



National Council of
Teachers of English

NATIONAL COUNCIL OF TEACHERS OF ENGLISH 2022 ELECTIONS

The biographical information concerning the nominees' past and present service to NCTE was supplied by the candidates. At the request of the NCTE Executive Committee, candidates for vice president submitted expanded biographical information and position statements. Names on the ballot are presented in random order. Each year nominations are made by a nominating committee elected by the membership in the spring.

The 2021–2022 NCTE Nominating Committee members are Diane Waff, UPenn Graduate School of Education, PA, chair; Davena Jackson, Boston University, MA; Jolivette Mecenas, California Lutheran University; Sandra Lucia Osorio, Illinois State University; Nadia Behizadeh, Georgia State University; Aurelia Dávila de Silva; and Ernest Morrell, University of Notre Dame.

VICE PRESIDENT

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.

Vice presidential candidates were asked to consider the following questions when drafting their position statements:

1. How has NCTE provided a professional home for you?
2. 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?
3. What is your rationale for seeking this office? What would you like to accomplish while in office?

(Vote for one of two.)

TONYA B. PERRY (she/her)



Professor of Secondary English Language Arts, University of Alabama at Birmingham; Principal Investigator, GEAR UP Alabama; Executive Director, Red Mountain Writing Project; Director, NCTE Cultivating New Voices; Member, NCTE Research Trustee Board; Board Member, National Council of Teachers of English Assembly for Research (NCTEAR); Member, National Writing Project (NWP) Board of Directors; Member, NWP Site Support Team; Member, NCTE Black Caucus; Treasurer, AERA Research on Women in Education SIG. **Formerly:** middle school English teacher for ten years; ELA Young Adolescent Certified, NBPTS (1999/2009); Middle Level Member-at-Large, NCTE Executive Board; Mentor, NCTE Early Career Teachers of Color; Member, ELATE Executive Board; Chair, NCTE

Nominating Committee; Chair, NCTEAR Conference; Chair, AERA Research on Women in Education SIG; Chair, NWP Urban Sites Conference. **Areas of Expertise:** Teaching writing, racial equity, teacher education. **Membership:** NCTE, ELATE, NCTEAR, NWP, AERA, NBPTS, NNSTOY. **Awards:** National Teacher of the Year finalist (2000–2001); NCTE People of Color Leadership Award; NCTE Richard Halle Middle Level Educator Award; UAB President’s Award for Excellence in Teaching; AERA Early Career Scholar of Color Mentoring Program; Gulf Coast State Conference Teachers of Writing, Scholastic, Inc. Teacher Fellow. **Publications:** coauthor, *Teaching for Racial Equity: Becoming Interrupters* (Stenhouse); *Supporting Students in a Time of Core Standards: English Language Arts, Grades 6–8* (NCTE); articles in *Voices from the Middle*; *English Journal*; *English Education*; *Theory Into Practice*; *Communication Teacher*; book chapters with Routledge, Sense, NCTE presses. **Program Contributions:** NCTE Conference Program Reviewer; NCTE Editorial Board; ReadWriteThink Board; NCTE Journal Reviewer for *RTE*, *EE*, *VM*, *EE*; NCTE Inclusivity Task Force; ELATE Nominating Committee Chair; NCTE Distinguished Service Award Committee Chair; presentations at NCTE; participation in NCTE National Day on Capitol Hill.

Position Statement:

NCTE has provided a professional home for me throughout my career. As a middle school teacher, I first sought NCTE for professional development as I transitioned from college to being a new English language arts teacher. I eventually began to see NCTE as my place for a plethora of resources and an actual, thriving, learning community. Dr. Sandra Gibbs, Bobbi Houtchens, Alfredo Luján, Kylene Beers, MaryCarmen Cruz, and Keith Gilyard taught me to see the importance of a diverse professional community and appreciate the relationships that emerge from the supportive interactions. After 20+ years of active learning with NCTE, I continue to call NCTE my professional home, as it continues to provide space for dialogue, relationship-building, and both professional and personal growth for me as a lifelong learner. Overall, I am a community-engaged teacher-scholar who is committed to equity practices that center marginalized students.

My current work centers community engagement practices that focus on racial equity. A part of leading for effective change is developing a culture that is truly committed to an inclusive community. My parents were proud educators, and I watched them work to create community wholeness. My father was one of the founding Black men who started *The Afro-Chronicle*, a Black-owned, small newspaper that emerged for People of Color to share our stories and celebrate our accomplishments. I watched him and his friends, who were not professional writers, dedicate their resources so that our community could stay connected and heard. It is that type of commitment that has been passed on to me.

Like my father, who believed in the power of advocacy, storytelling, information sharing, and celebration of people, I too believe in the power of words and active community engagement. As bell hooks stated, “What we do is more important than what we say or what we say we believe.” In the book I coauthored with Steven Zemelman, with Katy Smith, *Teaching for Racial Equity: Becoming Interrupters*, we discuss how to become equity warriors, work with our colleagues, and teach our students as we all become more aware and action-oriented equity educators. As the principal investigator for the GEAR UP Alabama grant and the director of the Red Mountain Writing Project, my days are dedicated to teaching and advocating for students, mentoring and learning from teachers, and investing in our communities. As the current CNV Director, I continue to center the work of scholars of color and integrate the critical and necessary research into ongoing dialogue.

I am running for vice president to build on the extensive work of those who have come before me. NCTE is an outstanding model for other organizations in several areas. If elected, I would continue to strengthen our work and create new visions: (1) teaching historically marginalized students using effective paradigms, (2) working with colleagues to teach for racial equity, (3) mentoring new teachers and scholars into the profession as well as supporting literacy educators throughout their careers, and (4) creating cutting-edge professional development that is responsive to the needs of educators. I would like for us as a community to use our strengths (and learn from our challenges) to reenvision our future to include (1) the integration of teacher and researcher practices, (2) advocacy through impactful policy development, and (3) development of cutting-edge professional practices that are responsive to the needs of literacy educators and our students. This will require us to reimagine different models for affiliates, multiple structures for membership development, and different ways of thinking about education and literacy in our communities as we brave the far-reaching impacts of a pandemic and historical racial inequity.

