



**NATIONAL COUNCIL OF TEACHERS OF ENGLISH  
ELEMENTARY SECTION—2016 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 2015. The Elementary Section Nominating Committee this year consists of Carmen Martinez-Roldan, Teachers College, Columbia University, New York, chair; Anita Hernandez, New Mexico State University, Las Cruces; and Emily Whitecotton, Center for Inquiry, Columbia, South Carolina. 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, 2016. Please use the enclosed return envelope.*

**ELEMENTARY SECTION STEERING COMMITTEE  
Term to expire in November 2020**

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.)*

**TRACY L. SMILES**



Professor, literacy teacher education, Western Oregon University. **Formerly:** Elementary & middle school teacher. **Membership(s):** NCTE, WLU, LRA, CLA, CELT. **Publication(s):** *Language Arts, Journal of Children’s Literature, Voices from the Middle, Talking Points, Teacher Education Quarterly*; book chapters in *Reframing Curriculum: Reading the World through Literature, Action Research: Best Practices Guide for Teacher Candidates, Teachers Taking Action: A Comprehensive Guide to Teacher Research*. **Program Contribution(s):** NCTE.

**Position Statement:** Throughout my career as a teacher and teacher educator NCTE’s members, policies, and resources have guided my practice, research, and advocacy. More than ever NCTE needs leadership that will continue and advance the important work of the Elementary Section through providing quality programs and political venues for developing and supporting teacher leaders, critical and global literacy practices, and learner-centered literacy policies that will improve the educative experiences of teachers, students, and communities. It would a great professional honor to serve an organization that has continually given so much to me, my students and colleagues for over 25 years.

**SCOTT RITCHIE**



Associate professor of language and literacy education, Kennesaw State University, Georgia; professional liaison for diversity, Bagwell College of Education; affiliated faculty, Gender and Women’s Studies Program, Kennesaw State University; board member, CELT. **Formerly:** P–5 teacher, district P–5 literacy and instructional coach. **Membership(s):** NCTE’s LGBT Issues in Academic Studies Advisory Committee, LRA, AERA, WLU, CELT. **Award(s):** CNN Hero. **Publication(s):** *Journal of Language and Literacy Education, Journal of Teacher Education, Current Issues in Comparative Education, Journal of Critical Thought and Praxis, Teachers College Record, Reclaiming Early Childhood Literacies* (in press). **Program Contribution(s):** NCTE, WLU, CELT, AERA, NWSA.

**Position Statement:** NCTE has been my professional home for over 15 years. Children come to school with assets, resources, and family and community funds of knowledge. I want to advocate for teachers and learners to reclaim the freedom to create spaces for inquiry, joy, and justice that support equitable teaching for all children.

**JULIUS B. SCOTT**



Principal, Dutch Fork Elementary Academy of Environmental Sciences, PreK–5, Columbia, South Carolina; Master of Arts in Teaching internship supervisor, University of South Carolina, Columbia. **Formerly:** Assistant principal, Nursery Road Elementary, PreK–5, Columbia, South Carolina; 4th grade teacher, Joseph Keels Elementary, Columbia, South Carolina. **Membership(s):** NCTE, SC Association of School Administrators, Magnet Schools of America. **Program Contribution(s):** Consortium for Inquiry–Based Teaching and Learning, MSA, SCASA.

**Position Statement:** Many years ago a quote was shared with me that is resounding to this day and it reads, “You can’t lead where you won’t go . . . you can’t teach what you don’t know.” Living a literate life is a belief that is embraced, valued, and modeled by me. I am absolutely committed to creating conditions where teachers, students, and families embrace this stance. Building the capacity of school administrators and engaging the perspective of school leaders further enhances the mission of NCTE.

**ELIZA ALLEN**



Assistant professor, University of South Carolina, Columbia; elementary education, language and literacy. **Formerly:** Classroom teacher, EL teacher, Early Intervention Program teacher. **Membership(s):** LRA, NCTE, WLU, ILA. **Award(s):** Southern Regional Educational Board Dissertation Award; Ethnicity, Race & Multilingualism Committee Travel Award; Reading Hall of Fame Supporting Young Scholars Mentee. **Publication(s):** *Language Arts Journal of Michigan, English in Texas, Phi Delta Kappan, Journal of Language and Literacy Education*. **Program Contribution(s):** NCTE, LRA, WLU, IRA.

**Position Statement:** As a classroom teacher and currently as a teacher educator, NCTE has stood as a venue to receive and contribute to professional development opportunities for elementary educators. In the ever–changing climate of education reform and perspectives on teaching culturally and linguistically diverse students, I plan to foster a sense of advocacy among elementary educators and teacher educators as a member of the Steering Committee. I plan to engage in a dialogue with members on how to support teacher leaders in guiding children and teachers to become active agents in literacy education through critical engagements.



