

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 2016–2017 NCTE Nominating Committee members are **Kia Jane Richmond**, Northern Michigan University, Marquette, chair; **Marshall George**, Hunter College, New York, New York; **Anita Hernandez**, New Mexico State University, Las Cruces; **Ernest Morrell**, Teachers College, Columbia University, New York, New York; **Byung-In Seo**, Chicago State University, Illinois; **Jeanette Toomer**, Drama, Discovery, and Learning, New York, New York; and **Stephanie Vic**, University of Central Florida, Orlando. 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, 2017. Please use the enclosed return envelope.

VICE PRESIDENT Term to expire in November 2018

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.)

LEAH ZUIDEMA



Associate provost, dean for curriculum & instruction, professor of English. Dordt College, Iowa. **Formerly:** English teacher/department chair, Byron Center, MI; instructor of composition, technical writing, literature, children's and YA literature, and English teacher education at Dordt College, Grand Valley State University, Michigan State University; CEE Executive Committee; CEE Leadership & Policy Summit; NCTE Promising Young Writers chair; CCCC Outstanding Dissertation Award in Technical Communication Committee; NCTE Committee on Scientific and Technical Communication;

CEE Nominating Committee; NCTE Spokespersons Network; NCTE and CEE program reviewer; Iowa Council of Teachers of English executive board; Teachers for the Dream mentor; secondary section chair Michigan Council of Teachers of English. **Membership(s):** NCTE, CEE, AERA. **Award(s):** NCTE Promising Researcher Award; CEE National Technology Leadership Initiative Award; Dordt College Noteworthy Scholarship Award; Above & Beyond Award from Sioux Center Community Schools; author/administrator for numerous grants. **Publication(s):** Co-author, *Coaching Teacher-Writers*; co-founder/editor, *Teachers, Profs, Parents: Writers Who Care* (peer-reviewed advocacy blog); column co-editor, *English Journal - Professional Writing in the English Classroom*; articles on writing teacher education, support for new teachers, grammar workshop, ELA pedagogy, language discrimination in journals including *Research in the Teaching of English*, *Teaching/Writing*, *Teachers and Teaching*, *English Journal*, *Journal of Teacher Education*, *Teaching English in the Two-Year College*, *English Education*, *Journal of Adolescent & Adult Literacy*. **Program Contribution(s):** NCTE, NCTE State Affiliates, CEE, SITE, AERA, CCCC, Writing Research across Borders, CPTSC, North Central Association; recent presentations have studied and advocated administrator support for teacher-writers.

Position Statement: United for action, connected, empowered. At its best, this is the NCTE that we know and love, and this is the vision for NCTE that would guide my service. NCTE has inspired, equipped, and energized me across every role and context, and I am eager to give back to my professional home and family.

I love NCTE for who we are, and for who we have the potential to be. For 20 years, I have listened, learning where we have come from, what we value, what we aspire to. The themes shared here reflect what I hear as the heartbeat of NCTE.

United

Not merely tolerant, not silencing differences, not ignoring hurts and fears. United. Within NCTE, we must live out what we hope our students will learn from us: we must uphold dignity for all (including those we disagree with), while working adamantly for a better world. We must notice who is missing and be deliberately inclusive. We must give each person permission to think in draft, but also challenge one another to rethink, revise, refine. We must commit to being our best, together.

HOWARD TINBERG



Professor of English, president, faculty and staff senate, Bristol Community College, Fall River, Massachusetts; chair, Committee on Community Colleges, Modern Language Association. **Formerly:** CCCC chair, *TETYC* editor, NCTE Executive Committee. **Membership(s):** NCTE, CCCC, MLA. **Award(s):** Carnegie/CASE Community Colleges Professor of the Year (2004); Mark Reynolds *TETYC* Best Article of the Year (2016); Museum Teaching Fellow, US Holocaust Memorial Museum. **Publication(s):** Author, *Border Talk: Writing and Knowing in the Two-Year College* (1997); *Writing with Consequence: What Writing Does in the Disciplines* (2003); co-author, *The Community College Writer: Exceeding Expectations* (2010). **Program Contribution(s):** NCTE, CCCC, MLA.

