ELEMENTARY SECTION NOMINATING COMMITTEE
Term to expire in August 2019

Members of the Section Nominating Committee choose candidates for the Section Committee and the Section Nominating Committee for the following year. The person receiving the most votes serves as chair.

(Vote for three of six.)

DINAH VOLK
Mary Jade Haney

Position Statement: I believe every child deserves a “Beloved Educator” who will collaborate with families to love them through the learning processes academically, socially, and emotionally. Being a part of NCTE has been a life-changing experience. Attending NCTE every year means my passion to continue the mission of promoting authentic literacy experiences for myself, colleagues, students, families, and the community. These literacy experiences empower me as I am inspired to work in innovative ways that support advocacy beyond classroom walls. I still declare that teaching is the most noble profession in the universe!

Cristal Polite Glover

Position Statement: I am committed to the preparation and retention of culturally responsive educators who recognize and foster the funds of knowledge that children and their families have to offer. I seek to disrupt policies and procedures that promote cultural, racial, religious, economic, or gender bias within educational institutions, materials, and assessment measures. My goal is to advance the perspectives of underrepresented populations and ensure that leaders within the organization are attentive to the voices of vulnerable groups.

Dinah Volk

Position Statement: NCTE has provided opportunities for collaboration, growth, challenge, and learning. As a teacher educator, PDCT member, former ESIC member, and advocate for bilingual children’s languages and literacies, I’m committed to a vital ESIC and expanding the NCTE participation of culturally and linguistically diverse ECE/early educators, especially in leadership.

MARY JADE HANEY

Literacy coach, teacher leader, "Beloved Educator" in Service, Borrelli Elementary School, Hopkins, SC. Formerly: Classroom teacher: visual arts teacher; scaling teacher. Membership(s): Professional Dyads (Culturally Relevant and Sustaining Pedagogies), National Education Association (South Carolina Education Association); NAPDC; ECEA, NCTE. Publication(s): Chapter in Why We Teach New (9).

Position Statement: I believe every child deserves a “Beloved Educator” who will collaborate with families to love them through the learning processes academically, socially, and emotionally. Being a part of NCTE has been a life-changing experience. Attending NCTE every year means my passion to continue the mission of promoting authentic literacy experiences for myself, colleagues, students, families, and the community. These literacy experiences empower me as I am inspired to work in innovative ways that support advocacy beyond classroom walls. I still declare that teaching is the most noble profession in the universe!

ELementary Section steering Committee
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(Vote for two of four.)

LISA M. MARTIN

Formerly: NCTE Executive Committee, elementary representative-at-large. NCTE Committee on Resolutions; chair, K-5 teacher; Queens, New York; London, England, and Las Vegas, Nevada. Membership(s): NCTE, ILEA, ASDC. Award(s): Clark County School District Distinguished Educator. Program Contributions: NCTE, SNAP.

Position Statement: I believe in the power of teachers to transform the lives of their students and the community. As a member of the Elementary Section Steering Committee, I will work collaboratively across all levels “to advance access, power, agency, affiliation, and impact for all learners”.

BENNY YOON

Assistant professor, early childhood education, Teachers College, Columbia University. Formerly: Department editor, Language Arts, Early Childhood Education Assembly; Professional Dyads for Culturally Relevant Teaching; Editorial board of AERJ, ILR. Membership(s): LRA, AERA, ECE, Book Nana, AEREA Early Career Scholar. Publication(s): Articles in: RTE; IEEE; Language Arts. Program Contributions: NCTE, LRA, AERA.

Position Statement: As a former classroom teacher and professional developer, I am committed to engaging scholarship that creates space for teacher leadership and children’s agency. NCTE embodies this vision and continues to be the professional organization that gifted me with dynamic collaborations and lifelong friends. My participation in NCTE across multiple groups continues to challenge me with the question: How is my work helpful/useful for children, teachers, and communities? I am honored and excited to expand the work that we do at NCTE in pursuit of this important question.

ROBERTA PRICE GARDNER

Educational researcher, Georgia State University; Professional Dyads and Culturally Relevant Teaching (PDCT); Formerly: Co-chair, Master Class on Children’s Literature (2017); PDCT Cohort (2015–17). Membership(s): Early Childhood Assembly, AERA. Award(s): Cultivating New Voices among Scholars of Color (2014–16), Reading Hall of Fame FSY Fellow. Publication(s): Articles in: Language Arts; Children’s Literature in Education. Program Contributions: NCTE, AERA.

Position Statement: I position myself alongside teachers in order to interrogate, discuss, listen, and create pedagogical dialogues that are not only responsive to various literacy programs and policy mandates, but to the young people they are teaching and nurturing. As a member of the Elementary Steering Committee, I want to push boundaries and expand current conversations to fully acknowledge diversity as a strength and vital force for creating innovation in language arts teaching and learning.

