



CONNECTIONS

WINTER 2005 VOLUME 5, ISSUE 3

2004 NCTE: THE SIGNIFICANCE OF TEACHING

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NCTE GLIMPSES: “THAT’S SO GAY!” SESSION OPENS EYES

As chair of this session, Ellena Weldon initiated the conversation by sharing her motivation for creating this panel: the discrimination she faced as a lesbian middle school teacher. According to NCTE program notes, more than “90% of LGBT students continue to hear homophobic remarks in school; one third of them hear them from their teachers” (115). Throughout this interactive discussion, Weldon and her colleagues (Chris Nelson, Mary Gunishaw, and Chanthou Thoeun) engaged the audience in activities that tested our assumptions, forced us to acknowledge our privileges, and allowed us to explore the openness of our own schools regarding policies, programming, and practices that affect LGBT students and staff.

—*Katherine Mason*
Teaching Assoc., Eng.
Dept. / Research Assist.,
Chicana/o Studies,
Arizona State Univ.



Katherine Mason

No matter the geographical location, the annual NCTE Convention always provides rejuvenation, inspiration, and of course, free stuff. Indianapolis was no exception. Depending on one’s interest, each day of the Convention had the potential to be a whirlwind of workshops, author readings and signings, collaboration, and filling bags with publication goodies. Regardless of how one spent each day, we all flew home with a new chapter in our professional

lives. Our individual chapters are filled with new resources and ideas—whether it be in the form of a new book or the

mere scribbling on a Marriott napkin. It usually takes me months to comprehend what has been written in my new chapter, but the new additions will propel what is written on my students’ lives for years to come.

NCTE 2005 will be held in Pittsburgh, PA, November 17-22.

—*Cat Lytle* (NCTE Liaison), 8th Gr. Eng. Teacher, Mount Elden Middle Sch., Flagstaff



“ . . . we all flew home with a new chapter in our professional lives.”



“GOOGLING” GARY SOTO

“Googling” Gary Soto yields a rich harvest of information about this prolific and multi-talented author. Sites range in content from book reviews to a discussion of classroom strategies to interviews. Perhaps best known as a poet, Soto also wears the hats of an essayist, fiction writer, playwright and film producer. His writings are a combination of his boyhood experiences in Fresno, California and his vivid imagination.

Mr. Soto has earned many honors and awards, including in 1999 the Literature Award from the Hispanic Heritage Foundation, the Author-Illustrator Civil Rights Award from the National Education Association and the PEN Center West Book Award. He brings to us his most recent book, *Poetry Lover* (Univ. of New Mexico Press 2001).

Etta Wilson, writing for *Bookpage.com* says it best: “Great stories are about the human situation first and any particular ethnic group second. The story collections and picture books created by Gary Soto are clearly set in Mexican-American communities, yet their universal themes speak to every adolescent.” (www.bookpage.com/9805bp/gary_soto.html).

We offer you the opportunity to tell us what you’ve done with Gary’s work in your classroom. Email us at wendy.kelleher@asu.edu with your anecdotes and ideas. We’ll publish them in the next two issues of *Connections*, due out mid-May, and mid-July 2005.—*W.K.*



Catch Gary Soto’s keynote at the AETA 2005 Fall Conference



FROM THE AETA PRESIDENT

Happy New Year!

Before I came to Arizona, I am sad to say, I had read very little Chicano literature. Living among the snow banks and forests of New England, I felt that I had done well to introduce a Black Literature course, inform myself about the great Southern writers such as Flannery O'Connor and Eudora Welty and even take a run at developing a Peace Education curriculum using works such as Elie Wiesel's *Night*. So, imagine my delight when, on my first flight to Phoenix, I opened up Rudolfo Anaya's *Bless Me, Ultima* and discovered a whole new world that was presented in the beautiful and imaginative prose of *magical realism*.



Lee Brown, AETA President

This was very exciting. Magical realism represents a real contribution to literature. I was reminded of the scene in the Jaime Escalante film *Stand and Deliver* when he points out to his largely Hispanic class that their "ancestors invented zero." He goes on, "You can do math. It's in your blood." The rapidly growing canon and unique contributions of Chicano literature is powerful evidence that reading and writing in English is in the blood of this generation.

" . . . on my first flight to Phoenix, I opened up Rudolfo Anaya's Bless Me, Ultima and discovered a whole new world that was presented in the beautiful and imaginative prose of 'magical realism.'"

Consider the power of Gary Soto's new metaphor for the pain of human existence, the "buried onions in the earth." Share Sandra Cisneros "literature of place" with your writing classes. Read aloud the rich similes that populate the prose of Victor Martinez (*Parrot in the Oven*) and let your students close their eyes and listen. All these contributions signal the arrival of a special literature that can inform all students in our English classes, not just those who happen to be in high ELL population schools.

In the months leading up to our October visit by Gary Soto, AETA wants to hear from you and learn about your experiences with Chicano literature. If you have prepared units that could be shared with others, if you have special recommendations for background reading—I was recently moved to tears reading the autobiography *Breaking Through* by Francisco Jimenez—or if you have questions that you are willing to share with others in our AETA learning community, please send them on to me. AETA is eager to facilitate communication and is fortunate to have more than one venue for sharing.

Hope you had a great holiday season!

—Lee Brown, President

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TEACHERS AS WRITERS

ELIGIBILITY: This contest is open to all English language arts teachers at elementary, middle or junior high school, high school, or college levels, and to administrators, curriculum specialists and graduate students in the field. Current membership in AETA is a requirement for entry. The annual membership fee of \$35 may accompany submission. Please make checks payable to AETA.

