



**NATIONAL COUNCIL OF TEACHERS OF ENGLISH
2014 ELECTIONS**

The biographical information concerning the nominees' past and present service to NCTE was supplied by the candidates. At the request of the NCTE Executive Committee, candidates for vice president submitted expanded biographical information and position statements. Names on the ballot are presented in random order.

Each year nominations are made by a nominating committee elected by the membership in the spring. The 2013–2014 NCTE Nominating Committee members are **Robert Petrone**, Montana State University, Bozeman, chair; **Catherine Compton-Lilly**, University of Wisconsin, Madison; **April Harper**, Edgewood Junior High School, Ellettsville, Indiana; **Carol Jago**, University of California, Los Angeles; **Lori Mayo**, Queens High School of Teaching, New York, New York; **Jennifer Ochoa**, Patria Mirabel Middle School #324, Manhattan, New York; and **Tonya Perry**, University of Alabama at Birmingham. The committee's nominations were printed in the March issue of *The Council Chronicle* 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.

**VICE PRESIDENT
Term to expire in November 2015**

The candidate elected to the post of vice president serves on the Executive Committee for four years, succeeding to the posts of president-elect, president, and past president. The vice president works principally on affiliate relations and serves as liaison with several Council committees.

(Vote for one of two.)

ROXANNE HENKIN



Teacher; professor of literacy education, University of Texas at San Antonio; director, San Antonio Writing Project; co-founder, Limpopo Writing Project, South Africa. **Formerly:** K–12 public school teacher; professor, National-Louis University, IL; co-director, Illinois Writing Project; president, Illinois Language & Literacy Council; co-editor, *Voices from the Middle*, Middle Level Steering Committee; Elementary Section Steering Committee; chair, 2001 Whole Language Umbrella Conference in Chicago; elementary chair, 1995 Spring Conference in Minneapolis; reviewer of journals, member or officer of thirteen committees. **Membership(s):** NCTE, NCTE National Spokesperson; co-chair, Jewish Caucus; Gay-Straight Educators Alliance; WLU; WILLA; CELT; IRA; Phi Beta Kappa. **Award(s):** Educational Excellence (2012); NCTE Halle Award for Outstanding Middle Level Educator (2009); UTSA Excellence, Community Service (2009); Teaching Excellence (2008 & 2009); NLU Outstanding Teacher (2001); Illinois Master Teacher (1984). **Publication(s):** *Confronting Bullying: Literacy as a Tool for Character Education*; *Who's Invited to Share: Using Literacy to Teach for Equity and Social Justice*; many articles including *Voices from the Middle*, *Language Arts*, *Journal of Scholarship & Learning*; *Reading Teacher*; *Teaching Education*. **Program Contribution(s):** NCTE, IRA, World Congress, CELT, AERA, LRC, WLU, South Africa and Australian Reading Association.

Position Statement: Thirty years ago, as a classroom teacher, I remember walking the halls of the NCTE convention in awe. I was among so many teachers sharing innovative and thoughtful lessons that I was overwhelmed. I wanted to soak in the knowledge around me. I sensed that I had found my people and, over the years since then, that sense has proven right. The NCTE community cultivated my work on inclusive classrooms, bullying, writing, digital literacies, the Reading Initiative, and many other areas. Each year at the convention, I meet people whose work I've been reading and discuss ideas with teachers from around the country. Many of them are now my friends and colleagues.

There was also another reality for me at that first conference. I was alone. I knew very few people, and none that I might share a meal with. Although I had found my people, I had yet to find a way to make NCTE my community. Thirty years ago I had a secret. I was a closeted lesbian as well as a teacher. I knew that to keep my job, I had to hide my partner and our life together. But collaborating on establishing NCTE's Gay-Straight Educators Alliance and LGBT strand gave me strength. What a remarkable and refreshing change when, at the 2013 convention in Boston, straight teachers asked how they might support their LGBTQ students and shared the powerful work they engaged in to support all their students.

So much has changed in NCTE over the years. New technologies create communities for teachers before the convention starts and long after it's over. NCTE has worked diligently to become inclusive and welcome teachers from all over the U.S. and the world. We need to always be sure we are welcoming every teacher who wants to join us, so we are constantly enriched by the multiple perspectives our diverse members offer.

