



National Council of  
Teachers of English

## MIDDLE LEVEL SECTION 2022 ELECTIONS

The Middle Level Section Steering Committee (MLSSC) members are elected each year to a four-year term. The chair is elected from within the MLSSC for a two-year term and serves on the NCTE Executive Committee representing the interests of the Middle Level membership. The Nominating Committee prepares a slate of candidates for vacancies that occur annually on the Middle Level Section Steering Committee and selects candidates for the succeeding year's Middle Level Section Nominating Committee. The candidate who receives the largest number of votes in the election will chair the committee.

## NATIONAL COUNCIL OF TEACHERS OF ENGLISH MIDDLE LEVEL SECTION—2022 SLATE OF NOMINEES

Under the constitution of NCTE, every spring each Section (Elementary, Middle Level, Secondary, College) elects members of its own Section Steering Committee and members of the Section Nominating Committee. The following nominations were made by a nominating committee elected by the section membership in spring 2021. The Middle Level Section Nominating Committee this year consists of Christopher Lehman, The Educator Collaborative, New York, NY, chair; Amy Fleming, Elizabethtown Area School District, Elizabethtown, PA; and Julie Wasmund Hoffman, Springfield Public Schools, Springfield, IL.

## MIDDLE LEVEL SECTION STEERING COMMITTEE

Term to expire in November 2026

(Vote for two of four.)

## ALETHEA MALDONADO



Middle school ESL teacher, Lockhart, Texas. **Specialty Area(s)/Area(s) of Expertise:** multilingual education, writing workshop, culturally sustaining pedagogy. **Membership(s):** NCTE, Heart of Texas Writing Project, Somos Escritoras. **Award(s):** Early Career Educator of Color Leadership Award (2021); Dollar General Biliteracy Grant; A+ Educational Foundation. **Publication(s):** *Mi Todo para los Estudiantes Inmigrantes*. **Program Contribution(s):** presentations at NCTE, Bank Street.

## How has NCTE provided a professional home for you?

NCTE has provided a professional space where I joyfully go to become inspired as a classroom educator. NCTE is also a place where I seek out professional guidance as I navigate the goals and dreams I have for my students and our classroom. In a big way, NCTE has become a

sanctuary where I feel seen and heard within my deepest ambition as an educator, but importantly as an educator of color and to multilingual students.

**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 multilingual educator of literacy, I seek to provide my students with a quality education through reading and writing. I have learned in working with my multilingual students that a community of literacy is possible when you put students and their communities first. I strive to provide my students with the tools necessary to discover and navigate their voice for greater change and toward audiences who can be impacted by their multiliterate gifts.

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

As a multilingual educator at the middle school level, I believe in our students' access to literacy and our educators' ability to uphold and amplify the literacy gifts our students bring into our classrooms and communities. As a Middle Level Section Steering Committee member, I intend to lead by actively sharing the resources of NCTE within educational communities while encouraging leadership in our literature field and creating avenues that support our NCTE values and movement.

**MARGARET A. ROBBINS** (she/her)



Seventh-grade humanities teacher, Mount Vernon School, Georgia; teacher/co-director, Kennesaw Mountain Writing Project (KMWP) Youth Writing Academy. **Formerly:** Red Clay Writing Project Scholar; graduate teaching assistant/graduate research assistant, University of Georgia; CEE-GS Social Media Chair; reading/ELA teacher, Chestnut Log Middle School. **Expertise:** comics, YA literature, writing pedagogy, autoethnography, fandom studies. **Memberships:** NCTE, ChLA, PAGE. **Award(s):** Carol Fisher Research Nominee, UGA; KMWP Teacher Leadership Award. **Publication(s):** *The ALAN Review*, *SIGNAL Journal*, NCTE Principles in Practice book, *Qualitative Report*, *Gifted Child Today*, *Social Studies Research and Practice*. **Program Contributions:** presented at NCTE, ALAN, UNLV YA Literature Summit, ICQI, CEE, AERA, FSN-NA.

**How has NCTE provided a professional home for you?**

I have been attending the NCTE Annual Convention since 2004, when I was starting my career in public school classrooms serving diverse communities. Later, as a graduate student and a veteran teacher, I continued finding supportive colleagues and innovative ideas at NCTE. Recently, I have written for NCTE publications, finding the chance to write for publication rewarding. I hope to share knowledge from my wide-ranging background teaching ELA in a range of secondary and university settings.

**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 been a proud National Writing Project Teacher Consultant since 2005 and was the RCWP Scholar and graduate assistant at UGA from 2013 to 2016. Since 2008, I have worked closely with middle grades students in KMWP's Youth Writing Academy camps. I know the philosophies of diversity, equity, and inclusiveness within NWP and NCTE align closely, and I am proud of the literacy work I've done through both organizations during my seventeen-year teaching career.

