summer institutes in Arizona.

According to the Alliance website, each year the Alliance partners with universities, colleges and art institutes to offer scholarships to Scholastic Award winners. Award-winning seniors have access to more than \$3.5 million in scholarships from local institutions.

### FINANCIAL SUSTAINABILITY

Notable past Awards judges include Francine Prose, Paul Giamatti, Langston Hughes, Robert Frost, Judy Blume, Paula Poundstone, Lesley Stahl and Billy Collins. This past January Kelly O'Rourke, Melissa Williamson, Amy Moeser, William Gerchick, Chris Hazeltine, Jay Morganstern, and Donna L. Miller judged and raised the AETA \$500 to start the Arizona Alliance. Participation as a juror took about six hours of reading over a two-week period, completed online. Before next January the Arizona Alliance will recruit more judges; with increased participation, Awards judging can sustain the Arizona Alliance and even raise money for other language arts endeavors.

Turch and the Gerch can be reached at: [lturchi@asu.edu](mailto:lturchi@asu.edu) and [thegerch@gmail.com](mailto:thegerch@gmail.com)

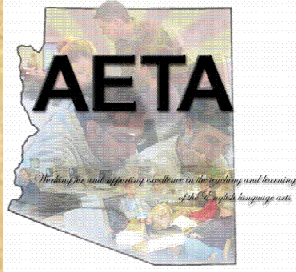
## Inviting teachers into the tent

Insert yourself into this picture on May 7th.



You're invited to join an emerging "Arizona Alliance" that will be affiliated with the [Alliance for Young Artists and Writers](#), become a part of AETA, and organize the friends of writing projects and other organizations that promote student writing throughout the state. We imagine a “big tent” organization that welcomes teachers, teens, and other community members to support and promote student authorship of all kinds. So, to open the tent, we declare a good excuse to throw a barbeque before finals week.

Saturday, May 7<sup>th</sup> from 6:30 PM 'til the roosters crow educators interested in getting involved with the new Arizona Alliance (read “Arizona gains its first Alliance for Young Artists and Writers affiliate” on page ...) are welcome to a pot luck barbeque at the home of Billy Gerchick: [5839 E. Windsor Avenue Scottsdale, Arizona 85257](#). Attendees are asked to RSVP (friends & significant others are welcome) by emailing Billy at his above email address. Bring whatever food or drink you want and don't forget your original ideas. The barbeque is about writing advocates having fun getting to know each other, talking ideas, and collectively shaping the Arizona Alliance affiliate.



## Arizona English Teachers Association Teachers As Writers Contest

### ELIGIBILITY

This contest is open to all English language arts teachers at elementary, secondary, college level as well as administrators, curriculum specialists and graduate students in the field. Current membership in AETA is a requirement for entry. Please make checks payable to AETA.

### ENTRIES

Entrants are limited to one entry in each of the three categories. Entries should comply with the maximum length requirements:

Poetry (120 lines)

Short Story (3,000 words)

Nonfiction prose (3,000 words)

### AWARDS

The winning entry in each category will receive a cash prize of \$100. All entrants will be invited to meet with our guest authors during the AETA Fall Conference at ASU Polytechnic on September 23rd—24th, 2011.

### SUBMISSIONS

E-mail your submission with the following items:

1. include a cover page with name, title, genre, work and contact info
2. double space (except poetry)
3. attach in Word document format
4. put "AETA Contest" in subject line
5. submit to: [imrmv@yahoo.com](mailto:imrmv@yahoo.com)

**Contest Deadline: Monday, August 22nd**

**Inquiries:**

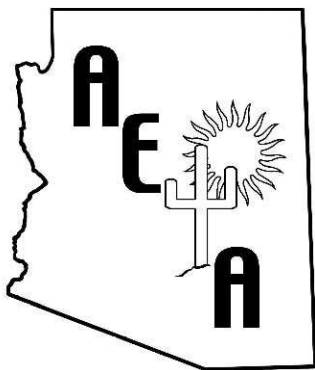
**Renee Vahling**

**[imrmv@yahoo.com](mailto:imrmv@yahoo.com)**

**480-688-3960**

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# Arizona *E*nglish *T*eachers *A*ssociation



## **STATEWIDE CONFERENCE 2011** **Friday and Saturday,**

SEPTEMBER 23 AND 24, 2011

**ASU Polytechnic**  
**Mesa, Arizona**

**<http://www.asu.edu/aeta/>**

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## **Passing Perfect:**

### **Celebrating the Journey of Self**

*Keynote Speaker: Ellen Hopkins*

*Featuring: Beverly Ann Chin on Saturday*

*Hip hop poet Myrlin Hepworth on Friday*

#### FRIDAY, SEPT. 23<sup>TH</sup>

Workshop Topics will focus on  
teaching the works and novels of a  
number of local authors