Position Statement: I have been a member of this remarkable organization for over three decades. During that time, I have benefited immensely from NCTE staff and members alike, influenced by their commitment to our profession, by the rich creativity with which they construct the classroom, and by their passionate care for students, colleagues and institutions of learning. I have never taken for granted the privilege of working alongside my NCTE colleagues, who are the best that our profession has to offer.

Yet I am aware that too many of our colleagues are "not in the room," not able to take advantage of the rich professional development opportunities that NCTE, its conferences, association, and affiliates have to offer. I am thinking of the many contingent faculty who do most of the teaching of English composition within higher education but who have neither the time nor the support to engage in professional development. I am thinking of the countless teachers, K through 12, burdened by mandated, standardized assessment who have all but given up hope that they may have a say in how to assess student learning. And I am thinking of our students, who yearn for nothing more than a classroom that is safe and nurturing, protected from the turbulence that too often marks their lives.

I am writing this statement a scant month after the Presidential election of 2016. In the wake of that election, many have felt the need to reaffirm values of inclusion, respect for diverse views, and, above all, a thoughtful and reverent caring for what is true rather than the falsehood that has passed as truth. I would like NCTE to play a role in that process of reaffirmation. If not this organization, historically committed to fostering literacies at all levels, then who?

And I trust that this organization will "walk the walk," that it will continue to provide a model of inclusion, among its members and its staff, and give a sure and respectful hearing to all views, even if those views are given as barely a whisper.

VICE PRESIDENT
Term to expire in November 2018

(continued)

ZUIDEMA, *continued*

For action

We must also be emboldened, focused on what matters most to us. NCTE must provide support and remove barriers, so that ELA teachers can lead students into love and skill for stories of all kinds--stories that students read, watch, and hear; stories they compose, design, and produce; "stories" in the broadest sense, but always truthful and imaginative. We unite with purpose. NCTE must be the go-to advocate and resource for teachers who help students become powerful, passionate readers and writers. In the midst of fast-paced change (in schools, in social climate, and in the stories that surround us), NCTE must be proactive, using our expertise to keep pressing forward with/for teachers.

Connected

We as NCTE share much more than content. We create opportunities for collaboration, inspiration, and celebration. We call on one another for discernment. We leverage the talents of members and staff who can lead the way in creating strategy as well as navigating political action and media presence—at local, state/provincial, regional, and national levels. Across sections, grade levels, roles, educational contexts, and career stages, NCTE should emphasize connectivity, making it simple and second nature for us look to one another as we teach, research, and advocate.

Empowered

We can teach more courageously because NCTE connects us. NCTE must amplify our teacher voices, helping others to notice and value the good work of ELA teachers. In our advocacy and research, we can ask bolder questions and call for more significant change. Through NCTE, we can do more to help friends and neighbors to trust us (vs. pundits or politicians) with educational decisions. Beyond NCTE, we must build alliances, and find a hearing among those who are not our ready advocates. Through our ELA connections and in our other circles, NCTE works for us while also empowering each of us to be everyday educational leaders.

TINBERG, *continued*

Finally, while its members encompass both public and private schools and colleges, I would hope that NCTE will continue to speak out boldly and compassionately on behalf of public education, which has for decades seen its support among local, state, and federal governments decline. I want NCTE to advocate on behalf of high schools even in as dual-enrollment programs continue to proliferate. And I want NCTE to pronounce even more loudly its full-throated advocacy for the arts and humanities in the age of STEM. I know that NCTE is up to the task. I know that I will do all that I can to assist.

ELEMENTARY SECTION REPRESENTATIVE-AT-LARGE
Term to expire in November 2019

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.)