ENTRIES: Entrants are limited to one entry in each of the three categories. NO entrant may receive recognition in more than one category. Entries should comply with maximum length requirements: Poetry (120 lines); Short story (3,000 words); Nonfiction prose (3,000 words)

AWARDS: Up to three awards may be made in each category at the discretion of the judging panel. Judges reserve the right to declare "no winner" in any category in any given year. Winners will be notified in mid-August about the presentation of the awards at AETA's Annual General Meeting and Statewide Conference. Winning entries will be published in the professional journal of AETA, *Arizona English Bulletin*.

SUBMISSIONS: If you mail your submission, please enclose: 1. Two hard copies of the entry, typed, double spaced (except poetry); 2. *Cover page attached to each copy of the entry; and 3. Floppy disk with entry saved as a Word document. If you email your submission, be sure to: 1. Make a cover page with your name, the genre, title and address; 2. Double space (except poetry); and 3. Attach in Word document format.

Contest Deadline: July 15, 2005

Send submissions to: Anne Guido, 3556 East Presido Rd., Tucson, AZ, 85716. *Please visit <http://www.asu.edu/aeta> to download cover page.

BURIED ONIONS OR BURIED TREASURE?: UNEARTHING MEANING FOR STUDENTS TODAY

AETA 2005 Conference | Tucson Rincon/ University H.S. | 421 N Arcadia | Tucson, AZ 85711

Join us for the 2005 AETA Fall Conference featuring Keynote speaker Gary Soto! This year's Conference Co-chairs are Mary Setliff and Vonda Douros. Special features and workshops will include:

- Lesson Exchange
- Incorporating multi-cultural literature
- Meeting the needs of English language learners
- Minority pedagogy: conversations in Critical Race Theory
- Perfecting our AIMS: State standards instruction in reading and writing
- Sensitivity training - LGBT students and staff
- The paperless classroom: Teaching with the Web
- Teachers as Writers Awards and Open Mike Night

Also, new this year: special workshops just for new or first year teachers, as well as lots and lots of freebies! Watch for more info: <http://www.asu.edu/aeta>.



SUBMIT YOUR ARTICLES TO THE *ARIZONA ENGLISH BULLETIN*:
NOW ACCEPTING ARTICLES FOR SUMMER & FALL 2005 ISSUE

COMPOSITION REVISITED — Deadline March 1, 2005

We'd like to update our readers on the most recent trends and issues in teaching composition. What are you doing with computers in writing classes? How have the six-traits guidelines impacted your teaching? What assignments are you using that are the most successful? What works for improving style, usage, and/or grammatical constructions?



What does NOT work? One of the demons of composition teachers is the dread turn-around time. Are there ways to speed up the grading without losing quality in the feedback?

Let us know what you are doing to help produce better writers at any level of education. See submission information below if you are interested in contributing an article.

YA FICTION IN THE ENGLISH / LANGUAGE ARTS CLASSROOM — Deadline September 1, 2005

Young adult fiction is among the most vital, exciting, and yet, most controversial of literary genres. What YA literature are you using in your classrooms, and how are you using it? Do you pair it with other works of fiction? Have you had difficulty with issues of censorship? How cooperative are parents and administrators in your experience with using young adult literature? What authors do you use, and how do you use them? What books seem to be most popular among student readers?

Let us hear from you as we try to build an issue to offer ideas and support for classroom teachers.

AEB MANUSCRIPT GUIDELINES

Please submit two (2) copies of your manuscript (typed and double-spaced throughout, including quotations and works cited) and a self-addressed, stamped envelope. The *Arizona English Bulletin* uses the MLA style sheet.



You should include an electronic copy of the manuscript in Microsoft Word. Faxed manuscripts will not be accepted. We can, however, accept manuscripts sent as email attachments in Microsoft Word. Be sure to include the author's name, address, school affiliation, and work and home telephone numbers on a cover page.

Mail manuscripts to:
June Harris
Univ. of Arizona
South, 1140 N
Colombo, Sierra
Vista, AZ 85635.

Manuscripts will be reviewed and replies sent, usually within 6-8 weeks, but occasionally later, depending on the editor's schedule and responsibilities.

Authors of published articles will receive two contributor's copies. Compliance with *Arizona English Bulletin* deadlines is appreciated.

ATOP THE TREE TOP: AETA MEMBER TEACHES THE STANDARDS, ONE CHILDREN'S BOOK AT A TIME

Taylor, Brian. *Atop the Tree Top*. Illustrated by Sharon Butler. Brumby Run Productions, Inc., 2003. ISBN #:0-9747054-0-3

Atop the Tree Top is a 32-page, full-color hard back children's book about a little boy and his sister who are invited to go inside the Christmas tree and be ornaments for the day.

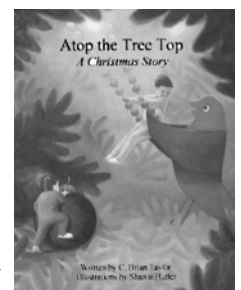
The writing is whimsical and pictures are breathtaking. In June 2003, Senior Editor of Children's Books for Barnes & Noble in New York described it as beautiful! Published by Brumby Run Productions, Inc. 13 months ago, it has been exhibited at the Arizona Book Festival, the

Prescott Book Festival, and Book Expo America in Chicago, where it has been received with excitement.

Only in its infancy, the book will take time to become established, but it seems to be on its way: At a recent book signing at the Goodyear Barnes & Noble on December 18, 2004, for example, the store sold 120 copies in four hours. Selling what they described as "ten times more books than normal signings," this store has now forwarded the remarkable results to regional Barnes & Noble executives, who use such results to determine larger market purchases.