SUSAN HOUSER



ELA middle/elementary school teacher, Pinellas/Duval Counties, Florida; NCTE Middle Level Steering Committee (2011–2014); TBASP teacher consultant (2008–present). **Formerly:** NCTE Middle Level Representative-at-Large (2005–2007); NCTE Nominating Committee (2010); Middle Level Nominating Committee (2009); NCTE Annual Convention local arrangements chair (2010); FCTE president and executive board member (2008–2011); coordinator of Advocacy Team for FCTE (2009–2010); department chair, ELA department, Thurgood Marshall Middle School, Pinellas County, FL (2005–2007, 2013); member of literature textbook adoption team for FL DOE (2006); instructor in elementary education program, Keiser University, Sarasota, FL (2010). **Membership(s):** NCTE, ALAN. **Award(s):** NCTE Edwin A. Hoey Outstanding Middle Level Educator for ELA. **Publication(s):** *The Council Chronicle*, *Voices from the Middle*, Webinar presentation on Advocacy, *SLATE Action*. **Program Contribution(s):** NCTE, FCTE PD Conference, TBASP Fall Conference, Pinellas County District Wide Training, Secondary English Teacher's Conference.

Position Statement: The teaching profession, in particular ELA teachers, has become the scapegoat for why the children and students in our country cannot read and write. We have suffered under oppressive legislative demands and assessments that have no relevance to our students' learning. We have been railroaded by politicians who want to control the educational process by trying to treat children like products coming off an assembly line. Since NCLB and RTTP have been implemented, the teaching of ELA has been altered drastically. Because of the content that we teach—reading, writing, understanding our language and its mechanics, and interpreting literature—we have been misunderstood and villainized by the media, the politicians and even our district administrators. We all know the difficulties in teaching and assessing these skills. And we still have more hurdles to jump—Common Core and the problems associated with multiple high-stakes assessments.

As the professional organization supporting ELA teachers, NCTE has the distinct opportunity and responsibility to provide English and reading teachers with directives, training, resources and motivation to continue teaching in this new century. Through our efforts to reach new and experienced teachers, we must be inclusive of all persons who enter our classrooms. We must embrace new technologies as well as tried and true professional practices that work in teaching and learning. We must be open to new possibilities but not so open that we accept every decision handed down to us by legislators or administrators who don't really know what good pedagogy looks like. We must mentor new instructors into our field with open arms and educate them about our success and failures by working side by side regardless of tenure or status. We must bring back the leadership of our profession to us, the real experts on education. We must also encourage teachers to become researchers to document the positive outcomes of what they have learned to be best practices. We must not become so callous to the use of data to show accountability that we ignore the implications; we must determine what those measures, standards and assessments need to look like.

**VICE PRESIDENT
Term to expire in November 2015**

(continued)

HENKIN, *continued*

NCTE 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 for rich literacy teaching. NCTE 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. NCTE must continue to advocate for all students and teachers including underrepresented populations, English 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.

One way to create nurturing, culturally responsive classrooms is through multiliteracies and multimodal digital literacies that are transforming teaching and learning. We need to provide all students opportunities to engage, create and learn with these technologies, regardless of where they go to school. NCTE is about urban, suburban, and rural students and teachers. We have and will continue to be the lifeline to literacy learning that teachers and students need in order to stay informed and connected to each other.

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

HOUSER, *continued*

I am very humbled to have received the nomination to run for President. My true colleagues and inspiration are my NCTE friends and associates from all levels of the organization, not just middle level. My decision to run for NCTE president embraces all of the challenges mentioned. I hope that in some way, my being elected to this position can shine a light on the real educational reform that needs to occur in America today. I hope to lead our organization in making an impression, and if necessary, a loud call, to the political leaders of our country to invest in changes that will help us move forward as leaders in education. My experience in the classroom of 30 years is what makes me so bold as to believe that I can lead us in a magnanimous effort to turn this perceived failure around. My goal and mission is clear if I am elected: I will serve the Council and the many members who are in classrooms, schools, colleges and universities all over this country. I will endeavor to collaborate with legislators and politicians, school officials and community groups in making our educational system one of pride instead of embarrassment in the global community.