CARLA ESPAÑA (she/her)



Language Series Coordinator, Bank Street College, NY; Grades 7–8 ELA Teacher and Dean, Rye Country Day School, NY; Fellow, Educator Collaborative; Member, Spanish Language Affiliate of the Children’s Book Committee, Bank Street College. **Formerly:** Grade 8 ELA Summer Program Instructor and Director, De La Salle Academy, NY; TESOL Instructor, Bank Street College; Adjunct Lecturer, Brooklyn College; Doctoral Lecturer, Bilingual Program Co-Director, Equity and Advocacy Committee Member, Hunter College; Literacy Consultant, Read East Harlem and TCRWP; Grade 6 Bilingual Dual Language Teacher and Grade 7 ENL Teacher, PSMS 161 Don Pedro Albizu Campos School, NY. **Areas**

of Expertise: Culturally and linguistically sustaining pedagogy, bilingual education, middle grade ELA, children’s literature, curriculum development, translingual literacies, translanguaging pedagogy, teacher education. **Memberships:** Middle Level Section Steering Committee Member, NCTE; NYSABE; NYSTESOL; AERA. **Award:** Presidential Initiatives to Increase Student Engagement Award, Hunter College. **Publications:** coauthor, *En comunidad: Lessons for Centering the Voices and Experiences of Bilingual Latinx Students*; book chapters in *Transformative Translanguaging espacios: Latinx Students and Their Teachers rompiendo fronteras sin Miedo* and *Translanguaging and Transformative Teaching for Emergent Bilingual Students: Lessons from the CUNY-NYSIEB Project*; articles in *Bank Street College Occasional Paper Series*, *Oxford Research Encyclopedia of Education*, *International Journal of Bilingual Education and Bilingualism*, *Oxford Bibliographies in Latino Studies*, *The ALAN Review*; several teacher guides for children’s books. **Program Contributions:** NCTE, ILA, AERA, NYSABE, NYSTESOL, La Cosecha.

Position Statement:

NCTE creates spaces for community, professional learning, advocacy, and friendships. As a middle grade teacher, teacher educator, researcher, and author, I am nurtured and challenged in this organization. My mother, my first cuentista, encouraged a love of language and stories, from our local Queens public library visits to writing letters in Spanish to family in Chile. At PSMS 161 Don Pedro Albizu Campos School, my bilingual Latinx students, with their many varieties of English and Spanish, expanded my literacies and language repertoire. NCTE connected me with scholars grounded in the latest research, helping me develop ELA

curriculum at a crucial time in my doctoral studies, as I supported schools across the United States.

NCTE is my professional home for the ongoing work of antibias and antiracist teaching in the English classroom. This is my space for collective dreaming and crafting of liberating ELA instruction that validates bi/multilingualism, centers the lives of Black, Indigenous, children of color, and creates LGBTQ+-affirming learning experiences. This is where we explore texts that help as entry points for necessary conversations. In times when districts are banning books and teachers are undervalued, it is life-changing to have an organization like NCTE to sustain us. I will never forget how I felt when I saw the Committee Against Racism and Bias in the Teaching of English's antiracist teaching bookmark enlarged and displayed at an NCTE Convention, or the release of policy briefs on translanguaging, racial literacy, and critical media literacy. I found my people.

My work across K–12 schools, teacher education programs, book committees, and social justice groups considers the humanity of all children, centering the language and literacy practices of those most marginalized. I partner with districts and colleagues to conduct inventories of texts and teaching methods. In my coauthored book with Luz Yadira Herrera, *En comunidad: Lessons for Centering the Voices and Experiences of Bilingual Latinx Students*, we develop lessons that consider culturally and linguistically sustaining topics, texts, and translanguaging pedagogy. This is an approach I take in my teaching with middle grade students and in teacher education. Our 2022 NCTE Annual Convention theme, “¡Sueños! Pursuing the Light!,” reminds me of the power of unlearning, healing, and growing in community. In my teaching, writing, and research settings, we shine a light on our language ideologies, social movements and solidarity across groups, the role of translanguaging in children's literature, and multimodal writing. This type of work allows all of us to use language for “full participation in society,” as the mission of NCTE calls for in our teaching of English.

As a member of the NCTE Leadership Team, I would welcome the opportunity to continue supporting English teachers, so that classrooms can thrive as, in the words of the great bell hooks, “the most radical space of possibility in the academy.” This means increasing opportunities for collaborations across English classrooms, teacher education programs, libraries, and community organizations; creating more spaces for children and youth participation; and strengthening our mentorship support for teachers, especially teacher candidates, early career educators, and emerging scholars.

The title of my dissertation, “Escribiendo para desahogarme: Release and Resistance in a Middle School Bilingual Writing Workshop,” is inspired by a bilingual sixth-grade writer who felt an unburdening, a sense of release, and healing. The teacher created a space where the students' humanity was affirmed and celebrated with texts and translanguaging pedagogy. NCTE does the same for me. From Convention to Middle Level Section Steering Committee mentorship sessions, and virtual member gatherings during a pandemic, I feel held, seen, y puedo desahogarme. It would be an honor for me to serve on the NCTE leadership team to continue supporting the creation of these liberating spaces.

SECONDARY SECTION REPRESENTATIVE-AT-LARGE

Term to expire in November 2024

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.)

REED, aka SAMUEL A. REED, III (he/him)



Founding Humanities Educator, U School Philadelphia, PA; Founder, SariiConsulting; Adjunct Instructor, Villanova University; Advisory Board Member, Philadelphia Writing Project. **Formerly:** NCTE Middle Level Rep-at-Large; Steering Committee, Yale National Initiative; Peace Corps, Botswana; Teacher Hero, National Liberty Museum; NEH Fellow, Fulbright Hayes-Teacher Exchange (Russia). **Areas of Expertise:** financial literacy, media literacy, and grant writing. **Publications:** *English Journal*, *Research in Teaching English*, *Voices in Middle*, NCTE Heinemann digital campus. **Program Contributions:** NCTE, NAMLE, University of Pennsylvania Ethnography Forum, EduCon.