Taylor uses the book to teach the state standards to various elementary classrooms, having identified the 6-traits and literary elements within the book. It provides a valuable way to show that there is value in the standards without compromising creativity.

Work is under way on his next book *The Bunny Who Walked on His Ears*, which should be released Summer 2005. —*B.T.*





IN THE TRENCHES: TEACHERS SPEAK

Q: THE BILINGUAL CLASSROOM: WHICH YA LIT AND INSTRUCTIONAL TECHNIQUES ARE YOU USING TO REACH BILINGUAL AND ESL STUDENTS?

A. ESL STRATEGIES FOR THOSE WHO COME AND GO. When I taught ESL in Thailand I encouraged the Thai students to write about their own lives. I read excerpts from what other Thai young people had written about themselves and their families. This gave my students an example to

“We talked about when our knees go shakity-shake and why. Some Latinos felt that way in Scottsdale and some Whites felt that way in parts of Tolleson. We talked and wrote about how to overcome these ‘shakity-shake’ feelings.”

consider when writing about themselves. There is a lovely little autobiography called *Little Things* by Prajuab Thirabutana. The author is a village girl who tells about her life in a Thai village. My Thai students liked to hear about the lives of other young

people from their own country and from other places as well. Once they got into the subject of autobiographies they got excited about telling their own stories. Some lovely stories came out of this experiment.

This past semester four new Spanish-speaking students were added to my Reading class and it reminded me of my time in Thailand. Since none of these four students could speak English, I had to determine how to reach them. The first thing I did was to ask one of the bilingual students in the Reading class to help me communicate with the Spanish-speakers. With the help of the bilingual student, the ELLs took the Star Reading Test and began to read English at the appropriate level. One of the four students got so enthused that he read over 36 children's books! The others also did regular daily reading and seemed to enjoy the reading logs and Star Testing. They also really enjoyed doing video-movie reviews and spent a lot of time using the Spanish/English dictionary to express their views on their favorite films.

As I struggled to keep them learning I sought out Hispanic-Mexican American literature. They loved the poem "Legal Alien/Extranjera Legal" by Pat Mora. I found it in both English and Spanish which was a treat for them. Then when I told them I was a "Snow-back" from Canada they had a good laugh. They wrote about how they felt living in Arizona. As a class we talked about our own neighborhoods where we felt safe after reading, "Those who Don't - They

Think we're Dangerous" by Sandra Cisneros. This poem ends with: *All brown all around, we are safe. But watch us drive into a neighborhood of another color / and our knees go shakity-shake and our car windows get rolled up tight and our eyes look / straight. Yeah. That is how it goes and goes.*

We talked about when our knees go shakity-shake and why. Some Latinos felt that way in Scottsdale and some Whites felt that way in parts of Tolleson. We talked and wrote about how to overcome these "shakity-shake" feelings.



I had the students write about their parents by introducing them to the poetry of Luis Omar Salinas who wrote two touching poems about his parents entitled "Olivia" and "My Father is a Simple Man." The poems are short but meaningful, and the students seemed to enjoy them. It seemed the students also enjoyed writing about their families.

The four Spanish-speakers and their translator were an important part of our class — yet somewhat separate too. We worked well together and enjoyed each other and then one day they were gone. I asked the student translator where they were and she replied, "Gone to Texas to work!" The student translator and I both felt a sense of loss with their departure; many of the class agreed. When I expressed the same sentiment to the Chair of our English Department, he replied, "Don't worry — they will be back in the Spring!"

—Jim McFetridge, *Sophomore English & Reading Teacher*
Estrella Foothills HS / Buckeye Union HS District

CONNECTIONS SHOP & SWAP: A LESSON SHARE

Send us your best lessons in 200 words to share with other teachers in the state. Include AZ Standard met and your students' reaction. Send c/o Wendy Kelleher, ASU Department of English, PO Box 870302, Tempe, AZ 85287-0302 or email to: Wendy.Kelleher@asu.edu.

SUMMER 2005 Q: A TIME FOR REFLECTION: AS YOU THINK ABOUT THE UPCOMING SCHOOL YEAR, WHAT DO YOU SEE AS THE MOST DAUNTING CHALLENGES YOU FACE? WHAT DO YOU LOOK FORWARD TO MOST? EXPLAIN.

SEND YOUR ANSWER TO
WENDY.KELLEHER@ASULEDU



IN THE TRENCHES: TEACHERS SPEAK

Q: THE BILINGUAL CLASSROOM: WHICH YA LIT AND INSTRUCTIONAL TECHNIQUES ARE YOU USING TO REACH BILINGUAL AND ESL STUDENTS?

A. If bilingual students have trouble, I set aside special tutoring time for them with a fellow student. We team tutor the kids in the areas that they are having trouble in.

—*Jeffrey Newman, High Sch. English Teacher
Copper Canyon HS | Tolleson Union HS District*



A. Here are books I used with ESL students during my student teaching: 1. *Maya's Divided World* by Gloria L. Velasquez; 2. *Juanita Fights the School Board* by Gloria L. Velasquez; 3. *The Outsiders* by S.E. Hinton; and 4. *Gingerbread Heart* by Anne Schraff.

—*Nina Cancarevic, English Education student
Arizona State U West*



A. I typically preview or outline the main points of the class verbally or visually and I let students know when something is important by indicating they should be taking notes. In order to increase classroom interaction and check comprehension, I put students in small groups and give them time to summarize the discussion's main points. The last five minutes of class I ask students to write what they learned and what they are still unsure of. I use the students' responses as the starting point for the next class.

—*Vonda Douros, HS Teacher
Show Low HS | Show Low Unified District*

A. Since many students in our school are English Language Learners, we have a huge push on reading. Desert Horizon has the AR or Accelerated Reading program, which (if you're not familiar with it) classifies kids into reading levels. They then go to the library and pick any book they want to read in their level. They can move up levels as they successfully complete short reading comprehension quizzes.