SECONDARY LEVEL REPRESENTATIVE-AT-LARGE

Term to expire in November 2016

A representative-at-large serves for two years on the Executive Committee, advising on needs and interests of classroom teachers.

(Vote for one of two.)

SHEKEMA SILVERI



K–12 instructional coach/mentor; parliamentarian, GCTE; NCTE LeaderShift Awards Mentor, Atlanta, Georgia. **Formerly:** AP language/AP literature teacher, ELA department chair, Mt. Zion High School, Jonesboro; Secondary Section Nominating Committee. **Membership(s):** NCTE, NCTE Black Caucus, CEL, WLU, GCTE, ASCD. **Award(s):** NCTE Early Career Educator of Color Leadership Award, Milken Educator Award/Lowell Milken Center Fellow, OER Fellow. **Publication(s):** “The Reach of Distance Learning,” *NYTimes* Room for Debate Series; “An Issue of Connectivity,” *Success at the Core*, Blog; “The Lifelong Eighth Grader: An Interview of NCTE President Sandy Hayes,” TeachPlus: Teachers’ Lounge, *Huffington Post*. **Program Contribution(s):** NCTE, WLU, CEL.

Position Statement: Where will NCTE and its Secondary Section stand on issues of mutable curriculum standards, reform, and accountability? As a membership organization, each of us has a collective responsibility to do the most good for the most students AND for the most of us—to ensure that what remains common at our core is a fundamental love and appreciation of the written/spoken word in all its variations, media, and forms.

VALERIE TAYLOR



Teacher/Instructional coach, Westlake High School, Austin, Texas; co-editor, *English in Texas*, TCTELA; NCTE liaison officer, Central Texas CTE. **Formerly:** President, Texas Council of Teachers of English Language Arts; Standing Committee on Affiliates, Region 6; NCTE Nominating Committee. **Membership(s):** NCTE, Central Texas CTE, Texas CTELA, IRA, NWP. **Award(s):** National Society of High School Scholars Claes Nobel Educator of Distinction, High School Teacher of the Year, TCTELA; Edmund J. Farrell Lifetime Service Award, TCTELA. **Program Contribution(s):** Presentations at NCTE, TCTELA.

Position Statement: In her presidential address, Anne Ruggles Gere said she wanted to support organizations that represent what she lives for and not just ones that represent what she might die of. I also hope to do this. I have, therefore, over time given memberships to others in TCTELA and NCTE and served on committees and held offices to help the organizations thrive. Through this position, I hope to continue to give to NCTE and its members.

TRUSTEES OF THE RESEARCH FOUNDATION

Term to expire in November 2017

A trustee of the Research Foundation serves for a three-year term, passes judgment on research proposals received from the field, and manages fiscal resources of the Foundation.

(Vote for one of two.)

JAMAL COOKS



Associate professor, San Francisco State University, doctoral program in educational leadership/department of secondary education. **Formerly:** High school and middle school teacher, NCTE Editorial Board, CEE Cultural Diversity Grant Committee Chair, Commission on Social Justice in Teacher Education Programs Vice Chair, Early Career Teacher of Color Award of Distinction Mentor, Middle Level Section Steering Committee, CEE Nominating Committee. **Membership(s):** NCTE, AERA, CEE. **Award(s):** NCTE 25X10 Honorary Chair, CSI Conference Best Paper, 20 Most Influential Education Professors by OME. **Publication(s):** Articles in *English Education*, *Anthropology and Education*, *TESOL Journal*. **Program Contribution(s):** Conference proposal reader, Rainbow Strand Committee Reviewer, NCTE National Conference, Local Planning Committee.

Position Statement: As an educator who focuses on language, literacy, and culture, I support research by classroom teachers and teacher educators that examines innovative curriculum and culturally relevant instruction in English language arts to improve the teaching and learning of all students.