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

Serving on NCTE's Middle Level Section Steering Committee would allow me to share design thinking and project-based teaching approaches I've been developing in my current position, as well as skills in multimodal media and research-based teaching for diversity from my graduate work. My past leadership role with CEE-GS gives me NCTE leadership experience. Involvement with the NCTE middle grades leadership team would bring new knowledge to my school and my students and add to my professional network.

**KRISTIE W. SMITH, PhD (she/her)**



Assistant professor, Middle Grades Teacher Education, Columbus State University, Georgia; Executive Board, NAPOMLE; Executive Board, co-chair, Mentoring Initiative, MLER SIG of AERA; faculty advisor, Chapter-at-Large-East of CMLA; CAEP reviewer, Middle Level Programs.

**Formerly:** middle school English language arts teacher for 13 years; middle school literacy instructional specialist for 4 years. **Area(s) of**

**Expertise:** middle level literacy instruction; 21st-century teacher education; social justice. **Membership(s):** NCTE, ILA, GCTE, AERA, AMLE. **Awards:** Emerging Leader, AMLE; Research Award Nominee, CoEHP, CSU; grant recipient, Minnesota State University. **Publications:** *Middle Grades Review*, *Voices from the Middle*, *Connecting Theory and Practice in Middle School Literacy: Critical Conversations*. **Program Contributions:** AERA, AMLE, GAMLE, NCTE, GCTE, GERA.

**How has NCTE provided a professional home for you?**

Across my varied roles as an ELA educator, NCTE has been a constant source of professional learning and valuable collegial connections. I am always grateful for the quality resources, timely topics, and thoughtful outreach that NCTE provides to educators from all walks of practice. NCTE has provided me a place, not only to learn and to grow, but also to share my knowledge and to co-construct my areas of expertise with others in the field.

**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 work in the field strongly aligns with the principles of the NCTE mission and vision. Within my teaching, service, scholarship, and community connections, I work to democratize access to learning; to disrupt unequal distributions of power; and to strive toward powerful impacts. I believe strongly in the "power of language and literacy to actively pursue equity for all students and educators who serve them," and I live this out with conviction in my practice.

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

I am a passionate middle level literacy educator, and I am eager to serve within the NCTE community. It is important to me to make a contribution to the field, while positively impacting the work of many. It is also important to me to encourage a diverse, engaged membership, and to support the growth of new and potential leaders. I am committed to the continued work of democratizing our sphere within middle level ELA education.

**VANÈE SMITH-MATSALIA (she/her)**



Eighth-grade English language arts teacher, San Bernardino City Unified School District, California (10 years); demonstration teacher; curriculum writer; equity/antiracist PD developer and trainer; mentor teacher; AVID Umoja instructor; SBTA union representative; ASCD Emerging Leader-2021; California ASCD Committee member: PD and Products and Services Committees; The Educator Collaborative Associate Class of 2021. **Formerly:** ELA department chair, multidisciplinary team leader. **Areas of Expertise:** literacy instruction, culturally sustaining pedagogies, ABAR instruction. **Memberships:** NCTE, CATE, ASCD, CASCD, The Educator Collaborative. **Awards:**

2020–21 San Bernardino County Teacher of the Year. **Publications:** “Reading for Love and Liberation” (post on The Educator Collaborative’s *Community Blog*). **Program Contributions:** presentations at CATE, CAAASA, SBCUSD, CLS.

**How has NCTE provided a professional home for you?**

NCTE has provided me with a home by connecting me with people, actual human beings who believe that literacy instruction can and should be revolutionary, helping me to find spaces in the grand educational sphere of academia where my voice, identity, presence, and expertise matter. NCTE allows me to be a part of a collective call for better, for excellence, and for liberty for all learners through literacy instruction and advocacy.

**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 work is heavily steeped in equity/educational justice. Every unit that I teach honors marginalized voices and experiences and centers those from the global majority. NCTE’s mission to improve teaching and learning of English at all levels is reflected in my commitment as a mentor teacher and PD trainer/developer. My personal strengths lie in my community and how we hold each other up. I would like to sharpen and leverage that strength through NCTE.

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

Middle grades are often overlooked in pedagogical discussions. I want to help push middle grades forward. I hope to accomplish the task by helping to find the voices that need to be heard in ELA and amplifying them. I want to help build new leaders in ELA and draw attention to the needs of middle school English teachers and learners. I believe that being a member of this committee is a step in that direction.

## MIDDLE LEVEL SECTION NOMINATING COMMITTEE

Term to expire in August 2023

(Vote for three of six.)