How has NCTE provided a professional home for you?

NCTE and the National Writing Project have been my professional homes since my earlier days of honing my craft as a middle school English and social studies teacher. NCTE has provided an anchor of support and resources to support my growth and development as teacher leader on the local, regional, and national levels.

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 as a teacherpreneur aligns with NCTE's mission of supporting students to read and write and make sense of the world. My passion drives my inquiry stance of asking questions, both big and small, fulfilling the hunger for learning new things, and creating opportunities for my students and community at large. In short, I exist to invest my time and resources to promote learning and engagement, for my students, myself, family, and community at large.

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

Now more than ever, social justice is needed beyond the classrooms; the pandemic and racial unrest of recent times is a clear call for action for educators and the stakeholders at large. Sadly, a look at schools across the country proves that fair distribution of resources and equitable treatment doesn't always happen. I am seeking this office to empower educators, students, and essential community members to connect literacy to the broader social and economic imperatives.

DARIUS B. WIMBY (he/him/his)



High school English teacher, DeKalb County School District, Georgia; President and CEO, Xpressive Liberation: Literacy Consulting & Tutoring, Atlanta; MEd student, literacy education, Georgia State University. **Formerly:** literacy tutor for nine years; college prep instructor, Talent Search, Georgia State University. **Areas of Expertise:** contemporary African American literature, YA/children's literature, popular culture and social justice integration in the ELA classroom, curriculum design. **Memberships:** NCTE, Georgia Council of Teachers of English (GCTE), ILA, Phi Beta Sigma Fraternity, Inc. **Awards:** 2021 NCTE EC-EOC Award; 2021 Star Teacher, McNair High School, Atlanta. **Publication:** *Research*

in the Teaching of English editorial board (2022–2025). **Program Contribution:** presenting at NCTE programs.

How has NCTE provided a professional home for you?

NCTE provides a professional home for me by embracing who I am. When I entered this profession (2017), I thought I had to mimic other teachers I've seen in the past. I quickly realized I had to be myself. NCTE offers opportunities to embrace my identity as a Black, gay male living and teaching in Atlanta who loves pop culture and literature and to meet like-minded educators who embrace change in the classroom through the 2021 NCTE EC-EOC cohort.

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 contributes to the core tenets of NCTE's mission and vision, mainly access and power. I encourage my students to become more aware of the power they possess while providing access to texts that they may have never seen. My personal experiences have contributed to positive changes in the profession by challenging the status quo. It's imperative to create a representative curriculum so my students are seen in the texts we read, the projects we create, and the work we do to better ourselves.

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

Given the current climate in education, I want to be a voice for English educators by representing them on the federal, state, and local levels. I want to empower educators by visiting their classrooms (in-person or virtual) to see how they are advocating for change in our students' lives. I would like to provide professional learning sessions for new teachers on topics such as culturally relevant pedagogy, social justice, and mentorship throughout their first three years teaching.

TRUSTEES OF THE RESEARCH FOUNDATION

Term to expire in November 2025

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

(Vote for one of two.)

ANTERO GARCIA



Associate Professor, Graduate School of Education, Stanford University; NCTE ELATE Executive Committee; NCTE L. Ramon Veal Seminar Mentor; LRA STAR Mentor; LRA Technology Committee. **Formerly:** co-host, NCTE Member Gatherings; co-facilitator, NCTE Summer Sandbox; AERA Writing and Literacies SIG Awards Committee. **Memberships:** NCTE, LRA, AERA. **Awards:** LRA Early Career Award, NCTE Cultivating New Voices of Scholars of Color (CNV) fellow, NAEd/Spencer Postdoctoral Fellow. **Publications:** W. W. Norton, Teachers College Press, MIT Press, *Harvard Educational Review*, *English Journal*, *American Educational Research Journal*, *Reading Research Quarterly*.

How has NCTE provided a professional home for you?

As both a classroom teacher and university researcher, NCTE has been the central space for improving my practice and distilling my scholarship. In addition to continuing to be a source for resources and inspiration, NCTE's Cultivating New Voices of Scholars of Color (CNV) fellowship helped launch my academic career and point to the opportunities of this program as fundamental to my growth as a professor today.

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 career as a teacher, researcher, and literacy advocate focuses on joy, freedom, and dreaming for the teachers and students in our classrooms today. My work as a trustee of the Research Foundation would continue to work toward these liberatory ends. NCTE remains my professional home, and I am excited to continue to serve this organization.

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

As a former CNV fellow and active member in the NCTE community, my work as a trustee would continue to center justice and equity within our organization. Broadening opportunities for all NCTE members and amplifying the brilliance of our BIPOC teachers, scholars, and advocates remains central to what I hope to accomplish from this position.

YOLANDA SEALEY-RUIZ (she/her)



Associate Professor, English Education, Teachers College, Columbia University; Mentor, CNV. **Formerly:** NCTE ELATE Board; NCTE CNV Mentor; IRA Teacher Task Force; Chair, ELATE Geneva Smitherman Award; Chair, Resolutions CC Standards; Veal Seminar Mentor; CEE Nominating Committee; NCTE Convention Committee; CEE College; NCTE Proposal Reviewer. **Memberships:** NCTE, ELATE, AACTE, AAUW, AERA, LRA. **Awards:** NCTE, CNV Fellowship; SERN Mid-Career Policy Fellowship; Teachers College Inauguration Poet; AERA (CESJ) Mentor Award; AERA Division K Mid-Career Award;

Ford Foundation Postdoctoral Fellowship. **Publications:** *RTE, EE, EJ, TETYC, LA, Teachers College Record, REE, UE, UR, JTTE, JCP, NCTE Squire Briefs*, Teachers College Press.

How has NCTE provided a professional home for you?