MARCELLE HADDIX



Assistant professor, director of English education, Syracuse University, New York. **Formerly:** NCTE Middle Level Nominating Committee, **Membership(s):** AERA, IRA, LRA, NCTE Standing Committee of Research, NCTE CNV Mentor, LRA Ethnicity, Race & Multilingualism Committee Chair, AERA Division K Early Career Award Committee Chair, AERA Outstanding Book Award Committee. **Award(s):** NCTE Promising Researcher (2010), NCTE Cultivating New Voices Fellowship (2006–2008), LRA STAR Scholars of Color Fellowship (2008–2011). **Publication(s):** *English Education*, *Research in the Teaching of English*, *Journal of Adolescent and Adult Literacy*. **Program Contribution(s):** NCTE, AERA, LRA.

Position Statement: As a Trustee of the NCTE Research Foundation, I will work to ensure that NCTE continues to support innovative and transformative research initiatives with aims of preparing current and future generations of English educators to work effectively with and within diverse school communities.

NOMINATING COMMITTEE

Term to expire in August 2015

A nominating committee member gives regional and teaching-level representation to the elective processes of the Council and helps to choose candidates for other posts as well as the nominating committee for the following year. The person receiving the most votes serves as chair.

(Vote for one in each group.)

GROUP A—ELEMENTARY SECTION

JUSTIN M. STYGLES



Grade 5/6 ELA/humanities Teacher, Rowe Elementary School, Maine; treasurer, MRA; MSAD #17 ELA & teacher evaluation committee; advisory committee of teachers, International Reading Association. **Formerly:** Intermediate teacher, Oxford Elementary; president & co-president, MRA. 2013 NERA Conference committee. MSAD #17 ELA Committee/Curriculum Committee/Social Studies committee; OHEA president/vice-president; MRA Conference Committee. **Membership(s):** NCTE, IRA, NSTA, MRA, NEA/MEA, ASCD. **Publication(s):** *NERA Journal*, *NJCTE Journal*, *IRA Inspire*, *IRA Engage Blog*, *MRA Bibliophile Blog*, *Hoof Beats*, *Maine Historical Society*. **Program Contribution(s):** NCTE, IRA, MEA PIC/SEAM, NERA; Literacy For All, Maine DOE Summer Institute; RSU #10 vocabulary consultant; CDLN facilitator.

Position Statement: Supporting literacy learning and instruction with communities is an integral element in literacy learning. As part of various NCTE community, professional development enhances our local and classroom communities. Serving with NCTE members, I seek to widen our communities, within our communities for our learners.

PATRICIA C. PAUGH



Associate professor, University of Massachusetts, Boston. **Formerly:** Assistant professor, UMASS Amherst; instructor, Boston College; elementary teacher, reading specialist, MA schools; past-president, New England Educational Research Organization. **Membership(s):** NCTE, LRA, IRA, AERA, AACTE, MACTE. **Publication(s):** Articles in *Language Arts*, *International Journal of Qualitative Studies in Education*, *The New Educator*; books written include *A Classroom Teacher's Guide to Struggling Readers*, *A Classroom Teacher's Guide to Struggling Writers*. **Program Contribution(s):** NCTE, LRA, AERA, AACTE, MACTE.

Position Statement: For 35 years I've advocated for quality classroom literacy as an elementary teacher (20 years) and a teacher educator (15 years). For the past 15 years I've partnered with urban teachers to systematically investigate and communicate the power of equity through excellent critical literacy practices, nationally through publications featuring teachers' work and at the state and local levels with urban teacher partners.

CHERYLA A. KREUTER



Assistant professor of literacy, State University of New York (SUNY) at Geneseo; National Writing Project Fellow. **Formerly:** ELA teacher; director, district reading and writing, K-12; early literacy consultant. **Membership(s):** NCTE, AERA, IRA, LRA, NYRSA. **Publication(s):** *Childhood Education*, *Journal of Adolescent & Adult Literacy*, *Journal of Inquiry*, *Excelsior*, *Networks*. **Program Contribution(s):** NCTE, AERA, LRA, NYSRA.

Position Statement: NCTE deserves leaders who understand how teacher knowledge, research, and policy matter in literacy development. As a member of the nominating committee, I will seek leaders whose knowledge, skill, and devotion can assist students, families, and teachers thrive in an increasingly global society.

