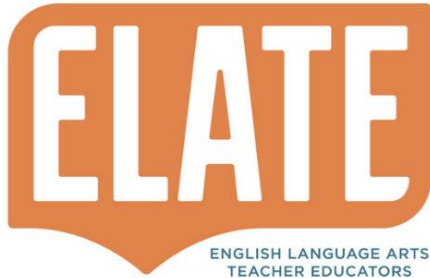


ELATE 2022 ELECTIONS



The English Language Arts Teacher Educators (ELATE) is governed by an Executive Committee made up of elected ELATE members as described in the ELATE Constitution and Bylaws and serve a four-year term. The chair of the ELATE Executive Committee is automatically a voting member of the NCTE Executive Committee.

The Nominating Committee prepares a slate of candidates for vacancies that occur annually on the ELATE Executive Committee and selects candidates for the succeeding year's ELATE Nominating Committee. The candidate who receives the largest number of votes in the election will chair the committee.

ENGLISH LANGUAGE ARTS TEACHER EDUCATORS—2022 SLATE OF NOMINEES

Each spring, the English Language Arts Teacher Educators elects its Executive Committee and Nominating Committee. The following nominations were made by the 2021–2022 Nominating Committee: chair, Crystal Chen Lee, North Carolina State University; Justin A. Coles, Fordham University, NY; Mónica González Ybarra, University of Illinois at Urbana-Champaign; Saba Khan Vlach, University of Iowa; and Tiffany M. Nyachae, Penn State University, PA.

ELATE EXECUTIVE COMMITTEE

Term to expire in November 2026
(Vote for three of six.)



CHRISTINA PASSOS DENICOLO (she/her) Associate Professor of Bilingual and Bicultural Education, Division of Teacher Education, Wayne State University; 2022 Program Chair AERA Bilingual Education Research SIG. **Formerly:** K-5 language arts specialist, dual language, and bilingual teacher for ten years. **Specialty Areas of Expertise:** Bilingual education, instructional practices for bi/multilingual students, literacy and biliteracy development, children's literature, school belonging. **Memberships:** NCTE, AERA, NABE, LRA. **Awards:** CNV Fellow. **Publications:** *Bilingual Research Journal*, *Review of Research in Education*, *The Urban Review* *Peabody Journal of Education*, *The Reading Teacher*, *Journal of Latinos and Education*. **Program Contributions:** Presentations at NCTE, AERA, NABE, LRA, ILA, AESA, NCTEAR.

How has NCTE provided a professional home for you?

NCTE was the first national Convention I attended as a doctoral student at the University of Colorado. Having the opportunity to attend presentations by scholars I had been studying alongside, teachers, and educational leaders shaped my understanding of the ways research can inform teacher learning. Since that time, NCTE has continually provided a space for reflection on literacy practices, teacher voice, and the powerful role that children's literature can play in language arts instruction.

How does your current work in your career, community, and/or classroom contribute to NCTE's mission and vision, and demonstrate alignment with NCTE's commitment to

equity and justice? How have your personal strengths and experiences contributed to making positive change(s) in the profession?

I teach courses on bilingual and ESL education and partner with school districts, implementing dual language programs. As a teacher educator, I strive for my students to develop critical consciousness regarding the ways educational policies and practices impact the literacy development and sense of belonging of bi/multilingual students. Through my research, teaching, and participation on local and state level committees, I advocate for literacy instruction that builds upon students' linguistic repertoires and home knowledge.

What is your rationale for seeking this office? What would you like to accomplish while in office?

As a member of the ELATE Executive Committee, I would build on NCTE's vision of equity to center the voices of students and families in social justice work within language arts instruction. I envision collaborating with ELATE members and the various commissions to identify professional development tools and resources that enable teachers to learn about their students and utilize instructional methods to incorporate and build upon students' language practices in the language arts classroom.