JESSICA MARTELL



Elementary school teacher, Central Park East 2, East Harlem, New York, New York; instructor, Teachers College, Columbia University; 20 years teaching in public schools; NCTE Professional Dyads of Culturally Relevant Teaching; NCTE Research Foundation Trustee. **Formerly:** Kindergarten-2nd grade dual-language teacher. **Membership(s):** NCTE, ECEA. **Award(s):** NCTE Early Literacy Educator of the Year (2014); AESA Critics Choice Book Award (2016). **Publication(s):** *Language Arts, Reading, Writing, & Talk: Inclusive Teaching for Diverse Learners* (book); NCTE Policy Brief on Equity in Education. **Program Contribution(s):** NCTE, LRA.

Position Statement: As a Latina teacher, I believe we must make literacy teaching meaningful and culturally relevant, fostering high expectations for *all* students. To do so, we need to support each other, collaborating and growing as professionals committed to equity. NCTE has been my professional home for years, supporting and inspiring me. I hope to help NCTE continue to support and inspire teachers.

CATHY WHITEHEAD



Third grade teacher, instructional coach, Chester County, TN; West Tennessee Writing Project teacher consultant. **Formerly:** Teacher mentor, Chester County; Tennessee core coach, Social Studies. **Membership(s):** TCTE, ILA, NEA. **Award(s):** Tennessee Teacher of the Year (2016); NEA Educator in Excellence Award (2017); Delta Kappa Gamma Outstanding New Educator. **Publication(s):** Articles in *Tennessee Reading Teacher*; *TRA Newsletter*; edu@Scholastic, Scholastic blog; Literacy & NCTE, NCTE blog. **Program Contribution(s):** Tennessee Reading Association Conference; West Tennessee Title I Conference; West Tennessee New Teacher Summit.

Position Statement: As an elementary teacher and advocate of education through multiple fellowships and advisory board positions, I understand that true change occurs at the junction of policy and practice. I have been an especially passionate voice for early literacy and teacher leadership at district, state, and national levels. With NCTE, I will work with fellow members to advocate for high quality literacy instruction and informed policies.

MIDDLE LEVEL SECTION REPRESENTATIVE-AT-LARGE

Term to expire in November 2019

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.)

AURELIA DÁVILA DE SILVA



NWP, SAWP Community Center Grant (study local historical fiction with adolescent Latina students), San Antonio, Texas. **Formerly:** High school English teacher, elementary teacher, Intercultural Developmental Research Association consultant, university professor; member/chair, Committee Against Racism and Bias; Commission on Language; Commission on Composition; Region 6 Representative to SLATE; Cosponsored NCTE Speaker; editorial boards for *Language Arts*, *Voices from the Middle*, *Children's Literature Bulletin*, *Whole Language Bulletin*. **Membership(s):** NCTE. **Award(s):** PTA Legislative Guardian Award, Texas State Reading Association Excellence in Teaching. San Antonio Newspaper Award for Professional and Civic Achievements. **Publication(s):** *Women in Higher Education*; *Reading in Education Today*; *Children's Literature Bulletin*; *Children's Literature of Southwest*; *Whole Language Catalog*; *Sociocultural Context of Language and Literacy*.

Position Statement: Instead of testing, our profession can unearth equity, diversity and critical thinking by collecting literature from the community, school and family. Community literature can be the catalyst for strengthening the knowledge and experience students need to feel a part of their learning process.

ANISA LUCAS



Middle school teacher, Chestnut Log Middle School, Georgia; Douglas County Literacy committee member, Georgia; sixth grade level chair/leadership team. **Formerly:** MyOn Reading Program Building Representative. **Membership(s):** NCTE, Georgia Federation of Teachers. **Award(s):** Phi Kappa Phi Honor Society; Horace Mann Teacher of the Month Award. **Program Contribution(s):** Volunteer at NCTE 2016 Conference.

Position Statement: I have a history of promoting excellence within the field of education. With over 15 years of experience as an educator, as well as being the co-founder of a nonprofit educational consulting business, I know what it takes to influence decision-makers and the public regarding the needs of education. As Middle Level Representative-at-Large, I will advocate for all stakeholders and serve as a link between educators and the executive board. Communication and collaboration are the keys to closing the achievement gaps. I will be the voice of the students, parents and educators, while promoting cross-curricular collaboration across all grade levels.