(Vote for one in each group.)

GROUP B—MIDDLE SECTION

LORRIE HENRIE-KOSKI



6th-8th grade writing teacher, Columbus Middle School, Columbus, Montana; teacher-consultant, Montana Writing Project; writing instruction coach, Alliance for Curriculum Enhancement. **Formerly:** Co-director, Montana Writing Project satellite site; NAEP Writing Assessment Cut-Score Panel. **Membership(s):** NCTE, MATELA, MSRC. **Publication(s):** *Montana Writing Project Journal*. **Program Contribution(s):** Presentations at Montana Education Association/Montana Federation of Teachers State Teacher Conferences, MWP Rural Writing Conferences, ACE Curriculum Consortium Professional Development Days.

Position Statement: As the pendulum of expectations put upon our profession continues to swing, educators from the classroom level to the national professional leadership level must remain diligent in maintaining a focus on research-based practices and organizational policies to engage our students in developing life-long literacy habits. If elected to the Nominating Committee, I'd use this service opportunity to seek candidates with experience, passion, and commitment to supporting both students and the dedicated professionals they would represent.

T. GAIL PRITCHARD



Assistant professor, educator scholar track, department of pediatrics, College of Medicine, University of Arizona, Tucson. **Formerly:** Assistant professor—children's literature, content area literacy, language arts methods; reading specialist, K-8; middle school language arts, social studies teacher. **Membership(s):** NCTE, ALAN, CLA, Editorial Review Board/*Journal of Children's Literature*; IRA/CLR, Editorial Review Board, *Dragon Lode*; IBBY/USBBY, Arizona Ambassador. **Award(s):** Worlds of Words: International Collection of Children's and Adolescent Literature, Board Member. **Publication(s):** *Journal of Children's Literature*, *Language Arts*, *Wow.lit.org*, *Journal of Elementary Science Education*, *Social Studies and the Young Learner*. **Program Contribution(s):** NCTE, IRA, USBBY.

Position Statement: What has kept me coming back to NCTE over the last 20 years is the strong leadership and commitment of those leaders in supporting teachers and learners. My *commitment* is to find those who are advocates for teachers and their students, who are unafraid to speak up and take action, and who have a vision consistent with NCTE's goals.

TERI S. LESESNE



ALAN Executive Director. **Formerly:** Chair, Standing Committee Against Censorship; Middle Level Assistant Chair; Middle Level Section Steering Committee. **Membership(s):** NCTE, ALA, TCTELA. **Award(s):** ALAN Award (2007). **Publication(s):** *Voices from the Middle*, *Journal of Adolescent and Adult Literacy*, *The ALAN Review*. **Program Contribution(s):** NCTE, IRA, YALSA Literature Symposium.

Position Statement: In order for NCTE to represent its membership, it needs to encourage its members to become actively involved in the organization. The Nominating Committee is one way for NCTE to encourage members to serve NCTE and education in general. It is important work to ensure that ALL voices are heard within NCTE.

NOMINATING COMMITTEE Term to expire in August 2015

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(Vote for one in each group.)

GROUP C—SECONDARY SECTION

MICHAEL B. SHERRY



Assistant professor of English, Bloomsburg University of Pennsylvania; chair, NCTE Promising Young Writers. Formerly: Middle and high school literature and drama teacher. **Membership(s):** CEE, NCTE, PCTELA. **Award(s):** Teaching Excellence and Innovation, Michigan State University; Teacher-Scholar, Bloomsburg University. **Publication(s):** Articles in *English Education*, *Teachers College Record*, *American Educational Research Journal*. **Program Contribution(s):** CEE, NCTEAR, NCTE.

Position Statement: I will support leaders who advocate for NCTE's relevance to teachers' daily lives by increasing our online presence and addressing two CCSS issues: 1) The CCSS propose texts that have commonly been taught at higher levels for use with lower grades; for this, teachers will need support. NCTE should provide free, thoughtful, relevant support for teaching struggling readers. 2) Writing instruction/evaluation under the CCSS ask not only English teachers but also content-area teachers to implement writing tasks. NCTE should work to interpret those tasks/rubrics and support teachers' use of them in ways that are in keeping with the Council's values.

