



NATIONAL COUNCIL OF TEACHERS OF ENGLISH  
WHOLE LANGUAGE UMBRELLA  
2014 ELECTIONS



Biographical information was supplied by the candidates and is printed in alphabetical order for the convenience of WLU members. **Voting deadline is June 15, 2014.**

**PRESIDENT-ELECT CANDIDATE**

***One-year term to expire in November 2015 followed by a two-year term as President.  
(Elect One)***

**CARYL G. CROWELL**



Magnet Site Coordinator, Borton Elementary Magnet School, Tucson Unified School District; Editorial Review Board for *Language Arts* and *Talking Points*

**Former Positions:** Primary grades classroom teacher for 37 years at Borton, an urban, inner-city magnet school under a court-ordered desegregation plan; 2003–2006, Clinical Assistant Professor, College of Education, University of Arizona, teaching undergraduate reading and language arts methods and supervising student teachers

**Memberships:** WLU/NCTE; Current WLU Board member; Tucson TAWL, co-chair, conference chair, website/Facebook manager and board member; NCTE Commission on Reading; WLU Local Conference Chair, 2008 Conference

**Awards:** WLU Distinguished Service Award, 2009; 2012 Nominee for the Presidential Award for Excellence in the Teaching of Science

**Publications:** Co-author with Kathryn Whitmore, *Inventing a Classroom: Life in A Bilingual, Whole Language Learning Community*; Chapter editor, *NCTE's Adventuring with Books*; several chapters in edited volumes; articles and book reviews in IRA's *Journal of Adolescent & Adult Literacy*; and NCTE's *Language Arts* and *Primary Voices*

**Program Contributions:** Presentations at WLU, NCTE, Tucson TAWL, Creative Learning Exchange, and many local presentations for school faculties and University of Arizona graduate and undergraduate classes

**Position Statement:** Since attending the first WLU Conference in 1990 in St. Louis, WLU has been my professional home and thinking community. I've attended almost all the WLU conferences and summer institutes since. WLU has enriched me with professional knowledge and new understandings, and challenged my thinking on many occasions. I've made many lifelong friends, too.

WLU exists in part to support public school teachers and their students. I bring the voice of classroom teachers to WLU at a time when they need the support of professional organizations more than ever. Our collective voices can speak back to the assault on teachers' professionalism, to efforts to decertify colleges of education, and to the ongoing privatization of public education. As a teacher with 37 years of classroom teaching experience, I can provide the intimate perspective that can help WLU become a professional sanctuary and an advocate for our colleagues. I've also seen teaching and learning through the eyes of the newest members of our profession in my work with university students in their professional preparation courses and student teaching. By working to bring young teachers into WLU, we can provide the kind of professional development and collegiality that holds hope for sustaining them during their initial years, when so many leave the field of education.

During the last three years, I've worked with the WLU board on nominations, conference preparations, and the ongoing work of examining and growing WLU's continued contributions as a professional organization. I have the necessary organizational and communication skills, a desire to serve, and more time than I used to have. Now, as I step out of my lengthy career as a classroom teacher, I feel an obligation to give back to the organization that has given me so much.

## WLU EXECUTIVE BOARD CANDIDATES

Three-year term to expire in July 2017 (Elect Two)



### DR. BRENDA EATMAN AGHAHOWA

Associate Professor of English, Chicago State University

**Formerly:** Department chairperson, TYCA-Midwest board member

**Memberships:** NCTE, CCCC, TYCA-Midwest, NCTE Black Caucus, MLA, WLU

**Publications:** *Grace Under Fire: Barbara Jordan's Rhetoric of Watergate, Patriotism, and Equality* and *Praising in Black and White: Unity and Diversity in Christian Worship*; entries in *Encyclopedia of Identity*, articles in *Lone Star Legacy* and *Works & Days*

**Program Contributions:** Presentations at NCTE, CCCC

**Position Statement:** For the past 16 years, I have been a college-level English educator at an institution that serves mostly first-generation, African American students. As one who also was the first in her family to graduate from college, I relate to these learners' struggles to gain college-level skills of reading, writing, and critical thinking. The whole language concept is especially relevant for my student population. I would welcome the opportunity to enhance my knowledge of whole language scholarship, program development, and policymaking through service on the board of NCTE's Whole Language Umbrella. I believe the relationship would be mutually beneficial, allowing me to share my own unique perspective, relevant experience, and scholarly work.