Since the first year of my doctoral studies, I have presented at NCTE Annual Conventions, served on various committees, reviewed proposals for various sections, and recently participated in several NCTE Member Gatherings. NCTE has been an important intellectual and personal community for me for 15 years.

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 on racial literacy has been lifted up and supported NCTE’s commitment to equity. I recently published a Squire Brief on racial literacy for NCTE. My involvement in the NCTE CNV mentoring program as a mentor (4 years) and a fellow (2 years), in addition to my involvement as a Veal Seminar mentor (2 years), shows my commitment to supporting the next generation of NCTE scholars.

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

I would like to contribute my voice to the important issues that the Board of Trustees votes on, regarding equity and diversity issues and the overall viability of the organization. It would be an honor to serve as a trustee to an organization that has provided support for me and my work for several years.

NOMINATING COMMITTEE

Term to expire in August 2023

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

(Vote for one in each group.)

GROUP A – ELEMENTARY SECTION

JON M. WARGO (he/him)



Assistant Professor of Literacy, Boston College; LRA Research Committee. **Formerly:** ELATE Nominating Committee; CCCC Lavender Rhetorics Award Committee; primary grades teacher, Denver Public Schools. **Specialty Areas/Areas of Expertise:** elementary education, literacy, technology, children’s and youth literature. **Memberships:** ELATE, NCRLL, LRA, NCTEAR, AERA. **Awards:** NAEd/Spencer Postdoctoral Fellowship; ELATE National Technology Leadership Initiative; CLA Early Career Award; NCTE Language Arts Distinguished Article Award; LRA Early Career Achievement Award. **Publications:** articles in *Language Arts*, *Journal of Literacy Research*, *Research in the Teaching of English*.

Program Contributions: NCTE, NCTEAR, AERA.

How has NCTE provided a professional home for you?

Since joining the organization in 2012, NCTE has been my professional home. From leading workshops for in-service English language arts teachers to serving on awards committees for scholarship in queer composition and rhetorics, my histories with the organization highlight the depth and breadth of my expertise and participation. I hope to extend my commitment to the organization by serving on the NCTE nominating committee.

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?

With over a decade of experience as a teacher and researcher, my current profession as a teacher educator and co-coordinator of an undergraduate elementary education program aligns with NCTE’s commitment to equity and justice. The mission of racial justice guides both. As a leader in our field, one of my goals—much like the organization’s—is to remain rooted in the community. Acting with integrity and humility, I will lead by listening.

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

As a queer, multi-ethnic educator, my core commitments in advancing educational equity guide my interest in serving on the nominating committee. Growing organizational efforts to ensure the preparation of antiracist educators who leverage children’s and youths’ ingenuity and difference as sights and signs of English language arts learning, I seek to forward NCTE’s commitments to social justice by creating a slate of leaders advancing this work collaboratively.

CARMELA A. VALDEZ (she/her/ella)



Kindergarten dual language teacher in Austin, TX; Co-teacher Heart of Texas Writing Project Summer Institute; National Board Certification Candidate. **Formerly:** first- and second-grade dual language teacher in Austin, TX. **Areas of Expertise:** early childhood literacy specializing in dual language students writing while acquiring a second language. **Memberships:** NCTE, AFT, NEA. **Award:** Donald H. Graves Award for Excellence in the Teaching of Writing. **Publications:** coauthor, “Nadie más puede contar tu historia: Rewriting Whose Stories Matter through an Antiracist Bilingual Writer’s Workshop,” (*Language Arts*, September 2021). **Contributions:** presentations at NCTE and NABE.

How has NCTE provided a professional home for you?

NCTE is an organization and a Convention where I have found “my people.” I read authors and was taught by teachers who find a professional home there, and it has also become mine. The truth about students and who they are is a truth that was affirmed through those who make up the body of NCTE, and I am proud to be able to contribute to the 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?

My mission as an educator is to lift up the work of students and our communities. The more stories of multilingual people of color like my students, the more power that their stories have in the world. The access that the award I received has given me has helped me engage my community and other teachers in a way I didn’t have before, and I want to give that to others.

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

I was honored to be nominated for this position in the nominating committee. As a former award winner, I would be honored to advocate for teachers and recognize the amazing work that is being done each day in their communities and classrooms. I would also love to be able to lift up the brilliance of student writers and the amazing literacy practices happening around the country.

LYNSEY BURKINS (she/her)



Third-grade teacher, Dublin, Ohio. **Formerly:** Chair, Build Your Stack. **Area of Expertise:** children’s literature. **Memberships:** NCTE, NEA. **Publications:** article in *The New Teacher Book* (ReThinking Schools, 2019), selection in *Game Changer! Book Access for All Kids* (Scholastic Books, 2018). **Program Contributions:** presentations at NCTE, ILA, Reading Recovery, Scholastic Reading Summit, Bring Me a Book Literacy Champion.

How has NCTE provided a professional home for you?

My first transformational experience with NCTE was in 2016 at the Annual Convention. I remember sitting at the opening session just

crying and feeling so seen. NCTE became my home from that moment on. I made connections with my peers, I listened and learned, and I even decided to get involved. I later became the chair of Build Your Stack and have participated on panels and hosted events. I have found my forever learning home in NCTE.

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 work toward creating antiracist spaces where children feel free, have agency, and know they are loved. Literature has always been a vehicle I've used to help students make sense of their world and to nurture the spirit and minds of students. NCTE has statements on classroom libraries, independent reading, and anti-harassment that directly support my work as a classroom teacher and learning facilitator. Listening to students through the lens of radical love is a strength of mine. Supporting students in discovering and finding power in their identities is a way that I work toward making change in our profession.

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

As a woman of color, I seek to continue the work of my ancestors and leaders of color who have come before me to raise the voices of the global majority. I hope to work as a positive bridge and actively encourage elementary classroom teachers to serve NCTE in some capacity.