MITCHELL NOBIS



English teacher, Seaholm High School, Birmingham, Michigan; co-director, Red Cedar Writing Project, Michigan State University; region IV coordinator, Michigan Council of Teachers of English. **Formerly:** Co-coordinator, NSAL Capital-Area Poetry Competition. **Membership(s):** NCTE, MCTE, NWP. **Award(s):** RCWP MSU Outreach Award. **Publication(s):** *Language Arts Journal of Michigan*, *NWP Digital Is*. **Program Contribution(s):** NCTE, MCTE, NWP.

Position Statement: In a time when policymakers and the public often ignore educational research, it is essential that NCTE advocate for students and teachers. If elected, I aim to help NCTE put innovators in positions of leadership where they can champion students and teachers while also emphasizing 21st century literacy skills.

THOMAS CROCHUNIS



Assistant professor of English, Shippensburg University, Pennsylvania; vice president for Colleges and Universities, PCTELA; board member, Central PA English Speaking Union; board member, SHAPE Arts Organization. **Formerly:** High school and middle school teacher and drama coach; research, evaluation, and development specialist, Education Alliance, Brown University; curriculum and assessment developer, Educational Testing Service. **Membership(s):** IRA, CEE, AATE, ALAN, NCTE, Collaborative on Contemporary Literacies, Popular Culture, and Out-of-School Spaces. **Award(s):** Teaching and Research Excellence Grant, Shippensburg University (2011–12, 2013–14); Student-Faculty Research Grant (2013–14), Canadian SSHRC Grant Collaborator. **Publication(s):** *Classroom Notes Plus*, editor and author of print and digital publications on women dramatists and British Romantic-era theatre. **Program Contribution(s):** Presentations at NCTE, MLA, ATHE, NEMLA, NASSR, AEA, PCTELA.

Position Statement: I am committed to advocating for deep qualitative understanding of teaching and learning in the humanities and literacy studies. I further believe that literacy, the humanities, and the arts flourish when they extend beyond school walls.

GROUP D—COLLEGE SECTION

LAUREN GATTI



Assistant professor of English education, University of Nebraska, Lincoln; director of undergraduate and graduate English education programs; co-facilitator Nebraska Literature Project. **Formerly:** High school English teacher (1995–2007); instructional coach; co-facilitator, Nebraska Writing Project; teacher consultant, Greater Madison Writing Project. **Membership(s):** NCTE, NWP, AERA, and LRA. **Award(s):** Outstanding Dissertation, Division K, AERA; Tasha Morgridge Distinguished Graduate Fellow and Carrie Barton Fellow for English Education (University of Wisconsin, Madison). **Publication(s):** Journal articles in *English Journal*, *Teacher Education & Practice*, *New Directions for Higher Education*; peer-reviewed book chapters in *Learning Teaching from Experience*, *Reconsidering Longfellow*. **Program Contribution(s):** NCTE, AERA, LRA, and AACTE.

Position Statement: As a Nominating Committee member, I will help identify committed and vocal leaders who will thoughtfully engage in policy discussions related to literacy education, and who will continue to support the professionalization, activism, and vision of NCTE as its members contend with increased accountability and surveillance.

JAMES R. CARLSON



Assistant professor of content area literacy, University of Wisconsin, La Crosse; PDS liaison. **Formerly:** High school English teacher; facilitator of adult learning. **Membership(s):** NCTE, IRA, WCTE. **Award(s):** NWP Summer Fellow (2012). **Publication(s):** *English Journal*, *Wisconsin English Journal*. **Program Contribution(s):** NCTE, NCTEAR, WCTE.

Position Statement: In the 21st century, deliberations on what counts as writing, reading, and literacy remain as essential today as they were during the struggle out of which NCTE was founded. As a teacher educator and a PDS liaison, I remain acutely aware of the many challenges and opportunities related to the current emphases on reading, writing, speaking and listening in discipline specific ways. On behalf of the organization's mission, I am committed to identifying and cultivating leadership dedicated to empowering teachers as they prepare the future to read, write, and represent the word and the world.