Concurrent sessions on writing,  
reading, literature, technology,  
ELL

Dinner

#### SATURDAY, SEPT. 24<sup>TH</sup>

Breakfast

Publisher Exhibits

Concurrent sessions  
(Topics TBD)

Lunch

Certificates of Attendance

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# CALL FOR PROPOSALS

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**Send or e-mail proposals by May 27th, 2011 to:**

<p>Jean Boreen, Program Chair 1285 N. Wakonda St Flagstaff, AZ 86004 928-527-1181</p>
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## **Presenter(s) Information.**

Include name(s), title and school affiliation, mailing address, all contact information (home phone, work phone, cell, email). All correspondence is sent to the first presenter's name. Please keep your colleagues informed as correspondence continues. In accordance with professional tradition, all presenters must register for the conference.

## **Session Title:**

Suggested Strand:	<b>Writing</b>	<b>Reading/Literature</b>	<b>Special topic</b>	<b>General</b>
Suggested Level:	<b>Primary</b>	<b>Intermediate/Middle</b>	<b>Middle/Senior High</b>	<b>College</b>

## **Description.**

Concurrent sessions will be held throughout the day on Saturday; there will also be one breakout session on Friday. These 50-minute sessions typically present a best practice or engage the audience in a focused presentation and/or discussion of a topic relevant to the theme of the conference. Describe the session in detail in 2-3 paragraphs in which you provide explanation of background to and identification of the topic, its relevance to the conference theme, methods and materials to be used, including audience participation.

## **Abstract.**

Give 4-5 lines of description to appear in the conference program. Identify the intended audience(s) and area of focus.

## **Presentation Needs.**

Each session meeting room is a mediated classroom (equipped with computer station, audio, video and projection) are available. Please list specific needs or requests such as room set-up, computer projection, audio-visual or technology access, etc.

**Arizona's English/language arts teachers have much to offer each other!**

**Please reproduce this call for proposals and distribute among your friends and colleagues.**



## Medieval Teaching Prize

TEAMS (The Consortium for the Teaching of the Middle Ages) is pleased to announce a new annual teaching prize for K-12 teachers. Teachers are encouraged to submit their original lesson plans dealing with medieval studies topics for consideration. Teachers of winning submissions will receive cash prizes and publication of their lessons in the *Once and Future Classroom*. Lessons might have been designed as part of a medieval unit, a component of a survey course, or be drawn from a class designed around a specific text or topic (i.e. Beowulf or Robin Hood). However they fit into your classroom, we want to see them!

**Purpose:** To recognize excellence in designing and teaching lessons in medieval studies, including but not limited to such areas as history, literature, and art history, in K-12 schools.

**Award:** Winning lessons will be published in the fall edition of the *Once and Future Classroom*. The first prize recipient will receive a cash award of \$1000, and the second prize recipient will receive \$500.

**Format:** The lesson should be submitted in a narrative format. TEAMS suggests the following elements be included as minimum guidelines:

- An introduction that specifies for whom the lesson was designed, the purpose of the lesson, and how it fits into the larger unit or curriculum.
- A body that discusses how the lesson was taught, including any preliminary preparation, details regarding implementation, and how student learning was assessed.
- A conclusion that includes such things as reflections on the success of the lesson in the classroom and possible ways the lesson might be modified for different situations.
- Appendices with any relevant handouts or other supporting materials, and/or a list of resources for students and teachers.

All submissions should include a cover sheet indicating the title of the lesson, the teacher's name and title, the teacher's institutional affiliation, and indicating which category the lesson falls under: grades K-8 or grades 9-12. Prizes may be awarded to either category or both, but not necessarily one to each.

Submissions and inquiries should be sent electronically to Laura Wangerin, [lwangerin@wisc.edu](mailto:lwangerin@wisc.edu).

Deadline: May 1, 2011.

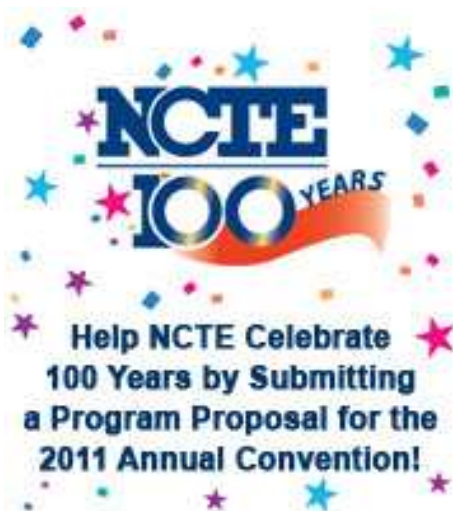
<http://www.teamsmedieval.org/ofc/SP09/Fall2010Prize.html>

### PLAN NOW TO ATTEND THE 2011 ANNUAL CONVENTION!

"Reading the Past, Writing the Future"

November 17-20, 2011

Chicago, IL



## NATIONAL WRITING PROJECTS DEFUNDED

The Central Arizona Writing Project 2011 Invitational Summer Institute has been canceled and we are no longer accepting applications. On March 2, 2011 President Obama signed a bill eliminating direct federal funding for the National Writing Project (NWP), the nation's leading effort to improve writing and learning in the digital age (see <http://www.nwp.org/cs/public/print/resource/3507> for more information). While the loss of federal funding is disheartening, the Central Arizona Writing Project will continue to build a network of teacher leaders committed to improving the teaching of writing at K-12 schools in the greater Phoenix area.