Another strategy we use with our 7th graders to help them understand vocabulary is rivet cards. Each week we read a different story in our literature book and take ten vocabulary words from each story. The students are each given ten 3x5 note cards. On the front, students write the vocabulary word and draw a picture of what the word means to them. On the other side is the part of speech and definition. The pictures help ELL students really own the words. They can then use these cards as flash cards to study for quizzes. The students keep all of their rivet cards, adding the new to the old. The note cards are held together by hole-punching them in the upper left hand corner and putting them on a 2" loose leaf ring, given to them by the teacher.



We also try to give our students other ways to express their learning. Just a few other strategies we use are having students draw what happened in a story on storyboards, creating PowerPoint presentations, writing and performing songs to express what they've learned about a particular subject or story. We have also taken part in training to learn to incorporate more of the arts in the classroom, such as movement/dance, poetry, drawing or sculpture. We are working to develop more lessons and ways of using this.

—*Christa Soderstrom, 7th gr. Comm. Arts Teacher
Desert Horizon Elem. Sch. | Pendergast Elem. District*

A. I have students read a portion of a novel or short story while drawing pictures of its main points. These pictures should be small drawings, nothing elaborate. Only the main ideas or events should be used; this lets me know if all (not just the ELL) students are actually understanding the text. The ELL students are often reluctant to admit they don't understand, and with symbolism, metaphors, and other figurative language used by many authors, it is hard for them to get the information translated and understand the conceptual base. The only criteria is that the drawings be clear enough for me to discern the action; stick figures get as much credit as artistic creations.



—*Barbara Harrison, HS Teacher
Payson HS | Payson Unified District*



IN THE TRENCHES: TEACHERS SPEAK

ARIZONA AIMS FOR BRAIN FOOD

Dr. Salvador Gabaldón, Bilingual Education Department of Tucson Unified School District, represents AETA as the NCTE State Liaison and is in charge of the Literary Map of Arizona. Sal has been active in AETA for many years and has submitted the following article to the Arizona Republic. He's not yet heard if they plan to publish it.



Dr. Salvador Gabaldón

As is occasionally pointed out, the term *decimate* comes from the Latin words for one tenth (deci) and to kill (mat). Historians describe how some centurions in the Roman army would hold accountable an entire cohort, a unit of 500 soldiers, for the actions of its members during battle. If any legionnaire in a cohort attempted desertion or demonstrated cowardice, then after the battle the entire cohort would be lined up single file for punishment. Starting at a random point, every tenth man in the unit was selected to die at the hands of his fellow soldiers, who were issued thick wooden clubs and forced to beat their unfortunate peers to death.

Though rarely used, some believed that the brutal tactic would develop an iron discipline well worth the loss of one tenth of a fighting unit. No one today would suggest such bloody and brutal savagery as a way of keeping discipline and enforcing accountability in any group. But apparently some Arizonans see a need for an equally ruthless if less gory version of accountability for the children in our public schools.

I was reminded of that abhorrent practice recently when I read that State Superintendent Tom Horne believes it is “acceptable” to lose one tenth of the class of 2006 to the AIMS graduation requirement.

By now it is well known that roughly half of this year’s junior class—the first required to pass AIMS to graduate—has still not passed all three parts of the test. The Superintendent has explained that a fifty percent failure rate is politically untenable. Denying diplomas to half of all potential graduates would cause the citizenry to rebel. Therefore, the test—particularly the math portion—should be modified enough so that, along with \$10 million for remedial tutoring, a more acceptable rate of attrition could be achieved. It would teach children a brutal lesson in percentages, but some believe that those sacrificed would provide appropriate motivation for others to learn mathematics.

Even as he championed restrictions on languages other

than English, Horne once remarked that he wished all students would study Latin. Perhaps he hoped to balance Justitia’s scales of justice: a language revival weighed against an academic decimation. (Of course, state law might allow only a “minimal amount” of Latin for some Latinos.)

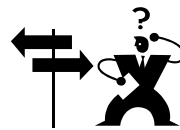
Others have suggested alternative ways of encouraging scholastic achievement. Why not simply add AIMS scores to each diploma? Doing so could help employers make finer distinctions among potential employees. But critics of public education will not be deterred. Such alternatives apparently are not humiliating enough.

Although the parallels are interesting, there is a perverse difference between Roman decimation and the decimation that AIMS would wreak. For unlike the Roman way of choosing sacrificial victims, the students who would suffer AIMS decimation would not be randomly selected. They would tend to be from specific subgroups: those still learning English, those from poor neighborhoods, and those with learning disabilities—the “usual suspects,” to quote from *Casa Blanca* (if you’ll pardon a minimal amount of Spanish).

Moreover, the students thus culled for decimation would not be the ones abandoning the struggle, since dropouts would not have to worry about AIMS. It would be those who stayed to the end, who hung on despite academic weaknesses, who completed every required course, and who dared the final test. In short, they would be the bravest of our brave.

All of which reminds me of another ancient story: the one about the Titans, who ate their own children.

—S.G.



“I was reminded of that abhorrent practice recently when I read that State Superintendent Tom Horne believes it is ‘acceptable’ to lose one tenth of the class of 2006 to the AIMS graduation requirement.”