TODD DESTIGTER



Associate Professor, University of Illinois at Chicago. **Formerly:** CEE Executive Committee, *English Education* book review editor, High school English and Spanish teacher. **Membership(s):** NCTE, CEE, CCC. **Award(s):** Richard A. Meade Award, Alan C. Purves Award, UIC Award for Excellence in Teaching. **Publication(s):** *Reflections of a Citizen Teacher*; articles in the *English Journal*, *Research in the Teaching of English*, *English Education*; chapters in *Literacy and Democracy*, *Narratives of Social Justice Teaching*, *Jane Addams in the Classroom*. **Program Contribution(s):** NCTE, CEE, CCCC.

Position Statement: As English teachers aspire to teach effectively and humanely in this era of alleged school "reform," I believe NCTE must bolster its role as an organized voice against educational initiatives designed to raise corporate profits and dismantle public institutions. If selected for the Nominating Committee, I will seek out leaders committed to teaching for democracy and in response to the abilities and priorities of diverse students and their communities.

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NOMINATING COMMITTEE
Term to expire in August 2015

(continued)

(Vote for one in each group.)

GROUP E—SECONDARY SECTION

B. JOYCE STALLWORTH



Professor of education and associate provost, University of Alabama, Tuscaloosa. **Formerly:** CEE Executive Committee; chair, NCTE Advisory Committee of People of Color. **Membership(s):** NCTE, National Network of Partnership Schools. **Award(s):** CEL's ELQ Best Article of the Year Award (2013), Award for Outstanding Partner-Initiated Community Engagement, UA (2008). **Publication(s):** Articles in *Voices from the Middle*, *English Leadership Quarterly*, *The ALAN Review*, *English Education*, *The Journal of Adolescent and Adult Literacy*. **Program Contribution(s):** CEE, NCTE, NCATE, AACTE, NAME, NRC, AERA.

Position Statement: My 23-year career in secondary and higher education has provided me substantial opportunities to work with a plethora of dedicated language and literacy professionals, all of which would positively inform my service as a member of the Nominating Committee. I am committed to identifying prospective leaders who embrace the NCTE vision and represent the diverse voices of our membership—a function which is central to sustaining the Council's role as the premier advocate for English language arts and literacy educators across the nation.

AMY VETTER



Associate Professor of English Education, University of North Carolina Greensboro. **Formerly:** High school English teacher, LRA Committee for The Early Career Achievement Award. **Membership(s):** AERA, NCTE, CEE Commission on Social Justice, LRA. **Award(s):** Helen M. Robinson Grant, USTEP Grant, CDLC Grant. **Publication(s):** *English Journal*, *English Education*, *Journal of Adolescent and Adult Literacy*, *The Urban Review*, *Journal of Literacy Research*, *International Journal of Qualitative Studies in Education*. **Program Contribution(s):** Presentations at NCTE, LRA, AERA.

Position Statement: NCTE must continue to serve as a mentor to current and future generations of English teachers who foster the literacy identities of youth. As a member of the Nominating Committee, I will recruit committed, passionate, and capable leaders who advocate for the literacy identity work of students, teachers, and researchers.

LISA SCHERFF



English/reading teacher, Estero High School, Florida; co-editor, *English Education*. **Formerly:** English/literacy educator, Florida State University, Alabama, Tennessee; president, Alabama Council of Teachers of English; chair, NCTE Assembly for Research. **Membership(s):** NCTE, CEE Commission on In-service Graduate Programs & Professional Development, FCTE, AERA. **Award(s):** McNair Scholars Faculty Fellow (2011). **Publication(s):** Co-author, *Teaching YA Lit Through Differentiated Instruction*; articles in *Research in the Teaching of English*, *The ALAN Review*, *English Journal*, *Journal of Literacy Research*, *JAAL*. **Program Contribution(s):** Presentations at NCTE, LRA, AERA.

Position Statement: NCTE's mission is to support and improve ELA teaching and learning so that all learners "achieve full participation in society." In our current political climate external forces often challenge this mission. As a member of the nominating committee, I will use my experience as a teacher and teacher educator to identify candidates who can best represent the Council membership, uphold its goals and initiatives, and work with a variety of stakeholders.