TRUSTEES OF THE RESEARCH FOUNDATION

Term to expire in November 2019

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 two of four.)

ALICIA BOARDMAN



Bilingual elementary teacher, Adjunct Professor, SUNY Old Westbury. **Formerly:** Co-director, PDCRT; Affirmative Action Committee member. **Membership(s):** NCTE. **Publication(s):** Articles in *Early Years* (an international research journal); *No More Culturally Irrelevant Teaching* (forthcoming); co-author, *Engaging Children and Families in Culturally Relevant Literacies*. **Program Contribution(s):** NCTE, NYSABE.

Position Statement: As a trustee of the research foundation, I will work to support equitable research practices and honor the voices of teachers in this space. I will support and honor the pedagogies of a diverse community of teachers within NCTE.

ISABEL BACA



Associate professor of English, University of Texas, El Paso; College Section Steering Committee; CCCC Nominating Committee. **Formerly:** Richard Ohmann Award Selection Committee chair; professor, El Paso Community College. **Membership(s):** NCTE, NCTE/CCCC Latinx Caucus, CCCC Language Policy Committee. **Award(s):** UT Regents' Outstanding Teaching Award Finalist. **Publication(s):** *Service-Learning and Writing: Paving the Way for Literacy(ies) through Community Engagement*; *Reflections: Public Rhetoric, Civic Writing, and Service Learning*; *Service Learning and Civic Engagement: A Sourcebook*. **Program Contribution(s):** NCTE, CCCC, Computers and Writing.

Position Statement: NCTE needs leaders who will advocate for social justice, value and respect linguistic and cultural diversity, and appreciate the intersection between education and the community. Such leaders will pave the way for needed change in and outside the classroom. With hard work, dedication, commitment, and assertiveness, these leaders will be the voice of those who remain silent on the sidelines and of those whose voice must be heard. If selected as a Research Foundation Trustee, I will strive to be such a leader.

WILLIAM P. BANKS



Associate professor of English, director of university writing programs, East Carolina University, Greenville, North Carolina; director, Tar River Writing Project; NWP Liaison, North Carolina English Teachers Association. **Formerly:** Read-Write-Think board member; CCCC Nominating Committee; Twenty years teaching experience at community college and university. **Membership(s):** NCTE, CCCC, WPA. **Award(s):** Ellen Nold Award for Outstanding Article in Computers and Writing (2003); East Carolina University Scholar-Teacher Award (2016); Bertie Fearing Excellence in Teaching Award (2015). **Publication(s):** Co-editor, *Reclaiming Accountability*; co-editor, *Re/Orienting Writing Studies*; articles in *College Composition and Communication*, *Computers and Composition*, *College English*, *English Journal*; book chapters on transmedia, assessment, faculty development, the National Writing Project. **Program Contribution(s):** NCTE, CCCC, Computers and Writing.

Position Statement: As a researcher and teacher of doctoral students, I am committed to research projects and practices that enact social justice. As such, I recognize the need for action-oriented research that directly impacts the lives of students and teachers, and for our leading organizations to support diverse research practices.

sj MILLER



Deputy director, educational equity supports/services, Metro Center/NYU; LGBTQ Advisory Committee; Research Associate, UNSECO for Peace/Sustainable Development, India. **Formerly:** Co-editor, *English Education*; CEE Executive Committee; CEE Commission for Social Justice; HS English teacher. **Membership(s):** AERA queer sig co-chair; Affirmative Action Representative Division G and Diversity Award Committee; CEE Commission for Disrupting the School-to-Prison Pipeline. **Award(s):** Joanne Arnold Courage and Commitment; Richard A. Meade; Kate and Paul Farmer. **Publication(s):** Articles in *English Education*, *English Journal*, *ALAN Review*, *Teacher Education and Practice*, *Scholar-Practitioner Quarterly*, *International Journal of Critical Pedagogy*, *Teachers College Record*; six books including *Educators Queering Academia*; *Teaching, Affirming, and Recognizing Trans and Gender Creative Youth*; Series co-editor, *Social Justice Across Contexts in Education*; *Queering Teacher Education Across Contexts*. **Program Contribution(s):** NCTE, AERA, LRA.