Accept complete responsibility both for understanding and for being understood. — Brian Tracy



IN THE TRENCHES: TEACHERS SPEAK

USE OF LANGUAGES OTHER THAN ENGLISH IN ARIZONA PUBLIC SCHOOLS

Dr. Salvador Gabaldón has submitted the following proposal for adoption by the leadership and members of AETA. Please read carefully and contact your regional director, AETA president Lee Brown, or any other executive board member with your feelings and response. He has also hopes to get support from a broad coalition of groups (including the Arizona School Boards Association, the university presidents, Arizona Education Association, etc.) encouraging the State School Board to officially adopt the guidelines statewide. We present Dr. Gabaldon's proposal to you, our readers.

State laws regarding instruction in structured English immersion (SEI) classes specify "teachers may use a minimal amount of the child's native language when necessary" but "no subject matter may be taught in any language other than English." In other words, whole class instruction should always be in English, while native language instruction for individuals and small groups may be appropriate to clarify concepts and ideas not understood in English. The law's restrictions on language apply only to teachers. Conversely, the language used by students is not restricted in any way.

The following points provide specific guidance for addressing language-related issues:



1. The fundamental goal of English language learner (ELL) programs, whether English immersion or bilingual education, is to ensure that students acquire English and at the same time receive appropriate, comprehensible content instruction.
2. Since all instruction must be comprehensible, the teacher may use a child's native language as a tool to accelerate the learning of English, as an approach to making certain that the child learns the grade-level content, and as an effective behavior management tool.
3. Recognizing that ELLs are more apt to acquire English in a non-threatening environment that encourages the use of English but also values students' other languages, Arizona law poses no restrictions on the use of such languages by students themselves, whether in or out of class.
4. Bilingual dictionaries and other bilingual books are always appropriate instructional tools, but teachers also may make available materials that are exclusively in languages other than English so that students may self-select such books in reading for pleasure or as support for homework.
5. As families are essential members of every school community, all school interactions and communications must be in a language that families understand. —S.G.



BLENDING IDEALISM WITH REALISM: A TEACHER'S FIRST YEAR

Andrea Taylor teaches at Desert Ridge High School.

Last year was my first year teaching, and I think one of the major issues I dealt with was reconciling my grandiose ideals and lofty teaching philosophies with the real world of the classroom. So much of what new teachers have learned from their teaching programs is more theoretical than practical, and often new teachers are not prepared to deal with disruptive students, unsupportive parents, administration that doesn't



back teacher decisions, and mounds of added teacher responsibilities never discussed in college.

Reading about assertive discipline or tales of Harry Wong hardly prepares a new teacher for the moment when you ask a student to take his seat and he says "no." Furthermore, student teaching can be a deceptive experience, because the students treat student teachers so differently than solo classroom teachers (especially if you student teach in the

spring), so the kids see you as a nice change of pace from the "real" teacher, who often takes on the role of "the heavy." I think an article on surviving in a bad situation would benefit many new teachers. It doesn't have to be negative in tone. On the contrary, the most reassuring thing anyone could have told me was that I wasn't the only one who spent my first year hating life, and that it does get much better after year one!

—A.T.



FROM THE REGIONAL DIRECTORS: LOCAL AREA RALLYING POINT

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Brian Taylor

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⇒ **Phoenix-West Central Update:**

Lynn Edens, a Westview H.S. teacher and member of AETA, has been teaching English for 28 years. The last two, she has received a number of accolades, including: 2002-2003 Westside Impact Teacher of the Year (chosen by a principals' group); recognition in Who's Who Among American Teachers (nominated for the 5th time by students); and nomination for the Disney "Hand" Award, which highlights outstanding teachers on a national level.

PHOENIX-NORTHERN

Julie Petroff

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*In the Spotlight:
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⇒ **Eastern AZ update:**

Apache and Navajo Counties Info.:
1/25: DIBELS I Training-Show Low
2/2: DIBELS I Training-Whiteriver
2/16: DIBELS II Training-Whiteriver
2/17: DIBELS II Training-Show Low
2/26: Measurement Class-Pinetop

“The Love of Language in a Time of Testing” Language-at-the- Borders Spring Conference

Department of English
University of Arizona
March 5, 2005
8:00 a.m.—2:00 p.m.
Integrated Learning Center

Contact:

Sandra Florence, Co-Chair
Associate Writing Specialist
Writing Center Coordinator

Tammie Kennedy, Co-Chair
Rhetoric, Composition
& Teaching of English

Yvonne Merrill, PhD, Co-Chair
Associate Writing Specialist
WAC Coordinator

(520) 621-3553



GET TO KNOW YOUR AETA LIAISONS AND COORDINATORS

Never one thing and seldom one person can make for a success.
It takes a number of them merging into one perfect whole. —*Marie Dressler*

NCTE LIAISON

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AETA LITERARY MAP OF ARIZONA

Sal Gabaldon—see previous

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ENGLISH-SPEAKING UNION

SCHOLARSHIP, PHOENIX BRANCH

Sharon Fagan —see previous

AETA PROGRAM COORDINATOR:

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**“Opening the Golden Gates:
Access, Affirmative Action,
and Student Success”**

NCTE ANNUAL CCCC CONVENTION

March 16-19, 2005

Moscone North Convention Center
San Francisco, CA



Keynote Address:
“Who Owns Writing?”
by Doug Hesse

Director of University Honors and
Professor of English at Illinois State
University

For more information and/or to register,
please visit:
<http://www.ncte.org/profdev/conv/cccc>

We find comfort among those who agree with us — growth among those who don't. —*Frank A. Clark*



CONNECTION POINTS: UPCOMING CONFERENCES AND PROFESSIONAL DEVELOPMENT OPPORTUNITIES



THE WRITING PROJECT: METHODS OF TEACHING COMPOSITION

("The class formerly known as GPAWP")

The Arizona State University Department of English hosts a different kind of class about writing — its philosophy: "writing teachers writing, and talking about writing and teaching." Dr. G. Lynn Nelson, author of *Writing and Being* and Associate Professor of English at Arizona State University teaches this three-credit course. It meets four days weekly through June: Monday through Thursday, from 8:30 — 11:30 a.m. during the first Summer Session of classes (June 1-28, 2005).

