NATIONAL COUNCIL OF TEACHERS OF ENGLISH
WHOLE LANGUAGE UMBRELLA
2016 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, 2016.**

PRESIDENT-ELECT CANDIDATE
One-year term to expire in November 2017 followed by a two-year term as President.
(Elect One)

ROXANNE HENKIN

Present Positions: Teacher; Professor of Literacy Education, University of Texas at San Antonio; Director, San Antonio Writing Project; Co-founder, Limpopo Writing Project, South Africa; Co-founder, Haridwar Writing Project, India
Formerly: K-12 Public School Teacher (18 years); Professor, National-Louis University, Chicago, IL; President, Illinois Whole Language Council; Chair, 2001 Whole Language Umbrella Conference in Chicago; Co-director, Illinois Writing Project; Coeditor, *Voices from the Middle*, NCTE Middle Level Steering Committee; NCTE Elementary Steering Committee; Elementary Chair, NCTE 1995 Spring Conference in Minneapolis; Co-chair, CELT 1997 Rejuvenation Conference; Board Member, CELT; Chair, Illinois Young Authors Conference; NCTE National Spokesperson; NCTE Reviewer of Journals; NCTE Member or Officer of 13 committees.
Memberships: WLU; Chicago Area TAWL; Elmhurst TAWL; Illinois TAWL; CELT; Co-chair, NCTE Jewish Caucus; NCTE Gay-Straight Educators Alliance; NCTE WILLA; International Literacy Association; Phi Delta Kappa
Awards: The Outstanding Literacy Alumni Award from the Department of Literacy and Elementary Education in the College of Education at Northern Illinois University (2015); Top 25 Education Professors in Texas (2013); Headline Award for Excellence in Education from the Association for Women in Communication, San Antonio (2012); Top 50 Blogs for Education Professors (2011); NCTE Richard W. Halle Award for Outstanding Middle Level Educator (2009); UTSA Excellence in Community Service (2009); UTSA College of Education and Human Development Award for Teaching Excellence (2008 & 2009); National-Louis University Outstanding Teacher Award (2001); Illinois Master Teacher Award (1984)
Publications: *Confronting Bullying: Literacy as a Tool for Character Education*; *Who's Invited to Share: Using Literacy to Teach for Equity and Social Justice*; many journal articles in *Talking Points*; *Voices from the Middle*; *Language Arts; English Journal*; *The Alan Review*; *Journal of Scholarship & Learning*; *Reading Teacher*; *Teaching Education*
Program Contributions: More than 260 presentations: WLU; NCTE; NCTE's 4th International Conference on Language & Literacy, Utrecht, Netherlands; IRA; IRA World Congress (Jamaica, Hawaii, New Zealand); CELT; AERA; Literacy Research Association; Australian Reading Association; invited speaker in India, South Africa, and Canada

Position Statement: WLU is a major force for transformative education and has a strong history of supporting students and teachers by fighting restrictive regulations and high-stakes testing that limit students' opportunities to receive rich literacy teaching. WLU is where all of us can work together. We need to hear all voices: Latino/a, Black, Asian, Anglo, and indigenous because these multiple voices reflect the cultural, linguistic, historic, ethnic, gender (and more) ways we care about teaching and

learning. WLU must continue to advocate for all students and teachers, including underrepresented populations, dual language learners, students living in poverty, students with disabilities, and LGBTQ and bullied youth. We need to continue to support and create safe classrooms where all our students can thrive.

I am committed to collaborative leadership and participation by the greatest number of members at all levels, and influencing the national debate on unrealistic current mandates and pressure on teachers and students. WLU is our community; together we can make real change and affirm our joy in teaching and our students' joy in learning.