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(continued)

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(Vote for four of eight.)

### LISA M. MARTIN



Assistant principal, Clark County School District; adjunct professor, Sierra Nevada College, Nevada; Southern Nevada Council Teachers of English. **Formerly:** NCTE Elementary Section Representative-at-Large (2014–15); literacy specialist; New Teacher Coach/Mentor; classroom teacher grades K, 2, 3, 4, 5. **Membership(s):** NCTE, CLA, ILA. **Award(s):** NCTE Leadership Service Award, Clark County School District Distinguished Educator. **Program Contribution(s):** NCTE.

**Position Statement:** As NCTE moves further forward into its second century, it must continue to serve as a beacon of leadership through the landscape of change. With experience of working abroad and within Clark County, the nation's fifth largest and highly diverse school district, I have the necessary insight to represent elementary teachers across the country, who are eager to best meet the needs of our ever-changing student population.

### TASHA TROPP LAMAN



Associate professor, director, Nystrand Center of Excellence in Education, University of Louisville. **Formerly:** Early Childhood Education Association; Whole Language Umbrella; Children's Defense Fund Book Selection Committee. **Membership(s):** NCTE, ECEA, LRA, WLU. **Award(s):** NCTE Culturally Responsive Professional Dyads, George H. Lackey Award for Inspirational Teaching, Journal of Early Childhood Teacher Education, article of the year. **Publication(s):** *From Ideas to Words: Writing Strategies for English Language Learners, Language Arts, Reading Teacher, Research in the Teaching of English, Equity & Excellence in Education*. **Program Contribution(s):** NCTE, LRA, AERA.

**Position Statement:** NCTE is my professional home. It is the place I turn to in order to learn with and from colleagues. NCTE has a long history of speaking up and acting on behalf of teachers and students. This vision and mission are as timely as ever as teachers are marginalized. We know that students of color and linguistically diverse students are the most susceptible to policies that limit access to rich language arts instruction. As a member of the elementary section committee, I would continue to support and extend NCTE's commitment to teachers and students by advocating for equity, social justice, and culturally sustaining practices in early childhood and elementary classrooms.

### JOANNE YATVIN



Retired elementary school principal, Portland, OR. **Formerly:** Past President, NCTE; Elementary Section Steering Committee; President, WCTE. **Membership(s):** NCTE. **Award(s):** Wisconsin Elementary Principal of the Year; Kenneth S. Goodman in Defense of Good Teaching Award; University of Wisconsin Distinguished Elementary Education Alumni Award. **Publication(s):** *A Room with a Differentiated View; English Only Teachers in Mixed Language Classrooms; Teaching Writing in Mixed Language Classrooms*. **Program Contribution(s):** NCTE, IRA.

**Position Statement:** Although I retired from my job as an elementary school principal in 2000, I continue to be a dedicated advocate for teachers, students, and public schools. Recently I began writing a blog called "The Treasure Hunter," devoted to highlighting the good things happening in education and the people who are making a positive difference. Because "good news" is scarce these days, I also write pieces about my own experiences as a teacher and a principal and my beliefs about teaching reading and writing. As someone who has seen great teaching and amazing learning in many schools, some of them high poverty schools with many English language learners, I want to do whatever I can to spread those successes throughout our country.

### SANDRA L. OSORIO



Assistant professor, Illinois State University; Co-chair, NCTE Latin@ Caucus. **Formerly:** Bilingual classroom teacher. **Membership(s):** NCTE, Latino Caucus, AERA, LRA. **Award(s):** Cultivating New Voices Among Scholars of Color. **Publication(s):** *Rethinking Schools; Race, Ethnicity and Education*. **Program Contribution(s):** NCTE, AERA, LRA, NAME, NABE.

**Position Statement:** NCTE has always been a space that provided me with meaningful professional learning opportunities. NCTE nourishes a collaborative spirit that advocates for meaning and authentic literacy practices in today's high-stakes testing environment. I feel it is very important to honor student voices, connect to students' rich linguistic and cultural backgrounds, promote critical consciousness and encourage a lifelong love of reading and writing. As a former CNV fellow, I've received invaluable opportunities to contribute to these efforts with the ultimate goal of improving educational opportunities for marginalized student populations. As a member of the Elementary Steering Committee, I will staunchly advocate for teacher leadership and research, student equity and diversity, and dialogue among members.

## ELEMENTARY SECTION NOMINATING COMMITTEE

### Term to expire in August 2017

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.)