DAVENA JACKSON (she, her) Assistant Professor of Urban Education, emphasis on English, language, and literacy education, Boston University. **Formerly:** Secondary English teacher for 24 years; department chair; consultant. **Memberships:** NCTE, NCTEAR, AERA. **Past Position:** NCTE Nominating Committee (2021).

Fellowships/Awards: NCTE Cultivating New Voices among Scholars of Color (CNV); the Ray Lawson Excellence in Teaching Award, MCTE.

Areas of Expertise: culturally responsive teaching and learning, urban education, anti-Blackness in English education, racial justice and

literacy, language (emphasis on Black language). **Publications:** *International Review of Qualitative Research*; *Teachers College Record*; *Journal of Literacy Research*. **Program Contributions:** Presentations at NCTE, NCTEAR, AERA.

How has NCTE provided a professional home for you?

NCTE has provided a home for me over the years. Being part of NCTE has afforded me varied opportunities to work with and learn from others and build community. The learning opportunities and community building have been endearing and transformative.

How does your current work in your career, community, and/or classroom contribute to NCTE's mission and vision, and demonstrate alignment with NCTE's commitment to equity and justice? How have your personal strengths and experiences contributed to making positive change(s) in the profession?

As a Black woman, mother, and educator, my orientation and commitment toward centering justice-oriented teaching/learning and sustaining and affirming English and literacy educators are at the heart of my work. My commitments align with NCTE's mission and vision toward supporting literacy development, affirming the full humanity for all students and educators who serve them, and advancing equity, power, and agency.

What is your rationale for seeking this office? What would you like to accomplish while in office?

My rationale for seeking a position on the ELATE Executive Committee is to work in solidarity with other English/literacy educators. I seek to advocate for continued cultural, linguistic, and racial justice to support practicing and future teachers.



JOANNE E. MARCIANO (she/her) Assistant Professor of English Education, Michigan State University; LRA Field Council Midwest Region Co-Chair. **Formerly:** NYC high school English teacher for 13 years; Assistant Editor, *Journal of Teacher Education*. **Specialty Areas/Areas of Expertise:** Participatory literacies; Community-engaged research; English teacher education. **Memberships:** AERA, LRA, NCTE. **Awards:** Outstanding Publication of the Year (AERA Narrative Research SIG); Reading Hall of Fame Emerging Scholars Fellow. **Publications:** Co-author of *Classroom Cultures: Equitable Schooling for Racially Diverse*

Youth and College Ready: Preparing Black and Latina/o Youth for Higher Education—A Culturally Relevant Approach; articles in *English Journal*; *RTE*; *Urban Education*; and *Journal of Adolescent & Adult Literacy*. **Program Contributions:** Presentations at AERA, LRA, NCTE, NCTEAR.

How has NCTE provided a professional home for you?

As a teacher, teacher educator, and educational researcher, NCTE has generated opportunities for me to critically reflect on my teaching practice, develop innovative approaches for supporting students in becoming agents of change, and to learn from and with colleagues across a variety of ELA contexts and communities. NCTE has supported me in developing meaningful professional relationships and a sense of community that inspires me to continue to reflect and grow while working toward social justice.

How does your current work in your career, community, and/or classroom contribute to NCTE’s mission and vision, and demonstrate alignment with NCTE’s commitment to equity and justice? How have your personal strengths and experiences contributed to making positive change(s) in the profession?

As a researcher, teacher educator, and Principal Investigator of *The Youth Voices Project*, a multi-year Youth Participatory Action Research initiative in a subsidized housing community, my current work examines how English curriculum and instruction, co-designed and co-authored with racially and ethnically diverse youth, reimagines enactments of English teaching toward social justice. I draw from my experiences as a NYC teacher to support pre-service and in-service teachers in critically reflecting on their practices to disrupt inequities.

What is your rationale for seeking this office? What would you like to accomplish while in office?