### JONI FUJITA

Kindergarten teacher, Noelani Elementary School, Honolulu, Hawaii

**Formerly:** K-1 multiage and kindergarten teacher at Voyager Public Charter School in Honolulu and teacher of grades K, 1, 3, and 6 at various public schools

**Memberships:** NCTE, Hawaii Council of Teachers of English (HCTE), IRA, Past Co-President and Board of Director of Ka Hui Heluhelu (Hawaii State Council of the International Reading Association)

**Awards:** Joy of Teaching (2013), Noelani School Teamwork (award sponsored by a community member in 2006)

**Position Statement:** I believe that it is important for WLU to continue to keep students at the heart of learning by advocating for student ownership and inquiry. Teachers also need to feel that our voices matter so we will be empowered to trust our professional judgment as we guide our students to care, to think, and to make a difference.



### MARIA PERPETUA "PERPIE" LIWANAG

Assistant Professor, State University of New York at Geneseo, New York

**Formerly:** Classroom teacher for twelve years

**Memberships:** NCTE, WLU, CELT, IRA, ACEI

**Publications:** *Talking Points*, *WOW Stories*, *Childhood Education*

**Program Contributions:** WLU, NCTE, IRA, Hofstra Miscue Conference, NYSEC, NYSRA

**Position Statement:** I welcome the opportunity to support members' whole language beliefs and teaching practices. WLU needs leaders who promote collaboration among members and invite new members to join while also providing opportunities to advocate, discuss, and share literacy practices that value teachers' knowledge and support the diverse needs of all learners.

**MAUREEN MORRISS**

Independent literacy consultant in New York City and various cities across the US and within Australia

**Formerly:** Lecturer in Schooling, Literacy and Literature for ten years, course coordinator; Australian Literacy Federation chairperson; Australian Literacy Educator's Association National Council Secretary; international, national and local conference convener and program chairperson for ALEA; Principal K–6; Regional professional developer and classroom teacher K–8.

**Memberships:** NCTE, WLU, IRA, ASCD, ALEA

**Awards:** ALEA Medal 2005 for contributions in the field of literacy nationally and internationally.

**Publications:** *Digital Portfolios: Powerful Tools for Promoting Professional Growth and Reflection*;

*Assisting Learning: Planning for Literacy Improvement*; various articles in AJLL, ALEA newsletters

**Program Contributions:** Presentations at WLU, IRA, IRA World Congress, NYSSCD, and ALEA

**Position Statement:** As a WLU leader I would have at the forefront of my work the challenges that face education and in particular teachers and their students. I believe that being able to provide a voice for the profession and the teaching and learning of literacy is paramount in the current climate of educational reform. In addition to this I want to work towards developing a platform for teaching and learning that brings back common sense and joy.

**DIANA PORTER**

Associate Professor of Literacy, Eastern Kentucky University (EKU); past president, Kentucky Reading Association (KRA); team leader, Children's Choice Award; director, Collaborative Center for Literacy Development (CCLD) Adolescent Literacy Project; counselor, Kappa Delta Pi.

**Formerly:** Elementary teacher for ten years; Assistant Professor and Director of Elementary Education, Bethany College, Kansas; graduate coordinator, EKU; chair, Children's Literature Assembly; member, Orbis Pictus Award Committee; editor, *Kentucky Reading Journal*; advisory board, CCLD; co-principal director and consultant, Council on Postsecondary Education Improving Educator Quality grant; board member, president, and conference chair, KRA

**Memberships:** NCTE, WLU, IRA, CLA, AACTE, KRA

**Awards:** District Kansas Teacher of the Year (KTOY); Dean's Service Award; Golden Apple Award.

**Publications:** articles in *Language Arts*, *Journal of Children's Literature*, *Science and Children*, *Kansas Journal of Reading*, KRA Newsletter; book chapter in *Developing Student Critical Thinking Skills in Teacher Education*

**Program Contributions:** Presentations at NCTE, WLU, IRA, ARF, NSSA, AMLE, KATE, KCTE, KRA, KCSS, KTOY Leadership Panel

**Position Statement:** The wisdom behind the adage "Teaching IS Rocket Science" becomes increasingly apparent as educators further their awareness of the multiple ways that students make meaning. While admittedly complex, it is critical that we extend and expand the learning of all students by designing cross-curricular collaborative explorations that build upon students' diverse experiences to engage them in authentic language use. Each aspect of this optimal learning environment, informed by the principals of whole language, is necessary to successfully prepare students to meet the global demands of the future.