GROUP B – MIDDLE SECTION

GRACE D. PLAYER (she/her)



Assistant Professor, Neag School of Education, University of Connecticut. **Formerly:** Research Assistant, University of Pennsylvania (UPenn); Staff Developer, TCRWP; K–9 teacher, five years. **Specialty Areas:** girls and women of color literacies. **Memberships:** LRA Ethics Committee, NCTE ELATE Social Justice Committee, NCTE, LRA, AERA. **Awards:** Honorable mention, Alan C. Purves Award, *RTE*; C. Preston Award for Scholarship and Teaching Contributing to Social Justice and Education Equity, UPenn; NCTE Cultivating New Voices Fellow. **Publications:** articles in *QSE* (forthcoming), *RTE*, *RRQ*, *Urban Education*, *Literacy Research: Theory, Method, and Practice*; book at Teachers College Press. **Program Contributions:** presentations at NCTE, LRA, AERA.

How has NCTE provided a professional home for you?

NCTE has been my professional home since my time in the 2016–2018 cohort of Cultivating New Voices among Scholars of Color (CNV). There I found community, inspiration, and growth among sibling-scholars and mentors committed to justice and freedom in their study and practice of literacies/literacy pedagogy. This ever-growing community has aided me in my growth as a scholar, educator, and artist, partnering with communities of color in collective action toward the creation of 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?

By understanding literacies as a web of raced-gendered meaning-making practices, my work with Girls and Women of Color explores theories and practices that arise from the lives, dreams, desires, and envisionments of justice produced among BIPOC communities. My commitments to and abilities to form authentic coalitional research and pedagogies with BIPOC communities rejects Eurocentric and domineering ways of understanding literacies and, instead, promotes care-based and engaged pedagogies rooted in BIPOC theory, creation, language, and and resistance.

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

NCTE is my professional home, and I stand committed to helping shape its existence as a justice-oriented organization. As a part of the NCTE Nominating Committee, I will utilize my knowledge of, appreciation for, and relationships with justice-oriented literacy scholars to create ballots of leaders who will dedicate their time to putting forth organizational policies, programming, and practices that value and center criticality, transformation, and freedom in literacies studies and pedagogies.

SAMANTHA J. CHANDLER (she/her)



Language arts and theater teacher, NOVA Middle School, Olympia, WA; Board Chair, Olympia Family Theater. **Formerly:** Managing Director/Co-founder, Olympia Family Theater; middle school language arts, theater, and history teacher, Olympia, WA (15 years total); Adjunct Faculty, St. Martin's University, Lacey, WA; children's literature, human development, ESL; instructor in state women's prison, Freedom Education Project Puget Sound; Olympia Education Association, executive committee member. **Specialty Area/Area of Expertise:** Master's degree in Human Development, Endorsement in Highly Capable Education. **Memberships:** NCTE, ALAN, WA State Office of Superintendent of Public Instruction,

Admissions and Professional Conduct Advisory Committee. **Program Contribution:** pre-recorded presentation at NCTE Convention (2020).

How has NCTE provided a professional home for you?

I have been an active member of NCTE for the last six years, attending one Convention in person and one virtually. I have been inspired by the numerous authors I had the pleasure to listen to, and I have integrated their ideas and practices in my classroom. Additionally, learning from other educators about their research and methods is invigorating and helps me be a better teacher.

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 underpinning tenet of my career is exposing students to the incredible breadth of human experience we can witness through literature, written by a diverse group of authors. I am

dedicated to helping them see not only the possibilities for their own lives, but to recognize the ways power, privilege, and oppression shape opportunities for all people. Representation matters, not only to help students to see themselves, but to see others as they truly are.

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

My hope in serving in this office is not only to learn more about the behind-the-scenes work of NCTE, but also to give back to an organization that serves me and countless educators on a daily basis. I also relish the opportunity to work closely with folks from around the country, to gain a better understanding of national trends in education and hear what colleagues have to say about where they live and work.

TRICIA EBARVIA (she/her)



Director of Diversity, Equity, and Inclusion, Greene Street Friends School, PA; Co-founder of #DisruptTexts; Co-founder/Director of the Institute for Racial Equity in Literacy. **Formerly:** 20+ years of classroom instructional experience as English teacher and department chairperson, Conestoga High School, PA. **Specialty Areas/Areas of Expertise:** critical literacy, equity, culturally responsive and liberatory pedagogies. **Memberships:** West Chester Writing Project (WCWP/NWP) Teacher Consultant; Coeditor, #DisruptTexts column for *English Journal*. **Awards:** Divergent Award for Literacy Advocacy, Initiative for Literacy in a Digital Age (2021); Pennsylvania High School Teacher of

Excellence Award, NCTE (2019). **Publications:** Coeditor of #DisruptTexts column in *English Journal*; articles in *English Journal*, *Literacy Today*, *Education Update*, *Council Chronicle*, *Education Week*. **Program Contributions:** presentations and/or keynote addresses, NCTE, ILA, WSRA.

How has NCTE provided a professional home for you?

I taught for eight years before NCTE became my professional home, and I regret not having the leadership, connections, and confidence that came from being part of NCTE's professional community early in my career. Since then, NCTE has impacted my thinking and practice by introducing me to leading voices in the field, especially teacher-practitioner voices. Most of all, NCTE is how I've connected with others who push me to be a better teacher.

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 teacher, I continuously strive toward student-centered, culturally responsive, and antiracist practices. Beyond the classroom, I co-founded #DisruptTexts, a team that advocates for more inclusive, representative ELA curricula and instruction rooted in critical literacy practices. I am also a co-founder of the Institute for Racial Equity in Literacy, which bridges the intersections of ELA and antiracist pedagogies. Wherever I go, in whatever role, I seek to disrupt White supremacist systems and practices for all children.

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

My work has always been rooted in relationships, connections, and collaboration. Serving on

the nominating committee allows me to leverage my strength in bringing people together to serve NCTE's greater mission, specifically regarding antiracist practices and policies. Creating a more inclusive culture for its members and supporting teachers in antibias, antiracist practices requires systemic action, which requires lifting up and investing in people to lead the organization who center antiracism in their own practice.