I seek this office to generate discussion and promote action toward the development of more equitable English language arts curriculum and teaching across all ELA contexts while giving back to NCTE, an organization that has supported my professional growth for nearly 20 years. If elected, I will advocate for resources and learning opportunities that support English teachers and teacher educators in acknowledging, honoring, and building with students’ cultural and linguistic diversity as strengths across contexts.



KEISHA L. GREEN (she/her) Associate Professor of Teacher Education and Curriculum Studies, University of Massachusetts, Amherst (UMass); Coeditor of *Equity & Excellence in Education*. Co-founding Director of Center of Racial Justice and Youth Engaged Research; Editorial Review Board for *Journal of Adolescent and Adult Literacy*; Member of NCTE Secondary Section Steering Committee. **Formerly:** NCTE Standing Committee on Research; NCTE CEE Nominating Committee.

Memberships: NCTE, AERA, LRA. **Awards:** NCTE CNV; Spencer Foundation grant (2021-2022). UMass-Amherst Distinguished Mentor

Award (2018). **Publications:** Articles in *English Journal*, *International Journal for Qualitative Studies*; *Equity & Excellence in Education*; *Race, Ethnicity, and Education*; *English Teaching Practice and Critique*. **Program Contributions:** NCTE, NCTEAR, AERA, LRA.

How has NCTE provided a professional home for you?

NCTE has provided a professional home through my experience in the NCTE Research Foundation's Cultivating New Voices among Scholars of Color program (CNV). CNV helped socialize me into the world of educational research and modeled how to be a scholar-activist in and out of the academy. CNV provided mentorship from senior scholars at a critical time in my professional development. NCTE is a source of tremendous support, ideas, and resources which have enhanced my own thinking and work.

How does your current work in your career, community, and/or classroom contribute to NCTE's mission and vision, and demonstrate alignment with NCTE's commitment to equity and justice? How have your personal strengths and experiences contributed to making positive change(s) in the profession?

My scholarly interest in critical pedagogy, literacy studies, and racial justice in education is aligned with NCTE's mission to improve the equitable teaching and learning of English and language arts, particularly for culturally and linguistically diverse youth. Through the Standing Committee on Research, the Secondary Section Steering Committee, writing for the *English Journal* and *Engage Now*, I've had the opportunity to share diverse perspectives, invite community-based educators and artists to the NCTE table, as well as help shape NCTE Annual Convention program sessions.

What is your rationale for seeking this office? What would you like to accomplish while in office?

Through this ELATE position, I look forward to continuing to grow our diverse membership, innovate our offerings to membership and the field, and build even more connections between theory and praxis in critical English education.



MICHELLE FALTER (she/her) Assistant Professor of English Education, North Carolina State University (NCSU); Program Coordinator of Middle Grades ELA, Social Studies at NCSU; Editor, *Fringes: The North Carolina English Teachers Association (NCETA) Journal*. **Formerly:** Secondary English teacher; ELATE Nominating Committee (2018); Committee Against Racism and Bias in the Teaching of English (CARBTE). **Area of Expertise:** YA Literature. **Memberships:** NCTE, ELATE, NCETA, ALAN, LRA, AERA. **Awards:** NCETA Anti-Racist Teacher of the Year (2020); The ALAN Review Nilsen-Donelson Award

for Best Article (2016). **Publications:** *When Loss Gets Personal* (2018); *Moving Beyond Personal Loss to Societal Grieving* (2018); articles in *Language Arts*; *CITE*; *RRQ*; *The ALAN*

Review, and elsewhere. **Program Contributions:** Presentations at NCTE, ELATE, YA Summit.

How has NCTE provided a professional home for you?

NCTE has been my professional home since 2001, when I became a high school English teacher. I love the support that I have received from this organization through the varied journals, annual conferences, and networking events. I would not be the English teacher or English teacher educator I am today without the connections, people, and resources that I have had the access to through this organization.

