



NATIONAL COUNCIL OF TEACHERS OF ENGLISH ELEMENTARY SECTION—2014 SLATE OF NOMINEES

Under the constitution of NCTE, every spring each Section (Elementary, Middle Level, Secondary, College) elects members of its own Section Steering Committee and members of the Section Nominating Committee. The following nominations were made by a nominating committee elected by the section membership in spring 2013. The Elementary Section Nominating Committee this year consists of Thomas Marshall, Stony Lane Elementary School, Paramus, New Jersey, chair; Koomi Kim, New Mexico State University, Las Cruces; and Sandra L. Osorio, University of Illinois, Urbana-Champaign. Names on the ballot are presented in random order. The biographical information concerning the nominee's experience and service to NCTE was supplied by the individual nominee. The committee's nominations were printed in the March issue of *Language Arts* and posted on the NCTE website.

Please vote on the enclosed ballot and return it to reach NCTE, P.O. Box 3097, Champaign, IL 61826-3097, no later than June 1, 2014. Please use the enclosed return envelope.

ELEMENTARY SECTION STEERING COMMITTEE Term to expire in November 2018

Section Committee members elect a chair who represents section concerns on the NCTE Executive Committee. Through correspondence and meetings once or twice a year, the members identify and explore issues of section concern. Often the Section Committee will suggest new programs or revisions of present Council programs that may benefit section members. The Committee helps plan section conferences and portions of the NCTE Annual Convention that will be of interest to section members.

(Vote for four of eight.)

KATHRYN F. WHITMORE



Ashland Inc/Nystrand chair, early childhood education, director, Early Childhood Research Center, University of Louisville; president, CELT. **Formerly:** Professor, language, literacy and culture, University of Iowa; NCTE Nominating Committee; kindergarten teacher, Albuquerque Public Schools. **Membership(s):** NCTE, WLU, CELT, AERA. **Award(s):** Lifetime Membership Award, WLU; Endowed Chair, University of Louisville. **Publication(s):** co-editor, *Reclaiming Reading: Students, Teachers and Researchers Regaining Spaces for Thinking and Action*; *Reclaiming Writing: Composing Spaces for Identities, Relationships, and Action*; articles in *Talking Points*, *Language Arts*. **Program Contribution(s):** NCTE, NCTEAR.

Position Statement: I have considered NCTE to be my professional home for my entire career, from classroom teacher to my current position. My intentions as an educator are rooted in the belief that all children are learners with strengths and all families and communities have diverse resources to offer classrooms and schools. These strengths and resources include knowledge and skills with language(s) and the desire and propensity to be curious inquirers. My work intends to support teachers as they reclaim the right and joy to provide children and their families with literacy instruction and formative assessment that builds on these existing strengths.

JULIA LÓPEZ-ROBERTSON



Associate professor of language & literacy, University of South Carolina, Columbia. **Formerly:** Bilingual early childhood educator; LRA board member; LRA ethnicity, race, multilingualism chair. **Membership(s):** NCTE/PDCRT Governing Board, NCTE-Early Childhood Education Assembly Board of Directors; LRA Board of Directors. **Publication(s):** *Language Arts*, *Bilingual Research Journal*, *Journal of Early Childhood Teacher Education*. **Program Contribution(s):** NCTE, LRA, IBBY.

Position Statement: NCTE has always been a powerful voice for the nation's educators. As it becomes increasingly difficult for teachers to have a voice in instructional decisions, it is vital for NCTE to continue its longstanding role as an advocate for both teachers and learners. NCTE must continue to expand its missions by creating a transformation of teacher education that supports equitable teaching for all children, particularly English Language Learners and children from other marginalized communities.

ERIN T. MILLER



Assistant professor, University of North Carolina at Charlotte. **Formerly:** Teaching and research faculty, University of South Carolina; reading recovery teacher; 2nd grade teacher at L.W. Conder Elementary School. **Membership(s):** AERA; NCTE; assistant chair, NCTE Early Childhood Education Assembly; co-director, ECEA Professional Dyads and Culturally Relevant Teaching Project. **Award(s):** Outstanding Dissertation Award, AERA's Critical Perspectives on Early Childhood SIG (2012); co-author/co-winner, Taylor and Francis Distinguished Article of the Year (2012). **Publication(s):** *Early Childhood Education Journal*, *Journal of Early Childhood and Teacher Education*, *Action and Teacher Education*; co-author, *Tensions and Triumphs in the Early Years of Teaching*. **Program Contribution(s):** NCTE.

Position Statement: As a member of NCTE's Elementary Steering Committee, I will work to connect and honor educators nation-wide, particularly those whose work has not been visible enough in professional spaces.