Position Statement: Schools can become more equitable. This means creating more opportunities for student success by shifting the conditions that impact schools such as policy, mindsets, deepening community engagement, challenging deficit perspectives, recruiting teachers of color and teachers with equity-conscious practices. NCTE needs leaders who will stand up in the face of adversity.



NOMINATING COMMITTEE

Term to expire in August 2018

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—SECONDARY SECTION

KRISTEN HAWLEY TURNER



Associate professor, Fordham University, New York; director, Fordham Digital Literacies Collaborative; editor, *Teachers, Profs, Parents: Writers Who Care*. **Formerly:** High school English and social studies teacher; Commission on Writing Teacher Education chair; NCTE Nominating Committee. **Membership(s):** NCTE, CEE, AERA, SITE. **Award(s):** CEL Innovative Leadership Award (2016); National Technology Leadership Initiative Award (2015). **Publication(s):** *English Journal*; *Journal of Literacy Research*; *Educational Computing Research*. **Program Contribution(s):** NCTE, CEE, CCCC, AERA, SITE.

Position Statement: NCTE members are the heart of our organization, and our structure of shared governance underscores the importance of member voices. I believe it is through our member voices that we can transform the landscape of education and reclaim the destructive narrative that has dominated the media and affected policy decisions in the last decade. As a nominating committee member, I would seek diverse and strong voices to carry our organization forward as we continue to advocate for children, teachers, and schools.

TOM LIAM LYNCH



Assistant professor of educational technology, Pace University, New York; column editor, *English Journal*; co-director, Babble Lab: A Center for Digital Humanities Pedagogy. **Formerly:** High school English teacher; NYCDOE central technology/literacy lead. **Membership(s):** NCTE, CEE, Commission on Digital Literacies and Teacher Education, AERA. **Publication(s):** *English Journal*; *Research in the Teaching of English*; *Changing English*. **Program Contribution(s):** NCTE, CEE, AERA.

Position Statement: We can do more to support each other. In my work as a teacher educator and literacy coach in New York City, I am struck by how often teachers encounter problems for which there are simple and available solutions. I don't blame them for not knowing so. I think we as a profession—NCTE as an institution—must do more to make it easier than ever for its members to connect and access each other's expertise. NCTE has taken excellent steps with its Connected Community, new look, and activity on social media. I want to spark conversations that result in our doing even more for each other.

LIMARYS CARABALLO



Assistant professor, Queens College-CUNY; program director, English education; *JAAL* Editorial Board, *Language Arts* Review Board. **Formerly:** High school English teacher/assistant principal; CEE Early Career Award Committee; AERA Teacher Education Division Travel Award Committee. **Membership(s):** NCTE, AERA, AATC, CEE Commissions: Social Justice, Dismantling School-to-Prison Pipeline. **Award(s):** NCTE CNV Fellow; AERA and AATC Dissertation Awards; CEE Research Grant. **Publication(s):** articles in *English Journal*, *English Leadership Quarterly*, *Urban Education*, *Journal of Curriculum Theorizing*, *Journal of Curriculum and Pedagogy*; co-author, *Policy, Professionalization, Privatization, and Performance Assessment*. **Program Contribution(s):** NCTE, CEE, AERA, AATC.

Position Statement: As a member of NCTE since 1998 in various capacities, I value the role of its critical leadership in English education and in my own teaching and scholarship. I would like to serve on the Nominating Committee in order to contribute, in collaboration with colleagues, toward recruiting officers who will also seek to promote critical dialogue and social justice in our field during challenging local and national sociopolitical contexts.

(Vote for one in each group.)