GROUP C—SECONDARY SECTION

LINDA CHRISTENSEN (she/her)



Director, Oregon Writing Project, Lewis & Clark College, Portland, OR; Editor, *Rethinking Schools*; Board Member, Northwest Teaching for Social Justice. **Formerly:** High school English/language arts teacher, district literacy coach.

Memberships: NCTE, NWP, OCTE, NWTSJ, OCTE. **Awards:** NCTE Distinguished Service Award (2020), NWP Fred Hechinger Award, US West Outstanding Teacher in the Western United States, Oregon Education Association Curriculum and Instruction Award. **Publications:** *Reading, Writing, and Rising Up: Teaching about Social Justice, 2nd Edition*; *Teaching for Joy and Justice: Re-Imagining the Language Arts Classroom*; coeditor, *Rhythm and*

Resistance: Teaching Poetry for Social Justice; *The New Teacher* (book, 3rd edition); *Rethinking School Reform*; *Rethinking Our Classrooms*. **Program Contributions:** NCTE, NWP, OCTE, MCTE, ILA.

How has NCTE provided a professional home for you?

Throughout my career, the courageous members and leaders who comprise NCTE have provided the vision of what it means to push back against the shores of racism, sexism, homophobia, language supremacy. NCTE's brilliant policy documents became my surrogate attorneys when parents tried to ban books, when our local groups needed to speak out for the inclusion of LGBTQ literature in our curriculum, and when we broke up the stranglehold of white, male authors in our Portland classrooms.

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 classroom teacher, director of the Oregon Writing Project, editor of *Rethinking Schools*, and author of several books on social justice teaching, my lifelong work has been research, write, and demonstrate how to teach literacy as an instrument for social justice. This includes disrupting the traditional canon, building spaces and communities where teachers can learn from and with each other and learn how to build a curriculum that matters.

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

My goal is to make sure that NCTE continues to be guided by a diverse leadership, which includes the professional wisdom of practicing classroom teachers and administrators as well as university professors. I would continue to recruit NCTE educators from diverse racial, identity, and linguistic backgrounds, as I have witnessed the transformation of our organization based on the knowledge such diversity brings to our shared work.

JUSTIN A. COLES (he/him)



Assistant Professor of Social Justice Education, UMass Amherst; Director of Arts, Culture, and Political Engagement at the Center of Racial Justice and Youth Engaged Research. **Formerly:** Assistant Professor of Curriculum and Teaching, Adolescence ELA Program Coordinator, Fordham University, NY; middle school English literature teacher. **Areas of Expertise:** youth languages and literacies, critical race theory, anti-blackness in education.

Memberships: NCTE, LRA, AERA, AACTE, CRSEA. **Awards:**

William T. Grant Theories of Blackness, Indigeneity, and Racialization Fellow; NCTE CNV; King-Chávez-Parks Future Faculty Fellow. **Publications:** *JTE*, *Urban Education*, *EEE*, *Race*

Ethnicity and Education, *JoLLE*, *QSE*. **Program Contributions:** NCTE, LRA, AERA, CRSEA, WERA.

How has NCTE provided a professional home for you?

NCTE has served as an enriching learning community that has pushed my thinking around the power of language and literacy as a tool to work toward liberation within schools and society. In particular, the Black Caucus and the Cultivating New Voices (CNV) fellowship community have given me a clear entry point into English education, allowing me to see the importance in my work, which centers on the dynamic literacy practices of urban youth of color.

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?

In my roles within my university and community, I am directly aligned with and transformed by NCTE's mission, which is evident in my youth-informed, community-based research that understand youth languages and literacies as primary methods to create better, more equitable worlds. My strengths and experiences, particularly grounded in partnerships, help change the way educators understand power and genius in liberatory ways, especially when it comes to refusing racialized concepts of illiteracy and achievement gaps.

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

I desire to help NCTE continue to study and struggle, as we strive toward cultivating and sustaining just and equitable English classrooms that are not constricted by technologies of violence (e.g., white settle supremacy, antiblackness, heteropatriarchy, LGBTQIA+ discrimination, anti-indigeneity, ableism, AAPI hate, etc.). I will seek out dynamic leaders who embody meaningfully diverse and intersectional commitments to justice, which will be necessary in advancing the aims of NCTE in the present and future.

NOAH ASHER GOLDEN (he/him)



Assistant Professor, California State University, Long Beach

Formerly: Assistant Professor, Chapman University; co-chair, ELATE Commission on Social Justice in Teacher Education Programs; ELATE Nominating Committee Chair; literacy coach, high school English teacher, NYC Alternative Education district.

Specialty Areas/Areas of Expertise: secondary literacy, adolescent literacies, identity work, narrative analysis, YPAR.

Memberships: NCTE, ELATE, AERA, LRA, Critical Media Literacy Conference of the Americas (CMLA). **Awards:** ELATE Research Initiative (2018); Spencer Foundation small grant (2019).

Publications: *Equity & Excellence in Education, Urban Education, Language and Education, Teaching Education, English Education, English Journal, Berkeley Review of Education.*

Program Contributions: NCTE, ELATE, AERA, LRA, Free Minds Free People (FMFP), CMLA.

How has NCTE provided a professional home for you?

When I think about the people I collaborate with, lean on, and learn with and from, it amazes me how many of them I have met through NCTE. NCTE first sustained me as a high school ELA teacher, then as a literacy coach and adjunct instructor, and now as a researcher and literacy teacher educator. While we have much work to do, I remain inspired and energized by the people I collaborate with through NCTE.

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?

Enacting, investigating, documenting, and sharing literacy practices that can help us move toward equity and justice are at the heart of my ongoing work. My current project involves learning with and from adolescent scholars (aka high school students) navigating racialized, gendered, and classed hierarchies in a second-chance high school program. Through my research, teaching, and activism, I participate in multiple communities invested in the creation of deep and authentic learning experiences for all learners.

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

As an active member of NCTE, I am proud of the work that we have begun as advocates for equity, both in and through literacy education. Moving forward, we must not only resist harmful policies and the corporatization of teacher/education; we must continue to articulate powerful visions of literacy teaching and learning for equity. If elected, I will work with others to recruit diverse leaders committed to powerful literacy learning opportunities for all students.