WLU EXECUTIVE BOARD CANDIDATES
Three-year term to expire in July 2019 **(Elect Two)**

KERI-ANNE CROCE

Present Positions: Associate Professor, Towson University; Coordinator of English Language Learner Teacher Education Program
Formerly: Elementary school teacher; Migrant specialist
Memberships: AERA, NCTE, LRA, CELT, WLU
Publications: Articles in *Linguistics and Education*; *Journal of Early Childhood Literacy*; *English Journal*; *Language Arts*; *English in Education*; *58th National Reading Conference Yearbook*; chapter in *Literacies, the Arts, and Multimodality;* and *21st Century Literacies: Perspectives in Research and Practice from the Commission On Arts and Literacies*
Program Contributions: AERA, NCTE, LRA, WLU

Position Statement: As WLU continues to advocate for the rights of linguistically diverse learners, it needs more leaders who have expertise in researching and teaching multilingual learners. The twenty years that I have spent working with multilingual learners inspire me to support the goals of WLU. My research focuses on the literacies of multilingual learners, genre, and systemic functional linguistics. For eight years at my university, I have also been responsible for program development related to multilingual learners.

BRENDA HAWKINS

Present Position: Fall River (MA) YMCA Education Achievement Center, Advisory Board
Formerly: Graduate Reading Specialist Program Chair and Assistant Professor, Fitchburg State University, Massachusetts; Adjunct Professor, UMass Dartmouth; NCTE Commission on Reading; elementary and secondary classroom teacher and reading specialist in urban, suburban, and rural schools; RI State Council of IRA Board; RIASCD Board; RI Middle Level Educators Board; RI Writing Project
Memberships: NCTE, WLU, CEL, NCTE Reading Collaborative
Awards: RI Writing Project Fellow; RISC/IRA Service Award
Publications: "Professional Development: Paradigms, Possibilities for Change, and Praxis" in *What Research REALLY Says about Teaching and Learning to Read*
Program Contributions: Presentations at NCTE, CEL, WLU, IRA, ASCD, Center for Urban Ethnography Forum

Position Statement: As an advocate of political action, I feel education should enable students to succeed in a democratic society by using literacy in powerful ways. Schools can become communities where all learners develop caring relationships, critical perspectives, and strong voices as they envision and create a more just society.

DEBORAH MACPHEE

Present Positions: Assistant Professor Literacy Education, Illinois State University; Coeditor, *Talking Points*
Formerly: NCTE Elementary Section Nominating Committee Chair; NCTE Co-Sponsored Speaker; LRA Student Outstanding Research Committee; IRA Teacher as Researcher Grant Committee
Memberships: NCTE/WLU, LRA, ASCD, ILA, AERA
Publications: *The Reading Teacher*, *International Journal of Mentoring and Coaching in Education*, *The Social Studies, Social Studies Research and Practice*, *Comprehension Instruction: Research-Based Best Practices* (3rd edition)
Program Contributions: WLU, NCTE, LRA, ATE, ILA, NAPDS, AERA

Position Statement: WLU needs leaders who are passionate in their view of literacies as processes of meaning construction and who embrace the development of these processes in 21st century contexts. Leaders must engage in the public discourse of teaching and learning to support educators who put their students first, working every day to create safe, meaningful contexts in which learners take risks and thrive.

DAVID SCHULTZ

Present Positions: Assistant Professor of Education, Long Island University Riverhead, New York; Founder and Facilitator of North Fork TAWL
Formerly: Elementary classroom teacher (kindergarten and third grade) for 34 years
Memberships: WLU/ NCTE Lifetime member, NCTE Early Childhood Assembly, NCTE Children's Literature Assembly, AERA, ASCD, CELT, ILA, NAEYP, LRA, NCTM, NSTA, PETAA
Awards: WLU Lifetime Membership; WLU Service Award
Publications: "What Complex Miscues Tell Us about Kindergarteners' Making Sense of Print" (forthcoming coauthored chapter in *Reclaiming Early Childhood Literacies*), articles in *Talking Points*
Program Contributions: Presentations at WLU, NCTE, UPenn Ethnography in Education Research Forum, Hofstra International Scholars' Forum, Lesley University's Literacies for All Conference, ESBOCES Literacy Institute

Position Statement: The Whole Language Umbrella (WLU) continues to serve as an important part of the professional lives of its members by providing a safe harbor for those with shared beliefs about learning and teaching. I have supported the organization and its family members throughout my 20 plus years of membership as a whole language advocate and through various roles that I have performed within WLU. I would like to expand my service at this time by becoming a member of the WLU Executive Board. I believe that my experience will be beneficial to the Executive Board and to the WLU membership.