GROUP B—COLLEGE SECTION

SONJA LANEHART



Professor, Brackenridge Endowed Chair in Literature and the Humanities, University of Texas, San Antonio; co-chair, AERA Div C Mentoring Committee; member, awards committee, Linguistic Society of America. **Formerly:** NCTE Cultivating New Voices among Scholars of Color mentor; Committee on Ethnic Diversity chair, linguistics, Linguistic Society of America; co-editor, *Educational Researcher: Research News and Comment*, AERA. **Membership(s):** NCTE, AERA, MLA. **Award(s):** Mellon Fellow (1990); Ford Foundation Postdoctoral Fellow (1999); President's Distinguished Diversity Award, UTSA (2016). **Publication(s):** *Journal of English Linguistics*; *Journal of College Student Retention: Research, Theory, and Practice*; *Learning and Individual Differences*. **Program Contribution(s):** NCTE, AERA, LSA.

Position Statement: I would like to help NCTE fulfill a mission of equity and inclusion, scholarship and application of research, and community service and outreach. NCTE is broad and diverse in membership and its leaders should reflect such.

STEVEN T. BICKMORE



Associate professor English education, University of Nevada, Las Vegas; director, Zeiter Literacy Development Center; co-editor, *Study and Scrutiny*; editor, *Dr. Bickmore's YA Wednesday*. **Formerly:** High school English teacher, CEE Executive Committee (2012–16), CEE Nominating Committee (2010), co-editor *The ALAN Review* (2009–14). **Membership(s):** NCTE, CEE, ALAN, SIGNAL, AERA, LRA, AMLE. **Publication(s):** *English Education*, *English Journal*, *The ALAN Review*, *SIGNAL*, *Principal Leadership*, *Teaching and Teacher Education*. **Program Contribution(s):** NCTE, AERA, CEE.

Position Statement: I received advice as a preservice teacher to join NCTE, for 40 years that advice served me well. The leadership, the journals, the conferences, and the people have feed my career and the careers of my students. I am committed to supporting the mission and goals of NCTE by finding quality, member leaders to guide us as the organization grows and diversifies. The current social and political climate makes the work essential.

LAURA GONZALES



Assistant professor of English, University of Texas, El Paso. **Membership(s):** NCTE, CCCC, ATTW. **Award(s):** NCTE Cultivating New Voices Among Scholars of Color Fellow; UM Press/Sweetland Digital Rhetoric Collaborative Book Prize Awardee; CCCC Scholars for the Dream Award Recipient. **Publication(s):** *College Composition and Communication*; *Technical Communication*; *Kairos: A Journal of Rhetoric, Technology, and Pedagogy*. **Program Contribution(s):** NCTE, CCCC, ATTW.

Position Statement: I am committed to facilitating and supporting diverse representation in NCTE/CCCC leadership, in order to build organizations and initiatives grounded in diversity and social justice. I will also continue helping to build invaluable bridges between K–12 and Higher Education, aiming to create supportive spaces for students of color across academic (and professional) contexts.

NOMINATING COMMITTEE Term to expire in August 2018

(continued)

(Vote for one in each group.)

GROUP C—MIDDLE SECTION



ARAM KABODIAN

Red Cedar Writing Project teacher consultant; Youth Voices playlist writer, East Lansing, Michigan. **Formerly:** Middle and high school English teacher; middle and high school special education teacher; RCWP technology liaison. **Membership(s):** NCTE, NWP, MCTE. **Award(s):** MCTE Middle School Teacher of the Year (2016). **Publication(s):** *Reflecting on the Move to Digital Portfolios on Digital Is*; *More Than Just a Website: Representing Teacher Research through Digital Portfolios*, co-author in *English Journal*. **Program Contribution(s):** NCTE, NWP, 4T Virtual Conference.

Position Statement: I have spent my teaching career developing literary relationships with my students and challenging them to think deeply about what they believe, learn more about whatever topic it was, and communicate their ideas clearly and creatively. If elected, I will assist in finding a diverse group of teacher-leaders who will do those same things: develop relationships, think deeply, listen and learn, and express themselves effectively.