Due to the uncertainty of future federal funding, we have decided to shift our goals for the Central Arizona Writing Project for the 2011-2012 year. Instead of offering a traditional Invitational Summer Institute to build teacher leaders throughout the area, we plan to provide inservice writing programs for local schools during the 2011-2012 academic year. For more information regarding these inservice opportunities please contact Tina Norgren at [tina.norgren@asu.edu](mailto:tina.norgren@asu.edu) or visit our website in the coming months for a menu of inservice options. No matter what lies ahead, the National Writing Project remains committed to a future where every person is an accomplished writer,



## AWARDS: BEST OF THE BEST

Each year AETA honors two educators with the High School Teacher of Excellence Award and the Middle School Teacher of Excellence Award. Nomination forms are on the AETA website and in this newsletter. We encourage anyone, whether they be administrators, faculty, or staff to nominate an English teacher they believe deserves recognition for outstanding work in the field. AETA membership is not requisite for the award. Recipients of 2011 AETA High School Teacher of Excellence Award and the AETA Middle School Teacher of Excellence Award were announced at the fall conference. Also to be honored at the fall conference will be the recipients of the Developing Leader Award and the Distinguished Service Award. Please join us in honoring all these amazing teachers!

### DISTINGUISHED SERVICE, 2010: KATHI BARON

Kathi Baron is the 2010 recipient of Arizona English Teachers' Associations Distinguished Service Award. Kathi has been a member of AETA since 1991 and our intrepid treasurer since 1997. This takes no small amount of patience, for, as most of us know from first-hand experience, English teachers are not always the best mathematicians! Kathi has been a high school English teacher in Flagstaff, Arizona since 1984; she previously taught in California, Virginia, and Oregon. During her tenure in Arizona, Kathi also showed her professionalism in a number of ways that served both the district and northern Arizona. She served as a member of FUSD's Six Traits Cadre, facilitating in-services to district employees on the implementation of various writing strategies. Kathi became a teacher consultant for the Northern Arizona Writing Project Writing and provided numerous in-services throughout the state on all aspects of writing pedagogy and English Standards. And in the ultimate show of professionalism and paying it forward, Kathi has served as a teacher mentor for the NAU English Education program, supervising fourteen student teachers and countless practicum students. Further, when many of those same young educators were hired by the district, Kathi continued to mentor them. She also served as a peer coach for two colleagues. Kathi also managed to find time to write and share both creative and scholarly work. Two of her poems, "Skinwalker" and "Kids," were published in Bearing Witness: Poetry by Teachers about Teaching. She has also published a number of articles on a range of topics—best practices to nurturing GLBTQ (Gay, Lesbian, Bisexual, Transsexual, Questioning) teens in the Arizona English Bulletin and Connections, AETA's newsletter. She has also presented at the AETA Statewide Conference as well the NCTE National Conventions. AETA is not the first to recognize Kathi's extraordinary efforts for the profession, although we did recognize Kathi as the 2001 Arizona Teacher of Excellence. She was also named the 2002 Arizona Teacher of the Year Ambassador for Excellence. The NEH provided Kathi with a summer grant to study the "Place of Poetry in Modern America: Williams, Stephens and Moore" at Reed College. She also was named an English-Speaking Union Cuthbert-Douglas Scholar and toured England and Scotland for three weeks studying assessment.

### NCTE 2011 TEACHERS FOR THE DREAM AWARD

AETA is pleased to honor Tracey Flores as our affiliate award winner for the NCTE Teachers for the Dream Award. Tracey Flores has taught for 6 years. As a 2009 teaching fellow of the Central Arizona Writing Project, Tracey is a proud member of the National Writing Project. In the spring, Tracey will complete her Master's in Education, with an emphasis in Language and Literacy, from Arizona State University, in May of 2011. Her culminating project focuses on her implementation of an after-school family writing project with her multilingual 3rd and 4th grade students and their families. Currently, Tracey is teaching 3rd and 4th grade English Language Development (ELD) at Landmark School in the Glendale Elementary School District. Tracey enjoys reading, writing and running, and competing in marathons. When asked about her life motto, she gives credit to her inspirational high school cross country coach and English teacher who said that attitude is everything... "no stinkin,' thinkin'!" Tracey is also the co-director of the r1 txt summer writing program profiled on p. 5.