How does your current work in your career, community, and/or classroom contribute to NCTE's mission and vision, and demonstrate alignment with NCTE's commitment to equity and justice? How have your personal strengths and experiences contributed to making positive change(s) in the profession?

I have always strived to be someone who models intellectual humility, grace, and an open mind. I do not think one can be an advocate for student success without being cognizant of the issues of educational inequity that face English classrooms today. I have been actively involved with antiracist, social justice work in NCTE, in my home state, and in my own classroom on behalf of disadvantaged and marginalized communities throughout my whole career.

What is your rationale for seeking this office? What would you like to accomplish while in office?

I hope to continue to bring an equity-focused lens on the work that English teacher educators do along with strengthening the ways we can support English teachers in the trenches. We need to think creatively about how to not only recruit diverse teachers to this profession, but also nurture and support them so they stay in this field. This is more important than ever given the pandemic and the strain that teachers feel.



WENDY R. WILLIAMS (she/her) Associate Professor of English, Arizona State University; Column Editor, *English Journal*; Co-chair, NCTE Achievement Awards in Writing Advisory Committee; Board Member, Arizona English Teachers Association. **Formerly:** Secondary English teacher for nine years. **Area of Expertise:** Multimodal writing. **Memberships:** ELATE Commission on Arts and Literacies; Assembly on Literature for Adolescents of NCTE. **Award:** Southern Poverty Law Center Grant. **Publications:** *Listen to the Poet: Writing, Performance, and Community in Youth Spoken Word Poetry*; articles in *Journal of Adolescent and Adult Literacy*, *Journal of Visual Literacy*, *English Journal*, among others. **Program Contributions:** Presentations at NCTE, NCTEAR, ELATE, LRA, ILA, AERA.

How has NCTE provided a professional home for you?

NCTE is an incredible professional network made up of outstanding English teachers, librarians, literacy leaders, administrators, authors, graduate students, and professors. Every year I attend the NCTE Convention, I leave feeling renewed and inspired! This organization has helped me to grow as a teacher and scholar over the years and has provided me with mentoring through ELATE and NCTEAR. I enjoy serving NCTE through my work as a column editor, committee co-chair, and affiliate board member.

How does your current work in your career, community, and/or classroom contribute to NCTE's mission and vision, and demonstrate alignment with NCTE's commitment to

equity and justice? How have your personal strengths and experiences contributed to making positive change(s) in the profession?

My research, teaching, and service are committed to supporting the out-of-school literacy practices of students of color. My research investigates ways to welcome youth literacies (spoken word, songwriting, animation) into formal education. At ASU, I teach courses on Studio Ghibli films, visual narratives, and children's/YA literature that honor cultural diversity and spark student creativity. Additionally, I have hosted spoken word poetry events and developed a free writing program for youth in our community.

What is your rationale for seeking this office? What would you like to accomplish while in office?

As a member of the ELATE Executive Committee, I would support teacher educators through inclusive conference program planning, cultural events, and increased mentoring opportunities for members of color. In addition, ELATE has a long list of commissions doing fantastic, specialized work; I would like to find ways to provide additional support and attention to these groups. I would also continue and expand the graduate student mentoring that happens at the summer conference.

ELATE NOMINATING COMMITTEE

Term to expire in August 2023
(Vote for five of eight.)



CATHLIN GOULDING (she/her) Co-director of YURI Education Project; Adjunct Assistant Professor of Curriculum and Teaching at City University of New York and San José State University. **Formerly:** High school English teacher. **Areas of expertise:** Curriculum design; Asian American studies; place-based education. **Memberships:** NCTE, NCSS. **Awards:** Andrew W. Mellon postdoctoral research fellow (2017-2019), American Educational Research Association Division B Outstanding Dissertation Award (2018). **Publications:** *Journal of Cultural Research in Art Education*, *Journal of Curriculum and Pedagogy*, *Journal of Public Pedagogies*, *Forum Journal*, *Annals of Social Studies Education Research for Teachers*, and *Vogue.com*. **Program contributions:** NCTE, NCSS, AERA, NCPH, AESA.