GRETCHEN RUMOHR-VOSKUIL

Associate professor of English, director of first year composition, Aquinas College, Grand Rapids, Michigan. **Formerly:** High school English teacher, basic writing director. **Membership(s):** NCTE, CEE Commission on the Study and Teaching of Adolescent Literature, ALAN, CCCC, MCTE, MCEE. **Publication(s):** *Voices from the Middle*, *Language Arts Journal of Michigan*; chapters in *Adolescent Literature as a Complement to the Content Areas*, *Teaching Literature in Virtual Worlds*; **Program Contribution(s):** NCTE, CEE, CCCC, MASAL, MCTE, MCEE

Position Statement: NCTE Nominating Committee members should be well-connected individuals who prioritize quality professional development for all stakeholders in ELA teaching. Utilizing my ongoing involvement with NCTE as well as my experiences as a Title I classroom teacher, writing program administrator, and English educator, I will encourage nominations that support diverse cultural backgrounds, economic standings, geographical regions, and educational credentials.

MICHELLE BEST



Middle school English teacher, Austintown Local Schools, Ohio; department chair; vice president, Ohio Council of Teachers of English Language Arts. **Formerly:** Teacher advisory panel member, Great Lakes Region, ILA; president Western Reserve Ohio Teachers of English. **Membership(s):** NCTE, OCTELA, ALAN, WROTE, OCIRA, MVCIRA. **Award(s):** NEH Fellow (2016, 2010, 2009); Belfer Scholar, USHMM Teacher Fellow, HEN Participant; OCTELA Middle School Teacher of the Year; Region 8 ODE Teacher of the Year. **Program Contribution(s):** NCTE, ILA, NCSS.

Position Statement: NCTE needs leaders who have extensive knowledge and the willingness to work together to be the collective voice of ELA teachers, influencing decision-makers about the needs of the profession. Our organization must truly represent its constituents and unite us with common goals and resources that equip its members as we solely see every student from the very beginning to the very end of their educational careers.

GROUP D—ELEMENTARY SECTION

THOMAS P. CRUMPLER



Professor of literacy and elementary education, Illinois State University, Normal; co-editor, *Action in Teacher Education*. **Formerly:** Assistant professor of literacy, California State University, San Marcos; English teacher, Columbus Public Schools, Columbus Ohio (10 years). **Membership(s):** NCTE, IRA, LRA, AERA. **Award(s):** Outstanding College Researcher, Illinois State University (2009); Co-PI on Grant from the Spencer Foundation (2006-08). **Publication(s):** *Research in the Teaching of English*; *Linguistics in Education*; *Reading Research Quarterly*; *Research in Drama Education*; *Interactive Assessment: Teachers, Students, Parents as Partners*. **Program Contribution(s):** NCTE, LRA, AERA.

Position Statement: Literacy allows people to imagine, communicate, and get to the places they want to be. Racism, sexism, homophobia, and other prejudices derail these possibilities. Literacy educators have opportunities to stand together with all students, teachers, and families to advocate for literacy education situated in equality and social justice. As a member of the NCTE nominating committee, I will work to support leaders with this vision and concrete plans for change.

NICOLE BURKS



Fifth grade teacher, Columbia Public Schools, Columbia, Missouri; vice president, Teachers Applying Whole Language. **Formerly:** Social studies curriculum development, Columbia Public Schools, MO. **Membership(s):** NCTE, NEA, TAWL. **Award(s):** Columbia Fund for Academic Excellence, Teacher of the Year (2016); MU Fellow (2010). **Program Contribution(s):** TAWL, WLU, Missouri Writing Project.

Position Statement: As a current elementary educator, I am well aware of the need for a teacher's voice within our professional programs. I can bridge the gap between educators, administrators, authors, and researchers. I often turn to NCTE for inspiration, guidance, and suggestions. I believe it is essential that literacy is purposefully embedded within all content areas. Strong leaders within NCTE are important in developing literacy professionals. It would be a great honor to give back to an organization that has shaped my passion for education and learning.