GROUP D – COLLEGE SECTION

LUZ CARIME BERSH (she/her)



Assistant Professor in Elementary and Literacy Education at Minnesota State University, Mankato. **Formerly:** Visiting Research Fellow, Queen’s University Belfast, Northern Ireland; Assistant Professor and Director of the Center for Reading Assessment Education, Columbus State University (CSU), Columbus, GA; Assistant Professor and Graduate Program Coordinator, National Louis University, Tampa, FL. **Expertise:** elementary literacy, teacher education, culturally responsive pedagogy. **Memberships:** NCTE, ELATE, AERA. **Award:** CSU Outstanding Teacher of Writing Award (2018). **Selected Publications:** *International Journal of Educational Research*, *Multicultural Perspectives*, *The Social Studies*, *Inquiry in Education*. **Selected Presentations:** NCTE, AERA.

How has NCTE provided a professional home for you?

After being away from academia for a few years, reconnecting with my main area of interest and expertise through NCTE felt like returning home, interacting, networking, and exchanging knowledge with like-minded scholars and teachers. Feeling that my work was valued and well-received at the NCTE 2021 Annual Convention gave me a sense of professional belonging. As a Latina woman, I have felt that my voice is heard, and my ethnic background is represented and welcome.

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 focus is preparing teacher candidates to become effective teachers in early literacy. A strength that comes from my experience as an immigrant is my knowledge of how cultures intersect with diverse literacies. Therefore, I guide my students in developing cultural competence. I inspire them to take responsibility as social change agents, who will advance equity, social justice, and antiracist practices through the curriculum, and *how* we teach language arts to diverse children.

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

Returning to academia after a few years, I want to become more actively involved in NCTE, contributing my expertise and focus scholarship in culturally responsive pedagogy. My Latina background makes me sensitive to the needs of my communities. This post would grant me the opportunity to represent them. I seek to support the nomination of colleagues who will reflect the broad scope of our country’s diversity and advance the antiracist impact of the organization’s vision.

QIANQIAN ZHANG-WU (she/her)



Assistant Professor of English/Director of Multilingual Writing, Northeastern University; Historian/Secretary, CCCC Second-Language-Writing SG; Member, CCCC Scholar for the Dream Award Committee. **Areas of Expertise:** multilingualism and multiliteracies. **Memberships:** NCTE, CCCC, AAAL, MLA, TESOL, CIES. **Awards:** NCTE-CNV fellow; CCCC Scholar for the Dream; CIES Dissertation Award; AERA Bilingual Research Travel Award. **Publications:** *Languaging Myths and Realities* (monograph); special issue co-editor, *Journal of Language, Identity, and Education*; articles in *College English*, *TESOL Quarterly*, *Journal of Second Language Writing*, *ELQ*, *Journal of International Students*,

Composition Forum, *Journal of Education*, *Educational Research and Development Journal*, *Language and Education*; chapters in edited collections. **Program Contributions:** presenting/reviewing at international, national, and regional conventions: NCTE, CCCC, TESOL, AAAL, AERA, and others.

How has NCTE provided a professional home for you?

As a first-generation immigrant and a woman of color who speaks English with an accent, NCTE has provided an empowering professional home for my justice-oriented teaching, research, and professional development. Particularly, through my experiences as an NCTE-CNV fellow, a CCCC Scholar for the Dream, and engagement at CCCC-SLW SG, I was able to join an inspiring professional community, fostering collaboration and mutual learning on antiracist pedagogy and research, which has deepened my commitment to linguistic 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?

Coming from culturally, racially, and linguistically minoritized backgrounds, I drew upon my identities and lived experiences in my teaching, research, and community engagement. In particular, my scholarship on multilingualism and multiliteracies is deeply rooted in pluralizing and decolonizing English and amplifying voices of those who are marginalized. My unique identity, personal experiences, and research expertise have deepened my commitment to enhancing NCTE's mission and vision, especially in providing access to diverse voices and empowering and engaging students through justice-oriented literacy practices.

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

I seek this office to give back to NCTE. At NCTE, I have been inspired/empowered by many colleagues and mentors from culturally, racially, and linguistically minoritized backgrounds and all of those who are deeply committed to promoting equity-based and justice-oriented pedagogy to our next generation. If elected, I will integrate my lived experiences as a multilingual first-generation immigrant woman of color to further NCTE's agenda to enhance diversity, inclusion, and justice in every English classroom and beyond.

TODD DESTIGTER (he/him)



Associate Professor, University of Illinois at Chicago. **Formerly:** CEE/ELATE Executive Committee; ELATE Nominating Committee; Book Review Editor, *English Education*; high school English and Spanish teacher. **Specialty Areas:** English education, literacy, ethnographic research. **Memberships:** NCTE, ELATE, CCC. **Awards:** ELATE Richard A. Meade Award (book in *English Education*), Alan C. Purves Award (article in *RTE*), UIC Award for Excellence in Teaching. **Publications:** *Reflections of a Citizen Teacher* (NCTE Press); articles in the *English Journal*, *Research in the Teaching of English*, *English Education*; chapters in *Literacy and Democracy*, *Narratives of Social Justice Teaching*, *Jane*

Addams in the Classroom; *Engaging the Critical in English Education*. **Program Contributions:** NCTE, ELATE, CCCC.

How has NCTE provided a professional home for you?

Ever since I started teaching high school English in 1983(!), NCTE has been vital to my work with students and my own professional growth. The Council has provided me with endless teaching ideas, opportunities to share my work through publications and conference presentations, and friendships forged during my service on various NCTE committees. I always tell my methods students that the most important thing they can do to ensure their success as a teacher is to join NCTE.

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 teaching and ethnographic research highlight the importance of making connections among the reading and writing we do in schools, students' lived experiences, and far-reaching cultural and socio-political issues. In this way, I seek to foster NCTE's vision of inclusive communities that can critique the uses of power and exercise agency to create a more humane and just world. Also, I have consistently established collaborative relationships between my university and local high schools.