Register for the undergraduate or graduate course:
ENG 480 60665 MTWTH LL 240 NELSON, G
ENG 507 68863 MTWTH LL 240 NELSON, G



ASU Summer Sessions registration begins on March 21, 2005. For information about how to register for classes, or how to apply for enrollment at ASU, please visit this website:
<http://www.asu.edu/apply/>

THE YOUNG ADULT WRITING PROJECT (YAWP)

YAWP is a summer writing project for students from 8th—12th grades who want to integrate meaningful and authentic writing into their life work. Every summer young writers from all over Arizona come together as a community to write about their lives, where they are from, and what matters. YAWP's vision is that through poetry and stories, we learn the language that brings healing and peace into our own lives and communities. Published writers and poets visit to share their own stories, ideas and writing styles as well. Throughout the three weeks, young writers work closely and carefully, learning the art of critique and discovering the power of words. At the end they publish a collection of work to take away, as ripples in a huge sea, hungry for stories, the language that heals.

"We want a language of that different yield. A yield rich as the harvests of earth, a yield that returns us to our own sacredness, to a self-love and respect that will carry out to others." (Linda Hogan)

YAWP members come to the summer writing program through teacher or other adult recommendation. They will meet June 6-23, 2005, Mondays through Thursdays, 9 am to 12:30 pm at ASU in Tempe, Arizona. Students must be able to arrange their own transportation to and from ASU.

For more information contact:
 G. Lynn Nelson, Assoc. Professor, English Education | Arizona State University | Lynn.Nelson@asu.edu | (480) 965-2568

or visit YAWP on the web:
<http://www.asu.edu/gpawp/yawp>



SHAKESPEARE —WORDS AND ACTIONS: AN INTERACTIVE WORKSHOP FOR ALL TEACHERS OF SHAKESPEARE



This workshop takes place Friday, March 4, 2005, 9:00 a.m.—3:00 p.m. It is presented by the Phoenix Branch of The English-Speaking Union, and offers practical ideas and approaches for teaching Shakespeare actively; a teaching Shakespeare book, compliments of Cambridge University Press; a list of film and internet sources, and a certificate for 6.0 professional development that may be used in your district for in-service credit or as re-certification credit. The session is led by the Associate Director of the English-Speaking Union, Michael LoMonico, who conducts workshops for teachers around the world. He is the author of *The Shakespeare Book of Lists* and was the technical editor for *The Complete Idiots Guide to Shakespeare*. He is currently professor at SUNY Stony Brook where he prepares teachers in the use of performance.

Mesa Centennial Center, Apache Room | 263 N. Center Street | Mesa, AZ 85211

The cost of \$95.00 includes lunch, coffee, and materials.

For information, contact:
 John Chisnell at jchisnell@cox.net



CALL FOR PROPOSALS AETA 2005 CONFERENCE



Proposals for concurrent sessions in all areas concerning language arts and Arizona's issues related to them are being accepted. The deadline is August 15, 2005. For more information visit the AETA website www.asu.edu/aeta or contact Conference co-chair:

Mary Setliff | University High School | 321 N. Arcadia | Tucson, AZ 85710

520-318-2208 or cell 520-405-2141



 CONNECTION POINTS CONTINUED . . .

We must always change, renew, rejuvenate ourselves; otherwise we harden.
—Johann Wolfgang von Goethe

 SHAKESPEARE IN ASHLAND:
 TEACHING FROM PERFORMANCE

Shakespeare in Ashland 2005, a National Endowment for the Humanities summer institute, invites 25 school teachers to study Shakespeare's plays in performance, June 26-July 22, 2005. In the spectacular setting of Ashland, Oregon's Southern Oregon University, participants will eat, drink, and sleep Shakespeare, with the help of the renowned Oregon Shakespeare Festival and a team of dedicated scholar/teachers. Past participants call *Shakespeare in Ashland* "amazing," "one of the finest educational experiences of my teaching career," and "an outstanding reminder of what professional development should be." Participants receive a stipend of \$3000 (graduate credit available optionally) and attend twelve Oregon Shakespeare Festival performances, including Shakespeare's *Love's Labor's Lost*, *Richard III*, and *Twelfth Night*; Marlowe's *Doctor Faustus*; Shaw's *The Philanderer*; August Wilson's *Ma Rainey's Black Bottom*; and others.



For more information visit www.sou.edu/shakespeare or contact: Alan Armstrong, Center for Shakespeare Studies, Southern Oregon Univ., Ashland, OR 97520-5020 | (541) 552-6904 armstrong@sou.edu | Deadline for application: March 1, 2005

 2005 LITERACIES FOR ALL SUMMER INSTITUTE

The 2005 Literacies for All Summer Institute in San Diego, July 14-17 (NCTE "Whole Language Umbrella"). The title of this conference is "Teaching for Change: Creating Democratic, Inclusive, Holistic Classrooms." The presentation proposal deadline has passed, but the conference promises to inform and enlighten for all in attendance: "More now than ever, teachers need to be aware of the research that supports holistic practices so they can communicate with administrators, colleagues and parents" (from www.ncte.org).