#### KELLY MOGK



Fourth grade ELA and social studies teacher, Arlington Classics Academy, Texas; North Star of Texas Writing Project teacher consultant, National Writing Project; fiction editor, *Pony Express(ions)*, Southern Methodist University, Dallas, Texas. **Membership(s):** NCTE, NWP. **Publication(s):** *English in Texas*. **Program Contribution(s):** NCTE, NSTWP, NWP.

**Position Statement:** In the rushed, high-stakes world that education has become, students deserve teachers who value the power behind each word and every interaction they share. NCTE empowers teachers to understand the weight of their words and actions, both as leaders in literacy and as student advocates, and I am proud to support and help grow a community in which students are honored above all else.

#### JANE BEAN-FOLKES



Assistant professor, language, literacy, & socio-cultural education, Rowan University. **Formerly:** Language Arts teacher for over ten years, K-12; professional developer/literacy consultant, The Reading & Writing Project. **Membership(s):** NCTE, NCTE Black Caucus, LRA, AERA. **Award(s):** NCTE Cultivating New Voices. **Publication(s):** Articles in *NCTE-Early Childhood Education Assembly*; *Literacy & Social Responsibility* ejournal, *ILA*; *Heinemann Online*; *The Reading Teacher*; book chapters in *School Sucks!: Arguments for Alternative Education*; *Reading African American Experiences in the Obama Era*; *NCTE/Routledge Series on Multilingualism* (forthcoming). **Program Contribution(s):** NCTE, LRA, AERA.

**Position Statement:** It is important that teachers of linguistically and culturally diverse students use our voices and talk honestly about culturally relevant, student-centered instruction that addresses issues of equity and social justice. As a member of NCTE and elected to the nominating committee, I am committed to supporting teacher leadership and research, student equity and diversity, and dialogue among members as we prepare to meet the literacy needs of students in the 21st century.

#### CYNTHIA L. WILLIAMS



Director of Alternative School, adjunct professor, professional development presenter, Collins, MS. **Membership(s):** NCTE, Mississippi Association of Educators, ASCD. **Program Contribution(s):** Making Connections 2014, Making Connections 2015, National Alternative Education Association.

**Position Statement:** NCTE has provided me with information and resources that were important to my success as a classroom teacher. I continue to rely on NCTE as an administrator to stay abreast of the latest issues related to literacy and effective teaching strategies. I will continue to serve as a liaison between NCTE and the classroom.

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**SANJUANA C. RODRIGUEZ**



Assistant professor of literacy and reading education, Kennesaw State University, Georgia. **Formerly:** Literacy coach and classroom teacher, grades K–2nd, Dalton Public Schools, Georgia. **Membership(s):** NCTE, LRA, WLU. **Program Contribution(s):** NCTE, LRA, WLU.

**Position Statement:** I first presented at NCTE in 2009 as a doctoral student. Since then, NCTE has been a professional home that has enriched my knowledge, challenged my thinking, and helped me to reach new understandings. I believe that it is important for NCTE to continue to keep students and teachers at the heart of the work of this organization. I am committed to supporting the work of NCTE by advocating for equity, diversity, inquiry, and meaningful literacy practices for all learners.

**JENNIFER McDONOUGH**



Grade 1 teacher, The Benjamin School, North Palm Beach, Florida. **Formerly:** Adjunct teacher, Florida Atlantic University, Boca Raton, Florida.

**Membership(s):** NCTE, ILA. **Publication(s):** Co-author, *A Place for Wonder: Reading and Writing Nonfiction in the Primary Grades*; co-author, *Conferring With Young Writers: What To Do When You Don't Know What To Do* (forthcoming). **Program Contribution(s):** NCTE, SDE.

**Position Statement:** Members of NCTE deserve to have leaders that represent, acknowledge, and understand the diverse group of dedicated language arts educators they serve. As a member of the nominating committee my goals are to help find and nominate leaders that can fulfill those commitments and also continue to find ways to educate more classroom teachers about the ways NCTE can help them grow and thrive in their profession to create the diversity in our organization that we see in classrooms every day.

**DENISE DAVILA**



Assistant Professor of Literacy, University of Nevada, Las Vegas; Graduate Faculty (Adjunct), University of Georgia. **Membership(s):** NCTE, LRA, AERA. **Award(s):** AERA Outstanding Dissertation Award, Hispanic Issues Research SIG. **Publication(s):** *Transformative Teaching with Diverse Books for Children* (forthcoming), articles in *Language Arts*, *Journal of Children's Literature*, *Journal of Language and Literacy Education*. **Program Contribution(s):** NCTE, LRA, AERA, NAME.

**Position Statement:** Teachers of culturally and linguistically diverse children and adolescents face unique opportunities and challenges. They have much to say and NCTE has been working hard to respond, but there is still much to do. As a former CNV fellow, it is an honor to have the opportunity to contribute to these efforts as a means to improve educational opportunities for marginalized student populations.