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

I seek this position because, as a long-time NCTE member and previous office-holder, I'm thrilled by the vitality, creativity, and diversity being introduced into our profession by a new generation of scholars and teachers. As I see it, these educators are bringing a renewal to our field, and I would like help NCTE become an even more prominent voice in nationwide conversations, addressing the needs and potentials of our diverse citizenry.

GROUP E – SECONDARY SECTION

PAULA LAMINA (she/her)



Secondary English teacher and English lead teacher, Arlington Community High School, VA; Adjunct Professor of English and Composition, Northern Virginia Community College. **Formerly:** English language arts secondary specialist, interim English language arts supervisor, and AP language teacher, Arlington Public Schools; English instructor, the North Carolina School of Science and Math. **Specialty Areas/Areas of Expertise:** American/African American/dystopian literature. **Memberships:** NCTE, VATE. **Award:** NCTE/VATE Teacher of Excellence, Teacher of the Year, ACHS. **Publications:** coauthor, “The Speaking Clue to Writing Miscues” *ACSD Express*; coauthor, “The Role of Ambiguity Tolerance in the Development of Literacy Skills of Secondary Students with Limited or Interrupted Formal Learning” *Reading in Virginia*. **Program Contributions:** NCTE, VATE.

How has NCTE provided a professional home for you?

NCTE has served as a professional home by providing nourishing professional learning that continually refreshes and invigorates my teaching practice. NCTE allows me to commune with my tribe and interact with some of the greatest minds in the field of English education. I am grateful for a community that calls on us collectively to question our pedagogical practices and to examine, refine, and elevate our instruction to better serve the needs of all 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?

For the past eight years, I have chosen to serve in a school with a high population (over 90%) of English learners, many of whom have experienced interrupted learning and who test below grade-level on reading and writing skills. I am driven by providing my students with a rich instructional experience that accelerates learning, while offering appropriate instructional support and multiple opportunities for their individual voice to resonate through competency tasks.

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

With 26 years of experience in English Education—at the middle, high school, college, and district levels—I am equipped to offer a range of perspectives on literacy and language. I welcome the prospect of working alongside my colleagues as we hone our craft to promote student agency, representation, and voice in the English language arts classroom.

BARRETT ROSSER (she/her)



EdD student, Reading, Writing, and Literacy, the Graduate School of Education, University of Pennsylvania (UPenn); Research Assistant, the Digital Discourse Project. UPenn. **Formerly:** certified 7–12th grade English education teacher; Adjunct Professor, Relay Graduate School of Education, Associate Director of 6–12 Humanities, Mastery Charter School Network Support Team.

Specialty Areas/Areas of Expertise: Black feminist theory, Black girlhood, love, poetry. **Membership(s):** NCTE, LRA, NWP, AERA, the Philadelphia Urban League, PhiWP, Delta Sigma Theta Sorority, Incorporated. the National Pan-Hellenic Council of South Eastern Pennsylvania (NPHC-SEPA). **Award:** The Philadelphia

Writing Project (PhilWP) Scholar. **Publication:** book, *Patterns: A Collection of Poetry on Heartbreak and Possibility*. **Program Contribution:** NCTE.

How has NCTE provided a professional home for you?

NCTE has provided a space for me to join in collaborative inquiry with other amazing educators who are also committed to supporting young people and their teachers through literacies in the most expansive notion. NCTE has offered me opportunities to collaborate, build community, and engage in storytelling as a way to build more just relationships and learning communities.

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 research practitioner and teacher consultant (TC) with the Philadelphia Writing Project, I am in an inquiry group of teachers asking: *How do secondary ELA teachers learn to facilitate digital discourse in online discussion with students?* We've started to unearth teacher moves that lead to more humanizing practices. Further, I lead virtual Seeking Educational Equity (SEED) seminars of K-12 teachers in conversational communities to drive personal, institutional, and societal change toward social justice.

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

I wish to recruit more educators who value and practice humanizing practices as we continue to grapple as an organization with what it means to lead, learn, and love amidst and beyond crises in the field of ELA.

EWA MCGRAIL



Associate Professor of Language and Literacy, Georgia State University (GSU); President, Georgia Association of Teacher Educators; Editor, *Ubiquity*. **Expertise:** digital multimodal writing and assessment; copyright, media representations. **Memberships:** NCTE Assembly on Computers in English and ELATE/D-LITE, AERA, AEJMC, ATE, ICA, LRA. **Awards:** AEJMC Law and Policy Division Paper Award (2021, with J. Patrick McGrail); GSU Teaching for Social Justice and Democracy Award (2021); Outstanding Graduate Teaching Faculty Award (2020); JRCE Research Article Award (2011, with Anne Davis); NTLI/NCTE Award (2005).

Publications: *English Education, Assessing Writing; TCR; CITE; CILS; RT. Former NCTE Contributions:* Chair, ACE; Committee Member, MADLit; NTLI Awards and Nominations.

How has NCTE provided a professional home for you?

NCTE has always offered opportunities to engage in conversations about important practices, scientific developments, and broader issues of the discipline- a critical professional environment that provided inspiration and resources for rethinking my own assumptions, pedagogy, and teaching materials. As a member of NCTE community, I have been also able to work, write and present collaboratively with fellow scholars, teachers, and educators.

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 are centered around digitality and teaching that draws from the experiences and knowledge that the learners bring to the table, that celebrates the learners' technological knowledge, and that gives them voice and the tools for the social change they desire for themselves and their communities. These notions align with NCTE's commitment to the student, equity, and social justice.

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

We live in unusually difficult and unpredictable times, wrought by the ongoing Covid-19 pandemic and exacerbated by social and racial injustices afflicting the United States and the world. This complex milieu challenges English language arts teachers and teacher educators to reinvigorate our discipline, mapping the paths to creativity, digitality, and criticality necessary to bring about the change that we seek in others. I am committed to contribute to such a vision through service in NCTE.