How has NCTE provided a professional home for you?

NCTE has provided me with a home since the early aughts, when I first began my career as an ELA teacher. Its journals provided the rich, expressive practitioner essays that kept me pumped and creative during the rollercoaster first years in the classroom. It meant tote bags chock-full of books during the annual conference. And it allowed me to see the relationship between the pleasure of reading and teaching literacy.

How does your current work in your career, community, and/or classroom contribute to NCTE's mission and vision, and demonstrate alignment with NCTE's commitment to equity and justice? How have your personal strengths and experiences contributed to making positive change(s) in the profession?

I'm an adjunct instructor of future public school teachers. Outside of higher education, I co-direct the YURI Education Project. We write curriculum, always with an eye on antiracist, inclusive education. We specialize in bringing Asian American studies into preK-12 environments, where

Asian American and Pacific Islanders are sparsely represented in the ELA or social studies curricula. We design curriculum for cultural institutions. We wrote curriculum to accompany two PBS series: *The Asian Americans* and *American Masters' Amy Tan: Unintended Memoir*.

What is your rationale for seeking this office? What would you like to accomplish while in Office?

This is my first time running for an NCTE office; a friend nominated me. As a nominating committee member, I'd like to represent concerns faced by contingent teacher educators and underfunded researchers. I'd also like to bring attention to Asian American stories and research on Asian American learners.



DYWANNA E. SMITH (she/her) Assistant Professor of Education, Claflin University. **Formerly:** Middle Level English/language Arts Specialist, Columbia, SC. **Memberships:** NCTE, AMLE, SCAMLE, SCCTE, LRA, AERA. **Awards:** NCTE Cultivating New Voices Fellow, Claflin University Excellence in Teaching Award; SC State Teacher of the Year Honor Roll. **Publications:** Articles in *Research in the Urban Education*, *Research in the Teaching of English*, *Girlhood Studies* (forthcoming), *Transformational Sanctuaries in the Middle Level ELA Classroom: Creating Truth Spaces for Black Girls* (forthcoming).

Program Contributions: NCTE, LRA, AERA.

How has NCTE provided a professional home for you?

NCTE has a long legacy of providing outstanding professional development opportunities to delve deeper in the areas of language and literacies, antiracist teaching, linguistic diversity, representation, critical literacies, and equity pedagogies. With the support of NCTE's mentors, resources, conferences, and publications, I have strengthened academy scholar/activist voice and joined with others who are working toward educational justice for all.

How does your current work in your career, community, and/or classroom contribute to NCTE's mission and vision, and demonstrate alignment with NCTE's commitment to equity and justice? How have your personal strengths and experiences contributed to making positive change(s) in the profession?

I have devoted to middle level English education for over 20 years, because literacies are always gateways of possibility. My research illustrates the vital necessity of incorporating Black girl literacies, Black language, African diaspora literacies, and equity pedagogies into the English/language arts classroom. Doing so provides pathways to self-actualization allowing all students to self-define and self-validate their existence.

What is your rationale for seeking this office? What would you like to accomplish while in office?

As a Black Feminist teacher/scholar/activist grounded in African diaspora literacies, I will advocate for a slate of diverse candidates to further NCTE and ELATE's commitments to equity and justice in English Language Arts teaching, research, policies, and activism.



HUI-LING S. MALONE Visiting Assistant Professor, English Education, Michigan State University, Critical Literacy, Culturally Sustaining Pedagogies and Community Centric Pedagogies. **Formerly:** High school and middle school English teacher in Detroit, Los Angeles, and the Bronx, New York City. **Memberships:** NCTE, ELATE Social Justice. **Publications:** Articles in Urban Education, the Critical Literacies Handbook. **Awards:** Cultivating New Voices Fellowship, David Dickson Outstanding Teacher Award

How has NCTE provided a professional home for you?