KAREN TERLECKY



Classroom teacher, fifth grade language arts, Glacier Ridge Elementary, Dublin, Ohio. **Formerly:** Curriculum support teacher for literacy, Dublin City Schools, OH. **Membership(s):** NCTE, Literacy Connection. **Publication(s):** Choice Literacy contributor, Two Workshops DVD (Choice Literacy). **Program Contribution(s):** NCTE, OCTELA, Choice Literacy, Dublin Literacy Conference.

Position Statement: We are educators in a time when many changes are taking place across the nation and the world. As NCTE members, we have an opportunity to help guide those changes in a positive direction, making sure the best practices for which we have always advocated continue to be relevant. It is crucial that we make time – time to authentically assess our students to know how best to address their needs, time to allow students the opportunities to read, write, and think daily about meaningful topics of their own choosing, and time to collaborate with one another in our professional learning communities.

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(Vote for four of eight.)

KATHY COLLINS



Literacy consultant to elementary schools, author, board member of Teaching and Learning Alliance, Durham, New Hampshire. **Formerly:** Classroom teacher, researcher and staff developer with Teachers College Reading and Writing Project. **Membership(s):** NCTE, IRA.

Publication(s): *Growing Readers; Reading for Real*; book on early reading. **Program Contribution(s):** Presentations at NCTE, IRA, CRA, IRC, WSRA, Literacy For All, Missouri Early Learning Conference, TCRWP.

Position Statement: It would be an honor to participate on the Elementary Section Steering Committee. At this time when teachers and students are under duress and educational priorities seem askew, it's vital to bring together the various constituencies of elementary educators—from the most-experienced colleagues to the brand-new classroom teachers, from public schools to private schools, from administrators to paraprofessionals—so we can all focus on what's best for children. I would like to help NCTE to bring our voices together and to amplify our message so that elementary educators can influence the national conversation about education.

BOBBIE KABUTO



Associate professor of literacy education, codirector, B6 Literacy Program, Queens College, CUNY. **Formerly:** Elementary classroom teacher.

Membership(s): NCTE, CELT. **Award(s):** District nominee, Sallae Mae First Class Teacher Award; Nomination, H. Alan Robinson Outstanding Dissertation Award. **Publication(s):** *Becoming Biliterate; Linking Families, Learning, and Schooling*, coeditor; *Linguistics and Education*. **Program Contribution(s):** NCTE, IRA, LRA.

Position Statement: We struggle to find ways to balance what we know about good teaching, effective learning, and democratic classrooms with the realities of today's educational climate; realities dominated by political, topdown narratives. As a member of the Elementary Section Steering Committee, I will support teachers in being critical practitioners within their educational and community settings and, in conjunction with NCTE members, provide a space where teachers are curricular and educational reformers who stand with students and their families to teach for social justice and linguistic equality.

JANE BEAN-FOLKES



Assistant professor, language, literacy & special education, Rowan University, New Jersey; NCTE Black Caucus member. **Formerly:** Elementary teacher, Literacy Staff Developer. **Membership(s):** NCTE, IRA, AERA, LRA. **Award(s):** NCTE Research Foundation, Cultivating New Voices Among Scholars of Color Fellow (2008-2010); AERA Scholars of Color in Education (2008-2009). **Publication(s):** *Childhood Education; Handbook for Teaching, Learning, and Activism; School Talk; Reading Teacher*. **Program Contributions(s):** Presentations at NCTE, AERA, IRA, LRA.

Position Statement: NCTE needs elementary teachers and leaders who are ready to confront both the diversity of students and challenges of changing policies in language arts classrooms today. As a member of the elementary section steering committee I would work to help engage and inform elementary section members on policy issues at local, state and national levels, as well as the power of true engagement in the joy of reading, writing, and language learning.

PRISCA MARTENS



Professor, department of elementary education, Towson University, Maryland. **Formerly:** Classroom teacher, NCTE Reading Initiative, NCTE Reading Commission. **Membership(s):** NCTE, WLU, CELT, IRA. **Award(s):** Bonnie Campbell Hill National Literacy Leader Award (2013), Excellence in Teaching Award, Towson University (2013, 2007). **Publication(s):** *Linking Families, Learning, and Schooling: Parent-Research Perspectives*, co-editor (forthcoming); *Critical Issues in Early Literacy Development*, co-editor; articles in *Language Arts, Reading Teacher*. **Program Contribution(s):** Presentations at NCTE, WLU, IRA, LRA.

Position Statement: NCTE has been my professional home for 24 years. I affirm its commitment to support and advocate for teachers and learners. The current attacks on education make the work of NCTE even more critical to reclaiming the joy and freedom of teaching and learning. I welcome the opportunity to serve and if elected, I will strive to move the Elementary Section/NCTE forward, facilitate collaborations among members and beyond, and inform policymakers about the reality and needs of teachers/learners.

ELEMENTARY SECTION NOMINATING COMMITTEE

Term to expire in August 2015

Members of the Section Nominating Committee choose candidates for the Section Committee and the Section Nominating Committee for the following year. The person receiving the most votes serves as chair.