For more information, please visit the website:
<http://www.ncte.org/profdev/conv/wlu>



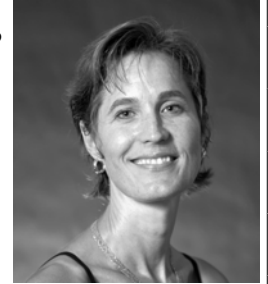
 11TH ANNUAL GRADUATE LINGUISTICS/TESL SYMPOSIUM

Mark your calendars for the 2005 Graduate Linguistics/TESL Symposium, April 8, 2005 at the Arizona State University main campus. The symposium is sponsored by ASU's Graduate Scholars of English Association, the ASU Interdisciplinary Committee on Linguistics, the ASU Graduate Professional Students Association, and the ASU Department of English. The keynote address will be given by Dr. William Grabe of Northern Arizona University — "Linking Reading Research to L2 Reading Instruction." If you have any interest in linguistics, ESL, language acquisition, etc., submit a proposal!! You've got nothing to lose!

For more information, please contact:
Katherine Mason, English Department / Chicana/o Studies
Arizona State University | Katherine.Mason@asu.edu



 FROM THE EDITOR:
 MISSING THE MARK?



Wendy Kelleher

A few weeks ago I overheard two teachers talking about an secondary-education graduate level methods class they'd taken at a nearby university. Both felt the class had been a total waste of time because, as they put it, the instructor was no longer in touch with what was required of Arizona's teachers today — teaching to the AIMS test.

Their comments set me back on my heels, even though I have to admit this wasn't the first time I'd heard their complaint — that colleges of education and university methods instructors teach outdated or unrealistic methodology to pre-service and graduate level teachers. At a conference just last spring I sat, speechless, listening to three graduates accuse their instructors of failing to adequately prepare them, citing example after example of what they'd needed, but had not been taught.

Here's the problem as I see it. Legislators, administrators and parents put teachers' heads under incredible pressure to teach to the test. These same teachers' hearts (and their academic backgrounds) tell them to teach to the power of literature (canon and multicultural), teach to the power of writing, teach to the power of speech and dramatic performance. But their grief and frustration mounts to the breaking point when they are required to sacrifice their classrooms and their students to the gods of high-stakes, standardized testing.

I'm supervising student teachers this semester, and the last two weeks have filled me with my own sense of frustration. What role do universities play in preparing teachers to meet the expectations of the "real world" that is Arizona education today? How can we change what is not right with the system?

We need to connect with each other, listen to each other, learn from each other, at all levels of education and in all educational spheres, home, classroom, legislature and administrative office. We need to start asking questions, demanding answers.

We must take back our classrooms and our profession.
—Wendy K.

 SEND LETTERS TO THE EDITOR TO:

Attn: Wendy Kelleher
ASU Department of English
PO Box 870302
Tempe, AZ 85287-0302
or email to: Wendy.Kelleher@asu.edu





MESA TEACHER IS AWARDED SCHOLARSHIP TO OXFORD UNIVERSITY



Mesa teacher Ken Sorensen has been awarded the Cuthbert-Douglas Scholarship to Oxford University this summer by the Phoenix branch of the English-Speaking Union (ESU). Sorensen, a literature and AP English teacher at Mesa's Skyline High School, will spend three weeks this July at Oxford University in an intensive study of literature.

The Cuthbert-Douglas Scholarship is an annual program that offers a junior or high school English or drama teacher in the northern part of Arizona a chance to study in England at Oxford University, The Globe Theater in London, or the University of Edinburgh in Scotland, and to bring back their learning to the students they will teach in the next school year. Sorensen's choice to attend Oxford was an easy one for him since literature and history are his passions. "I remember a British literature teacher in high school who had spent a summer touring Britain. He brought every major writer to life in that class. I believed I got to know them. I believed I was there with Wordsworth on the Thames in 1803. I believed I saw Milton narrating to his daughter. I believed that I walked with Tennyson on the streets of London. What a great experience to be able to bring such relevance to my own students." Sorensen, who has never been to Britain, recognized the scholarship as an honor and great opportunity. "Oxford University has always represented the ultimate in academic accomplishment. It represents the center of

English knowledge and educational culture."

England's famed university boasts a rigorous course of study. Students work individually or in very small groups with a "tutor" who guides them to read and research topics in their field. Students attend lectures, spend much time in the library, and are guided by Oxford fellows in areas of focus and expertise. Sorensen is up to the challenge. "If the educational community is expected to excite the next generation of students to embrace learning, the more experiences their teachers have, the better off we will all be in the classroom."



Ken Sorensen

Sorensen has been teaching English and history courses at Skyline High School since 1999, and has most recently begun teaching English and history in Maricopa Community Colleges. He holds a Masters degree in education from Utah State University.

The mission of the ESU is to promote international understanding and human achievement through the English language. Its goals are achieved through scholarships, awards, debating and public speaking events and a variety of educational programs for young people from all over the world.

—For more information about these programs, contact **Sharon Fagan** (480-732-7124) of AETA and the English-Speaking Union.

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__ \$35
- One-year individual membership (outside U.S.) • School year 20__ to 20__ \$45
- One-year institution membership (only within U.S.) • School year 20__ to 20__ \$40
- One-year emeritus/student membership • School year 20__ to 20__ \$20
- Two-year individual membership • School years 20__ to 20__ \$60

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:

Jean Boreen Box 6032 English Department NAU
 Flagstaff, AZ, 86011-6032
 928.523.6765 Jean.Boreen@NAU.EDU



2005 ARIZONA EDUCATION ASSOCIATION (AEA) LEGISLATIVE AGENDA

The AEA's goal is to create an environment where public school employees and students can do their best work. To reach this goal, we have developed the following 2005 Legislative Agenda.

The AEA 2005 Legislative Agenda is developed by the AEA Legislative and Government Relations Task Force and approved by the AEA Board of Directors. It is based on the broad public policy statements included in the AEA Legislative Platform and the Great Public Schools Action Agenda adopted by the 750-member AEA Delegate Assembly. — *John Wright, President*

To ensure respect for all educators and the unique roles of teachers while providing due process rights for all non-administrator education employees.