NCTE has provided a powerful and generative space for me as a lifelong learner, educator, and researcher. Each year I look forward to sharing my work and learning from passionate and innovative English educators. I view my involvement with NCTE as a privilege, where I am able to connect with scholars and practitioners who are driven to make classrooms a space of creativity, joy, justice, and love.

How does your current work in your career, community, and/or classroom contribute to NCTE’s mission and vision, and demonstrate alignment with NCTE’s commitment to equity and justice? How have your personal strengths and experiences contributed to making positive change(s) in the profession?

My scholarship and teaching concerns education rooted in equity and justice for youth. I draw on critical, cultural and community centric pedagogies in hopes of strengthening relationships between students, schools and community members to address social issues for the greater collective. My experience teaching in various communities contributed to my ability to dialogue with a diverse range of groups to interrogate concepts of power and privilege to form community rooted in love and solidarity.

What is your rationale for seeking this office? What would you like to accomplish while in office?

I seek to highlight the voices of folks who have a deep understanding of their positionality and are reflective of their role in the pursuit of educational justice. I want to advance those who are committed to equity, justice, and serving today’s youth as aligned with NCTE’s mission and values and will also take risks in engaging in abolitionist pedagogies toward transforming and healing our society that has been deeply polarized by current social strife.



JOAQUIN MUÑOZ (Pascua Yaqui Tribe) (he/him) Assistant Professor, University of British Columbia. **Formerly:** Assistant Professor, Augsburg University; Member, ELATE Nominating Committee. **Invited Presentations:** “Culture Awareness for Cultural Knowledge Alliance for Public Waldorf Education,” Public Workshop, Vancouver, BC (online); “Cultural Appropriation and Cultural Appreciation: What’s It All Mean?,” Maine Waldorf School Student Body Presentation, Vancouver, BC (online). **Selected Publications:** Co-author, “Here Comes a Thought: Steven Universe as Social Emotional Curriculum,”

submitted to *The International Journal of Critical Media* (2021); co-author, “Ni keetwawmi mooshahkinitounawn: Lifting Up Representations of Indigenous Education and Futures in The Marrow Thieves,” *Journal of Research on Diversity in Youth Literature* (2021). **Program Contributions:** Presentations at NCTE, LRA, WECAN.

How has NCTE provided a professional home for you?

NCTE is centrally important to my professional career as a teacher educator focused on Indigenous Education, literacy and anthropology in education. Participating in the Cultivating New Voices program has been instrumental in my success and well-being in the academy. Participating in conferences, member meets, and continuous engagement with other NCTE members continues to ground me in my work as a teacher educator.

How does your current work in your career, community, and/or classroom contribute to NCTE's mission and vision, and demonstrate alignment with NCTE's commitment to equity and justice? How have your personal strengths and experiences contributed to making positive change(s) in the profession?

As a first generation, Indigenous person in higher education, I have continuously faced challenges related to my epistemology, my philosophical approaches to teaching, learning and scholarship, and have worked to build spaces within institutions for Indigenous and decolonizing perspectives to be centered. By developing deeper understanding of Indigenous views and lived experiences, there is a greater opportunity for Indigenous student success and well-being.

What is your rationale for seeking this office? What would you like to accomplish while in office?

I am committed to supporting the work of ELATE, and am hoping to participate as a member of the nominating committee to increase visibility and representation of Indigenous concerns within NCTE. I am also committed to supporting the diversifying of NCTE structures through careful attention to nominations and candidates.



KARLA M. ZACCOR (she/her) Assistant Professor of Language and Literacy, University of North Carolina, Wilmington. **Formerly:** Clinical Assistant Professor, Literacy and Urban Teacher Education, Indiana University-Indianapolis; 5th-8th grade teacher for ten years. **Areas of Expertise:** sociocultural perspectives, race and language, antiracist teaching, urban education, critical perspectives. **Memberships:** NCTE, ELATE, NCTEAR. **Publications:** *Urban Education; Journal of Language and Literacy Education; International Journal of Qualitative Studies in Education.* **Program Contributions:** Presentations at NCTE, NCTEAR, ILA, AERA, ICUE, International Congress on Qualitative Inquiry Conference, CRSEA.