### AMY BOUCH (she/her)



Eighth-grade English teacher; Western Pennsylvania Council of Teachers of English (WPCTE) Vice President; Western Pennsylvania Writing Project (WPWP) Teacher-Consultant; curriculum and instruction doctoral student at Indiana University of Pennsylvania (IUP). **Formerly:** high school English teacher. **Membership(s):** NCTE, WPCTE, Pennsylvania Council of Teachers of English and Language Arts (PCTELA), NCTE Assembly for the Teaching of English Grammar (ATEG), Association for Middle Level Education (AMLE), Pennsylvania Association for Middle Level Education (PAMLE), WPWP, National Writing Project (NWP), Pennsylvania Association for Educational

Communications and Technology (PAECT). **Program Contribution(s):** presentations at NCTE, WPCTE, PCTELA, PAMLE.

#### **How has NCTE provided a professional home for you?**

NCTE has provided a professional home for me since the very beginning of my official teaching journey. My undergraduate university has a student affiliate that I became involved in during my first year. I went on to lead the organization and attend the NCTE Annual Convention each year. My love and connection with NCTE started early, and it has continued strongly throughout my career. I appreciate the community, opportunities, and learning experiences that NCTE provides.

#### **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?**

One of my passions is improving the teaching and learning of English. I find joy in leading my local affiliate because it allows me to work with others to improve our practice. I love sponsoring literacy experiences for students to inspire them to become passionate about literacy and to connect to literacy in their own ways. I also pride myself in creating opportunities for all students to connect with others outside of our school.

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

As part of the Middle Level Section Nominating Committee, I would be a member of the group who selects possible candidates for vacancies in the Middle Level Section Steering and Nominating Committees. This office would allow me to have input in the educators who are chosen to further lead NCTE and all of its middle level members. I would like to further the NCTE mission and vision through selecting possible candidates who are forward thinking and inspirational.

**Tiffany N. McQuaig-Wallace, MEd** (she/her)



Middle School Reading Language Arts Curriculum Specialist, Spring ISD, Houston, Texas. **Formerly:** Sixth through Eighth Middle School Language Arts, Dyslexia, and Reading Intervention Teacher, Cypress-Fairbanks ISD, Houston, Texas; Literacy Lodestar, Cypress-Fairbanks ISD. **Areas of Expertise:** curriculum development, instructional leadership. **Memberships:** NCTE, TCTELA

**How has NCTE provided a professional home for you?**

NCTE has provided a safe haven for deepening my knowledge as an ELA practitioner. The connections I've made as a member have strengthened my resolve to act in the best interest of the teachers and community I serve. Forging bonds with fellow educators who seek to advance equitable practices in education has given me confidence to step forward as a leader in 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?**

My current role as a Middle School Curriculum Specialist contributes to NCTE's mission and vision. I provide instructional support; this empowers our teachers to develop a love of literacy in our students. We work collaboratively to promote equitable learning outcomes for all students. As a Black educator, my experiences have shaped my commitment to making positive changes in education. My passion lies in creating culturally rich learning experiences for students and supporting our teachers.

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

I seek to serve as a member of the Middle Level Section Nominating Committee so that I can provide a needed voice in the committee selection process. Having the opportunity to serve in this capacity will allow me to commit on a deeper level to moving NCTE forward. In doing so, I hope expand my capacity in organizational service, leadership development, and professional development.

**SIERRA GILBERTSON** (she/her)



Seventh-, eighth, and twelfth-grade English and CIHS composition teacher, Fosston, MN; Minnesota Council of Teachers of English executive secretary; *Voices from the Middle* reviewer. **Formerly:** MCTE middle level chair and president; fifth through eighth grade English teacher, Ponemah, MN; eighth-grade English teacher, Louisville. **Specialty Areas:** critical literacy, thinking routines, arts integration. **Memberships:** MCTE, NCTE. **Publications:** Poetry in *Statement*; dissertation: "The Impact of Critical Literacy on the Moral Reasoning of Adolescents." **Program Contributions:** presentations at NCTE, MCTE, NAEA, National Gallery of Art Summer Institute for

Educators.

**How has NCTE provided a professional home for you?**

NCTE allows me to receive the support and collaboration that teachers in larger districts experience and more. Instead of feeling isolated in a small school's English department of one or two teachers, I am able to meet with others around the country who make me feel seen and heard. These meetings have been critical to my mental health and continuous growth as an educator, ally, and advocate.

**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 learned about the Seven Generations when teaching for the Red Lake Nation, and that philosophy now drives all of my career decisions. Diverse texts and critical literacy methods lead to conversations in my classroom that push students to listen, reflect, and grow as a community. I have also helped develop and facilitate MCTE's Diverse Books Reading Group discussions. They have led to participants starting groups to discuss the books in their own districts.

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

My students and I have benefited from NCTE, and I want to give back to the organization. Members of the Nominating Committee can create a ripple effect. Not only do they choose candidates for the Steering Committee, but they also choose candidates for the Nominating Committee. I will advocate for candidates who take initiative and value reflection, long-term thinking, and causing "good trouble." My decisions will be influenced by the Seventh Generation.