(Vote for three of six.)

CHUCK JURICH



Assistant professor of elementary education, University of Alaska, Fairbanks. **Formerly:** Elementary classroom teacher. **Membership(s):** NCTE, WLU. **Publication(s):** Book chapters in *Reclaiming Reading*; *Reclaiming Writing*. **Program Contribution(s):** NCTE, WLU, Computers and Writing, NWP, Multimodal Assessment Project.

Position Statement: I generally work with sociocultural approaches to new literacies practices and NCTE has always been at the forefront of this important and emerging field. Through conferences, publications, position statements, and spaces for critical dialog, NCTE has offered me countless authentic professional development opportunities. I feel great loyalty and a sense of indebtedness to the organization. My central goal as an elementary section nominating committee member would be to maintain the excellent work of NCTE and ensure professional development opportunities for new—and “renewed”—educators that is so desperately needed in our volatile educational times.

MARIA PERPETUA “PERPIE” LIWANAG



Assistant professor, State University of New York, Geneseo. **Formerly:** Classroom teacher. **Membership(s):** NCTE, WLU, CELT, IRA, ACEI. **Publication(s):** *Talking Points*, *WOW Stories*, *Childhood Education*. **Program Contribution(s):** NCTE, WLU, IRA, Hofstra Miscue Conference, NYSRA, NYSEC.

Position Statement: I welcome the opportunity to continue NCTE’s commitment in providing opportunities and resources for teachers to collaborate nationally and globally on literacy issues that value teachers’ voices and views. NCTE needs leaders who promote and advocate for sociocultural, linguistically diverse, and meaningful literacy practices for all teachers and learners.

DEBORAH MacPHEE



Assistant professor elementary literacy, Illinois State University, Normal; co-editor; *Talking Points*. **Formerly:** First and second grade classroom teacher, K–5 literacy coach; South Carolina Reading Initiative. **Membership(s):** NCTE, WLU, CELT, LRA, IRA, AERA. **Publication(s):** *LRA Yearbook*, *Reading Teacher*, *International Journal of Mentoring and Coaching in Education*. **Program Contribution(s):** NCTE, WLU, LRA, IRA, AERA.

Position Statement: NCTE must be an organization where educators can be active learners and professionals in the field of literacy education. To this end, it is critical that as an organization we continue to recognize and value diversities with regard to how and why individuals and communities develop and engage in literacy practices. It is through a deep knowledge of literacy as communicative practice that we can have the greatest impact on our shared profession.

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(continued)

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SALLY BROWN



Associate professor of literacy, Georgia Southern University. **Formerly:** K–3 public school classroom teacher. **Membership(s):** NCTE, ECEA, WLU, LRA, IRA. **Publication(s):** Co-editor *Talking Points*; *The Reading Teacher*; *Literacy Research and Instruction*, *Early Childhood Education Journal*. **Program Contribution(s):** NCTE, LRA, IRA, WLU.

Position Statement: I understand the need for national leadership as Race to the Top, Common Core Standards, and other mandates erode authentic literacy practices. Literacy educators must use their voices and talk openly about the importance of culturally relevant, student centered instruction that addresses issues of equity and social justice. I am committed to supporting the work of NCTE by advocating for literacy instruction that meets the needs of diverse learners in the 21st century.

TRACEY T. FLORES



Doctoral student, English education, co-director, Central Arizona Writing Project, AERA division G campus liaison, Arizona State University, Phoenix. **Formerly:** Elementary teacher, (2nd–6th Grade). **Membership(s):** NCTE, NWP, NCTE Latina/o Caucus. **Award(s):** Ed Pastor Graduate Student Award (2011), Silvaroli Language and Literacy Award (2012), Landmark School Teacher of the Year (2012). **Program Contribution(s):** NCTE, NWP, AETA.

Position Statement: The right to a quality literacy education is an issue of equity, equality, and justice for our students. Important tools that we equip our students with to be thinkers, creators, and innovators are found in a transformative literacy curriculum, honoring every voice and building off the rich cultural resources of every single student. As a member of the nominating committee, I will seek visionary leaders who understand the diversity of our students, encourage dialogue amongst membership, and emphasize innovation and creativity.

PATTY MCGEE



Coordinator of professional development in literacy, Harrington Park, New Jersey. **Formerly:** Literacy Coach, library media specialist, fourth grade teacher. **Membership(s):** NCTE, ASCD, Learning Forward. **Award(s):** Milken Educator Award. **Program Contribution(s):** NCTE, Learning Forward.

Position Statement: Teacher learning is the great equalizer of student achievement. Literacy is endlessly complex and leaders of NCTE must be on a constant quest of literacy learning- for themselves, for the membership of NCTE, and for the diverse students in our communities. This must be our focus, passion, and joy. When teachers learn, students learn.