•**Teacher Quality.** AEA believes that a state-level Professional Standards Board, with a majority of teachers, should be created to make decisions about professional certification issues for the State Board of Education. The teaching profession deserves to be treated as other professions are treated.

•**Education Support Professionals.** AEA supports due-process rights for classified employees. School employees deserve the same basic rights as other state employees. In order to compete for the best and brightest talent to work in our schools, the same standards for fair treatment as other government employees must be supported by state law.

To provide funding to classrooms for teachers, staff, and programs that makes our schools great for every child.

•**Early Childhood Education.** AEA is working with child advocacy groups, business and civic leaders, and the Governor's office to improve the quality of early childhood education opportunities for Arizona children. AEA will support legislation to adopt early childhood education programs that are proven to improve the success of students and ensure a reasonable implementation schedule for the expansion of full-day kindergarten to all public schools.

•**Teacher Compensation and Performance.** AEA is working with

business leaders to support legislation that includes elements that will be required in any school employee performance-based pay plan in Arizona.

•**Public School Employee Compensation.** Teachers and other school employees continue to struggle to reach adequate compensation levels. The average teacher salary in Arizona is \$4,883 below the national average. Two issues must be addressed to provide a public school employee compensation system that attracts and retains the best and brightest talent in our schools.

- ⇒ AEA will work to provide health care benefits for both active and retired members which are affordable and meet member needs.
- ⇒ The increased cost of retirement contributions has actually caused many employees to take home less pay than in prior years, despite the additional funding for salaries provided by Proposition 301. Funding to offset these retirement contribution increases may help solve this problem.

•**Student Testing.** Extensive energy and time are being directed toward student testing, test preparation, and testing programs that are sometimes duplicative. Limits on the amount of time spent on testing and the development of appropriate alternative forms of student assessment are necessary. Arizona must develop a coordinated and reasonable student achievement accountability system.

•**School Accountability for Academic Achievement.** Every child can learn, but they need individual attention based on their individual needs. What children really need are quality teaching, smaller classes, more parental involvement, and up-to-date books and materials. The AEA supports high standards of teaching and learning, a full well-rounded education for all children, and common-sense measures of accountability that go beyond a single test score. AEA will work with the Department of Education, the legislature, and the Arizona Business and Education Coalition to address legislation that will ensure that Arizona LEARNS and the federal ESEA reauthorization work together to achieve

these ends.

•**English Language Learners.** AEA believes legislation must be passed that adequately funds English Learner programs in Arizona and meets the requirements of the Flores Consent Order.

To reform Arizona's fiscal system so it is fair and provides adequate funding to build an education system that is accountable, drives economic growth, and enhances the quality of life for Arizonans.

•**Students FIRST.** AEA will work to establish a reliable source of revenue to support the Students FIRST program.

•**Revenues to Support Salaries.** The revenue source for Proposition 301 has not grown with the economy, so anticipated salary increases have not met teacher or public expectations. Improving revenue streams to the Classroom Site Fund through better management of State Trust Lands will continue to be a priority.

•**Close the Adequacy Gap.** In the long term, Arizona must invest in classroom spending and programs designed to improve academic achievement and reduce the dropout rate. Arizona has an "adequacy gap" between its level of financial support for schools and the needs of its students. An adequate K-12 funding formula and a revenue system that supports increased investment in public education over time must be developed. During the upcoming session, AEA will:

- ⇒ Oppose efforts to divert funding from our under funded public school system to private and parochial schools through vouchers or tuition tax credits.
- ⇒ Support legislation to establish a fair and equitable formula to cover the costs of utility increases in school budgets when the current Excess Utility funding system is eliminated in 2009.
- ⇒ Support Career Ladder Programs because they have proven to improve student achievement through the enhancement of classroom instructional practices.

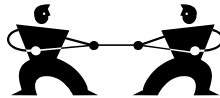
continued on:

<http://www.arizonaaea.org>

INTERNET CONNECTIONS



Following are some Web links to help you connect — with other teachers, students, and the larger education community.



Writing with Writers: <http://teacher.scholastic.com/writewit/>
A Scholastic Books site. Students work in “workshops” with authors, editors, and illustrators.

Do You Speak American?: <http://www.pbs.org/speak/>
The companion website for a film that takes us cross-country to examine the dynamic state of American English & ask: Why do Maine lobstermen & Texas cowboys speak English so differently? How many varieties of American English are there? Is TV making us all sound the same? Topics include 100 common mispronunciations, how language is changing, local color in American literature, & regional writers.

Summer Seminars/Institutes for Teachers: <http://www.neh.gov/projects/si-school.html>
Opportunities for teachers to study (with a stipend) a range of humanities topics: Don Quixote, George Washington, Lewis & Clark, the Civil War, slavery in New England, China & Islam, poetry, Mozart, Bach, the Pueblo world, jazz & American culture, African American literature, the Arabic novel, works by Horace, Dante, Chaucer, Shakespeare, Yeats, & more. Application deadline is March 1, 2005.

Gary Soto: A Teacher Resource File: <http://falcon.jmu.edu/~ramseyil/soto.htm>
From the Internet School Library Media Center, site has biographical information, a bibliography, links, lesson plans and other information about Gary Soto.

Gary Soto's Website: <http://www.garysoto.com/index.html>
Official website for poet, author, and Keynote Speaker for the 2005 AETA Conference

NCTE “Inbox”: <http://www.ncte.org/about/over/inbox>
A service providing free, weekly updates of news, views, and ideas.

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