**CALLIE HAMMOND** (she/her)



Middle school English teacher (7th and 8th grade), and 8th-grade Dean of Students, Duchesne Academy of the Sacred Heart (Houston, TX). **Formerly:** middle school English teacher, Denver Public Schools (DPS). **Specialty Area(s):** middle school English curriculum and instruction, reader's workshop. **Membership(s):** NCTE, NCGS, AMLE. **Award(s):** Klingenstein Fellowship, Columbia University; NCGS Global Action Research Collaborative Fellow. **Program Contribution(s):** NCGS, NCTE.

**How has NCTE provided a professional home for you?**

I have been a middle school English teacher for nine years, and NCTE is my English home. Like many of you, I took solace in our recent virtual conference and am dedicated to antiracist work for myself, my school, my students, and the larger middle school English 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 a middle school English teacher, I see my work as a vital example of NCTE's commitment to equity and justice. Every day, I get the chance to discuss literature and expose my students to new ideas and ways of thinking. Personally, I have embraced NCTE's important work in this field, and I am so excited to continue my own learning journey as well!

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

Middle school English teachers deserve to be represented by those who know their daily work in and out. In seeking this position, I am motivated by serving the NCTE community and giving back. I hope to promote the needs and desires of middle school English teachers and to see ourselves represented in the larger NCTE community.

**TAMMY D. HOLDIP**



Gifted teacher, department chair, Cobb County Schools, Georgia.

**Formerly:** Special education teacher, leadership intern.

**Membership(s):** NCTE, ISTE, ALAN, Zeta Phi Beta Sorority, Inc.

**Program Contribution(s):** recipient of BookLove book grant; district and school presentations.

**How has NCTE provided a professional home for you?**

NCTE has become a professional hub for me by the dissemination of information that it provides. Especially during the last two years, NCTE compiled a list of resources to support English language arts distance learning. This has been a great source for my instruction. NCTE is that place where my voice and ideas can be heard and validated.

**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 I've been working in a Title I school for the last 9 years in a large school district, NCTE's mission and vision have enlightened my talents such as centering student and teacher voices and strengthening the school culture and community of learners. NCTE has provided avenues to address equity and justice in the learning environment. This has encouraged my desires in education to try a different way of motivating students.

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

The motivation behind my campaign for this office is to continue to be educated by colleagues from all over. I hope to gain ideas on how to recruit more educators into this wonderful institution and look into the possibility of adding different responsibilities to this position.

**ANNA OSBORN (she/her)**



Reading specialist, Jefferson Middle School, Missouri; doctoral candidate, Reading Education, University of Missouri-Columbia; Classroom Representative, LLA; board member, MMLLA. **Formerly:** Middle and high school language arts teacher for twenty years; regional NCTE representative, Jefferson Parish Public Schools. **Areas of**

**Expertise:** Filipinx YA literature; graphic novels; adolescent readers.

**Memberships:** NCTE, LLA, MMLLA, ILA, NEA. **Awards:** Heinemann Fellows; Distinguished Alumni, Columbia College; CMNEA Teacher of the Year; Outstanding Middle/Junior High Educator of the Year,

Columbia Fund for Excellence. **Publications:** coauthored pieces in *Talking Points*; *Reclaiming*



*Literacies as Meaning Making: Manifestations of Values, Identities, Relationships, and Knowledge;* and *Literacy Today*; student editor, *Literacy, Research, Theory, Method, and Practice*. **Program Contributions:** presentations at NCTE, LLA, ILA, Write to Learn.

**How has NCTE provided a professional home for you?**

As my professional home, NCTE provides space for me to connect with and learn from colleagues. NCTE has consistently offered resources to help me advocate for students and teachers, nurturing my passions for literature and teaching. In recent years, I have turned to NCTE in my goal to be an antiracist educator. Whether through the Convention, service or learning opportunities, or social media, NCTE provides support that helps me to be a better 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?**

NCTE's mission and vision provide me with clarity. Whether as a teacher-educator, in teaching middle schoolers, or as a district equity trainer, I work to model how I, as a colearner in our learning communities, provide "access, power, agency, affiliation, and impact for all learners." I work to provide insight and strategies to our team and teachers to show diversity, equity, and inclusion can and must be a daily part of good language arts instruction.

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

The Middle Level Section Nominating Committee's work is crucial to ensuring we continue to attract and nurture diverse, action-oriented leaders. The opportunity to do this service work speaks to my dedication to middle school students and educators. I would be honored to help identify and select candidates who can help us navigate the unique difficulties the pandemic and anti-CRT voices put upon us and help move us toward a more equitable education system and world.