How has NCTE provided a professional home for you?

NCTE has been my professional home since I started graduate school in 2009. My advisor was active in NCTE and encouraged me to do the same. Through membership in NCTE I have connected with many like-minded scholars and met countless literacy researchers who have informed my work. Attending the NCTE Annual Convention is like going to a class reunion. I have also been fortunate enough to get professional mentorship through my membership in ELATE.

How does your current work contribute to NCTE's mission and vision, and demonstrate alignment with NCTE's commitment to equity and justice? How have your personal strengths and experiences contributed to making positive changes in the profession?

My primary teaching and research concerns lie in the investigation of how issues of race, language, class, power, and education policy influence classroom interactions, as well as teacher beliefs and pedagogy. My work aims to broaden the conversation about what effective teaching looks like (through an antiracist, justice-focused lens). I have also recently been

interested in looking at the ways White teachers engage in antiracist teaching in predominantly White classroom spaces.

What is your rationale for seeking this office? What would you like to accomplish while in office?

As teacher educators in precarious times, I believe we should be explicit about our critical, antiracist position on teaching, research, and teacher education. Teacher education cannot uphold the status quo. Part of this means nominating people who will move those conversations forward to leadership positions. I would like to see the ELATE nominating committee be unequivocal about the kind of leadership we want and take action that mirrors our beliefs.



PATY ABRIL-GONZALEZ (she/her/ella) Assistant Professor of Bilingual and Bicultural Education, the University of Texas at Austin. **Formerly:** Bilingual elementary school teacher for seven years in Colorado; Denver Classroom Teachers Association. **Areas of Expertise:** biliteracy, bilingual education, multimodality, teacher education, visual arts, testimonios y pláticas. **Memberships:** PDCRD Cohort V member, NCTE; Technology Committee Member, Literacy Research Association; Book Review Editor, *Bilingual Research Journal*. **Publications:** Chapter in *Handbook of Global Childhoods*; articles in *Equity and Excellence in Education*, *Journal of Adolescent and Adult Literacy*, and *Bilingual Research Journal*. **Program Contributions:** Presentations at NCTE, LRA, AERA, La Cosecha, AESA, and MALCS.

How has NCTE provided a professional home for you?

The NCTE community has been supportive, both personally and professionally. Although I am a new member, my pedagogies, practices, and research interests are aligned to NCTE's mission and values. NCTE offers resources and offerings that elevates and honors educators. In particular, I am a PDCRD Cohort member, and have found this community legitimizes what I find more important in education: building relationships and creating creative spaces that honor bi/multilingual elementary students and teachers.

How does your current work contribute to NCTE's mission and vision, and demonstrate alignment with NCTE's commitment to equity and justice? How have your personal strengths and experiences contributed to making positive changes in the profession?

My current work at UT is dedicated to creating creative and imaginative language and literacy spaces for young bi/multilingual learners, and building relationships with bi/multilingual pre-service and in-service teachers in the same communities. One of the ways that my work is aligned to NCTE's commitment to equity and justice is that of elevating and supporting the literacy of young emergent writers, through the legitimization of drawing and visual arts.

What is your rationale for seeking this office? What would you like to accomplish while in office?

As a recent member of NCTE, I would like to seek a position in this office to continue building community with its wide network of teachers and scholars. However, I am not only looking to get to know new educators and strengthen my already existing relationships, I am also looking to be a contributing member of NCTE, especially in areas of biliteracy and new literacy studies, including the modes of visual arts and drawing.