SARA POMMARANE



Teacher, Indian Paintbrush Elementary School, Laramie, Wyoming; teacher leader, Wyoming Writing Project; teacher consultant, National Writing Project. **Formerly:** Third grade teacher for eight years; kindergarten teacher for two years. **Memberships(s):** NCTE, NEA. **Program Contribution(s):** National Writing Project; University of Wyoming Annual Fall Literacy Conference.

Position Statement: Teaching and learning in the least populated state, in one of its larger school districts, exposing students to diverse worldviews is a difficult task. Like many students in rural and lesser-inhabited areas, I see our students do not have the opportunities or advantages of being exposed to diversity as students in other states or regions. It is paramount and necessary for students to be exposed to the larger world through literacy learning, no matter where or how they live. NCTE is known for its focus on all learners and I will strive to make sure NCTE leadership will continue the focus on diverse learners; including our rural student population.

NOMINATING COMMITTEE
Term to expire in August 2018

(continued)

(Vote for one in each group.)

GROUP E—MIDDLE SECTION

DANA JACOBSON



Instructional Transformation Specialist, Clay-Chalkville High School (CCHS), Pinson, Alabama; NCTE/CAEP Program Reviewer. **Formerly:** High school English teacher (including ACT prep teacher/curriculum writer for all ACT sections); director of Aspire Academy, focuses on student retention; unit development team, Jefferson County Schools, Birmingham, Alabama. **Membership(s):** NCTE, CEE, ILA. **Award(s):** Alabama Teacher of the Year (2016–17); Jefferson County Teacher of the Year (2015–16, 2004–05); National Speech and Debate Association Scholarship Recipient (2007). **Program Contribution(s):** NCTE, ACT State Organization Conference, Alabama Council of Teachers of English Conference.

Position Statement: NCTE's influence is defined by its members' voices. I want to increase the reach of those voices by promoting NCTE as a community that provides the nourishment that energizes its members. Critical issues to me include literacy (as integral to raising learning outcomes for all), diversity, teacher retention, mentoring, promotion of the teaching profession, and partnerships.

TONYA B. PERRY



Associate professor of English education, University of Alabama, Birmingham; CEE Executive Committee; Red Mountain Writing Project director. **Formerly:** Middle school English teacher; Middle Level Section Representative-at-Large; NCTE Research Foundation Trustee. **Membership(s):** NCTE, NWP, LRA, AERA/RWE SIG co-chair. **Award(s):** NCTE Middle Level Richard W. Halle Award; National Board Certified Teacher (Early Adolescence); Finalist for National Teacher of the Year. **Publication(s):** *Understanding Students in a Time of Common Core Standards (6–8)*; *Voices from the Middle*; *English Journal*. **Program Contribution(s):** NCTE, AERA, LRA.

Position Statement: NCTE needs leadership that will respond to the changing times and reflect the needs of a diverse population of English teaching professionals. Leaders must give opportunities to connect with all members in order to remain in touch and responsive to their needs in the field. To do this, leaders should continue to find avenues to communicate with the membership and provide continuous venues for them to learn, to participate, to grow. They must be inclusive of diversity and know how to maximize the many strengths of the organization locally, nationally, and internationally.

NICOLE OLCESE DAMICO



Assistant professor of education, University of Central Florida; co-chair, English Education SIG of The Society for Information Technology and Teacher Education (SITE); social media director, Central Florida Literacy Council. **Formerly:** Director of EDUCATE technology initiative, Pennsylvania State University; middle and high School English teacher in Pennsylvania and New York City. **Memberships:** NCTE, CEE, AERA, ILA **Award(s):** AERA Division K New Faculty Preconference Invitee. **Publications:** *English Education*; *English Journal*; *Language Arts*. **Program Contribution(s):** NCTE, CEE, SITE, ATE

Position Statement: The leadership of NCTE should be comprised of individuals that work to understand, critically consider, and find threads of hope and commonality among the various disciplines, methodologies, pedagogies, and philosophies that surround the art of literacy teaching and learning. As a member of NCTE throughout my secondary teaching career and now in my professorship, I would be honored to serve on the NCTE nominating committee alongside respected colleagues to help ensure the appointment of such leaders.