## AETA TEACHER OF EXCELLENCE NOMINATION FORM

The Arizona English Teachers Association seeks to honor Arizona teachers who consistently demonstrate the highest ideals of our profession. A nominee should consistently demonstrate a deep knowledge of students' needs, implement effective curriculum, and function as a leader/collaborator at his or her school site.

Please indicate to which level your nominee belongs:

**High School**

**Middle School**

Nominee's (Teacher's) Name \_\_\_\_\_

School \_\_\_\_\_ Grade \_\_\_\_\_

Area or Specialization (Reading, AP English,) \_\_\_\_\_

School Address \_\_\_\_\_

City \_\_\_\_\_, AZ ZIP \_\_\_\_\_

School District \_\_\_\_\_

Charter \_\_\_\_\_ Private \_\_\_\_\_

Nominated by \_\_\_\_\_

School \_\_\_\_\_ Grade \_\_\_\_\_

School Address \_\_\_\_\_

City \_\_\_\_\_, AZ ZIP \_\_\_\_\_

School District \_\_\_\_\_

Charter \_\_\_\_\_ Private \_\_\_\_\_

Contact e-mail \_\_\_\_\_ Contact phone number \_\_\_\_\_

Please include a nomination statement of 100-words or less that demonstrates why this teacher is deserving of the AETA Teacher of Excellence Award. Address the effectiveness of instruction as it relates to her/his particular group of students, as well as this teacher's ability to work effectively with colleagues and take on leadership roles. Send this completed form and nomination statement to:

Siiri Granfelt Julian  
 Notre Dame Preparatory High  
 9701 E. Bell Rd  
 Scottsdale, AZ 85260  
[sjulian@notredamepreparatory.org](mailto:sjulian@notredamepreparatory.org)



## AETA MEMBERSHIP APPLICATION

(Annual membership is from fall to fall of each year. Back issues of publications will be provided, as available.)

One-year individual membership (within U.S.) • School year 20\_\_\_ to 20\_\_\_ \$40

One-year emeritus/student membership • School year 20\_\_\_ to 20\_\_\_ \$20

Name: \_\_\_\_\_

School Affiliation: \_\_\_\_\_

Mailing Address: \_\_\_\_\_

Phone (H): \_\_\_\_\_ Phone (W): \_\_\_\_\_

Email: \_\_\_\_\_ FAX: \_\_\_\_\_

Area of Interest (circle one): K-6                      4-8                      9-12                      Post-secondary

### FOR MEMBERSHIP INFORMATION, CONTACT:

Dr. Jean Boreen

AETA Executive Secretary

1285 N. Wakonda St.

Flagstaff, AZ, 86004

(928) 523-6765

Webpage: <http://jan.ucc.nau.edu/~jmb5/>

Email: [Jean.Boreen@NAU.EDU](mailto:Jean.Boreen@NAU.EDU)



# ARE YOU A MEMBER OF AETA?

## WHAT IS AETA?

The Arizona English Teachers Association serves as a professional network of English language arts educators across Arizona. It is the state affiliate of the national network,

the National Council of Teachers of English. The primary function of AETA is to foster policies, standards, and goals of NCTE among Arizona's educators of communication skills, language arts, and English from kindergarten through college/university levels. To this aim, it is AETA's goal to serve these teachers by narrowing the national focus to the needs, interests, and goals of Arizona teachers and students.

All AETA business, functions, and special events exist to enhance the quality of English language arts teaching in Arizona by:

- \* DISSEMINATING information pertinent to local issues, concerns, and successes;
- \* ENCOURAGING professional activity among teachers in all regions of the state;
- \* GENERATING interest in students' and teachers' special achievements; and
- \* ORGANIZING statewide and regional "outreach" activities and in-service opportunities.

Visit our WEBSITE:

<http://www.asu.edu/aeta/>

## BENEFITS OF AETA MEMBERSHIP

Active membership in professional organizations empowers educators. It is a means for getting voices heard and for sharing the fun and frustrations of teaching. In an effort to address the needs of the diverse population that AETA serves, the following are provided as benefits of membership:

1. 4 issues of *Connections*, the AETA newsletter, an informal publication of news, events, and information of concern to Arizona teachers
2. 2 issues of the *Arizona English Bulletin*, the professional journal of AETA which provides professional reading on a variety of themes, from both theoretical and practical points of view
3. The opportunity to attend state and regional in-service activities, including "outreach" mini-conferences, professional presentations, and the annual statewide conference
4. Contact with teachers with special areas of interest and expertise through a professional network
5. Liaison efforts with the Arizona state legislature and Department of Education