TEAIRA MCMURTRY Assistant Professor, Secondary English Language Arts, the University of Alabama at Birmingham. **Formerly:** High school English teacher, Milwaukee Public Schools, District literacy leader, and ELA curriculum specialist. **Memberships:** NCTE, AERA, ILA, NCFDD, WSRA. Award(s) Cultivating New Voices Among Scholars of Color Grant, NCTE, 2018–2020. **Publications:** Articles in *The Journal of Literacy Research*; *English Journal* (forthcoming). **Program Contributions:** NCTE, ILA.

How has NCTE provided a professional home for you?

Whether it is looking forward to the annual conference or to the next issue of English Journal or Language Arts, NCTE has provided a place to (re)examine, (re)imagine, and engage with my disciplinary colleagues through consuming and creating influential and innovative content knowledge. Through reading the work of others or convening at a conference (F2F and virtual), I feel a connectivity that every ELA teacher needs and deserves.

How does your current work in your career, community, and/or classroom contribute to NCTE’s mission and vision, and demonstrate alignment with NCTE’s commitment to equity and justice? How have your personal strengths and experiences contributed to making positive change(s) in the profession?

As a former ELA teacher, district literacy leader and administrator, and now English teacher educator, my praxis has been grounded in and aligned to NCTE's commitment to equity and justice. I believe my work in antiracist, black linguistic justice stands on the shoulders of NCTE scholars who have been fighting for linguistic justice through their contributions to NCTE. My work has impacted adults and adolescents alike to understand that they have a "right to their own language".

What is your rationale for seeking this office? What would you like to accomplish while in office?

My goal in this office is to uphold ELATE's mission as a member of the nominating committee by advocating for linguistic liberation, anti-racism, and humanizing teaching and learning practices that children and adult learners deserve.



WINTRE FOXWORTH JOHNSON (she/her) Assistant Professor of Education, University of Virginia. **Formerly:** Prekindergarten and kindergarten teacher. **Areas of Expertise:** Early literacy, African American education, social justice-oriented teaching and learning, sociopolitical development. **Membership(s):** NCTE, ELATE, NCTE Black Caucus, NCTE Early Childhood Education Assembly (ECEA), NCTEAR, AERA. **Awards:** Spencer/National Academy of Education Dissertation Fellowship, NCTE Cultivating New Voices Among Scholars of Color Fellow. **Publications:** Articles in *Language Arts* (January 2022);

Literacy Research: Theory, Method, and Practice; and *Peabody Journal of Education*; book review in *Teachers College Record*. **Program Contributions:** NCTE, AERA, and LRA.

How has NCTE provided a professional home for you?

As stated in my recent [NCTE blog post \(10/18/2021\)](#), NCTE is my intellectual and professional home. Since becoming a CNV fellow in 2018, I have been engaged with NCTE through Annual Conventions, member convenings, and the variety of events held throughout the year. NCTE is

distinctive in that it unites senior literacy scholars, fellow teacher educators, and K-12 practitioners. When I am among NCTE members, I know that I am in a loving, scholarly community.

How does your current work in your career, community, and/or classroom contribute to NCTE's mission and vision, and demonstrate alignment with NCTE's commitment to equity and justice? How have your personal strengths and experiences contributed to making positive change(s) in the profession?

As an elementary teacher educator, I center the ingenuity and brilliance of marginalized communities in my research and teaching. I strive to foster in future teachers a critical awareness of their own biases as well as systemic oppression, a true commitment to working for equity and justice in their classrooms and schools, and an intense desire to privilege the historical narratives and lived experiences of the most underserved groups of people in U.S. schools.

What is your rationale for seeking this office? What would you like to accomplish while in office?

Becoming an ELATE nominating committee member aligns with my commitments to equity-centered teacher education and literacy instruction. I care deeply about the organization and its future, so I would be honored to have a hand in determining ELATE's leadership. I will ensure that the slate of candidates reflects the organization's diversity body, and as well as its continuing commitments to antiracist, justice-oriented, and culturally responsive English language arts teacher education, teaching, and learning.