REBECCA CROWDER

Instructor, 3rd grade, Greenville Laboratory School/MSU; pursuing PhD in C&I at Texas Tech University. Formerly: teacher, gifted ed, tile 1 math, and social studies. Membership(s): NCTE, AERA, LAD Writing, Children’s Literature Festival of the Ozarks, DKG. Award(s): Teacher-Librarian Collaboration Award. Publication(s): Articles in: Library Journal; Program Contributions: NCTE, EITE, Innovation Institute, Write to Learn, SEIR, Oraho Educational Research Initiative, Missouri State Librarians Association, Southeast Region Association of School Librarians.

Position Statement: NCTE has provided the opportunity to hear and learn from educators across the country regarding a variety of important issues to our students. I am wanting to expand my service to the national arena in order to advocate for students and their rights to an equitable, quality education that integrates the arts. NCTE provides educators an opportunity to combine their voices into a more powerful force, and I look forward to serving our students through the NCTE Steering Committee.
ELEMENTARY SECTION STEERING COMMITTEE
Term to expire in November 2022

Section Committee members elect a chair who represents section concerns on the NCTE Executive Committee. Through correspondence and meetings once or twice a year, the members identify and explore issues of section concern. Often the Section Committee will suggest new programs or revisions of present Council programs that may benefit section members. The Committee helps plan section conferences and portions of the NCTE Annual Convention that will be of interest to section members.

Vote for two of four.

BILAL POLSON
Principal, Northern Parkway School, Uniondale, NY. Formerly: Assistant principal, Northern Parkway School; physical education teacher, Bay Shore Elementary School. Membership(s): NCTE, Early Childhood Education Assembly, Affirmative Action Committee of ECEA. Award(s): NCTE Early Childhood Diversity Grant. Publication(s): Engaging Teachers, Families & Children in Multiple Literacies; Courageous Leadership: Culturally Sustaining Early Literacy Teaching: New Approaches, Strategies and Practices. Program Contributions: NCTE, ECEA, AAC, co-director of PDCRT.

Position Statement: As an elementary school principal NCTE serves as my professional home to allow me to participate as a practitioner and researcher in the field of early and intermediate literacy. As a member of NCTE elementary sections nominating committee, I would be committed to supporting NCTE to enhance the organization’s work in helping teachers, students, and their families with equitable and culturally responsive literacy pedagogies and practices.

ERIN T. MILLER
Assistant professor, language arts & diversity, University of North Carolina, Charlotte. Formerly: Second grade teacher, first grade reading specialist. NCTE: Equity and Early Childhood Task Force Chair: Early Childhood Education Assembly Chair/Assistant Chair. Membership(s): ECEA, NCTE, AERA, AERA Critical Perspectives on Early Childhood Small Interest Group. Award(s): ECEA Social Justice in Education Award; AERA Outstanding Dissertation Award. Publication(s): The Urban Review, Contemporary Issues in Early Childhood, Ethnography and Education. Program Contributions: NCTE, AERA. Penn Ethnography Conference.

Position Statement: I am concerned with language and literacy practices that silence and disregard the experiences of children because of their particular identities, i.e., racial, social class, immigrant, geographic, gender, etc. I believe NCTE should use its national platform to reconstrue harmful practices in ways that reflect more equitable teaching. As a 20-year member of NCTE who has held leadership roles within the organization, my primary goal will be to impact structural policies to better legitimize the stories and lives of marginalized children.

BRIAN KISSEL
Associate professor of literacy education, University of North Carolina, Charlotte. Formerly: Elementary school teacher, literacy coach, early childhood coach. Membership(s): NCTE, AERA. Award(s): Excellence in Teaching Award, UNC Charlotte; Excellence in Research Award, UNC Charlotte. Publication(s): Books: When Writers Drive the Workshop: What’s New in Literacy Teaching; Perspectives and Prerequisites in Early Childhood (Ed); The Literacy Coach’s Companion; articles: Talking Points; Journal of Educational Research; Literacy Research and Instruction; Voices from the Middle; The Reading Teacher; Journal of Early Childhood Literacy; Journal of Research in Childhood Education; Young Children. Program Contributions: NCTE, ECEA, AERA.

Position Statement: NCTE has provided me guidance in the form of professional guidelines, advocacy through strong position statements, and awareness of equitable teaching practices. As a member of NCTE’s elementary section nominating committee, I will strive to be an ardent advocate for teachers and students by promoting equitable teaching practices. I will also stand against systems that seek to suppress teacher and student voices.

LUCY K. SPENCE
Associate professor, University of South Carolina; co-editor, JASOR Journal of Educational; director, Sammie Wooten Writing Project. Formerly: WLU board member and web editor; reading specialist. ESL teacher; library literacy specialist. Membership(s): NCTE, WLU, NWP. Award(s): Visiting professor, Osaka, Japan; National Conversations on English Language. Publication(s): Articles in: Language Arts, Reading Teacher; Language Arts, The Reading Teacher; Language Arts, Teaching Reading, Journal of Reading; Language and Literacy, The Reading Teacher; Language Research and Instruction. Books: Learning and Teaching Literacy in the (dis)Comfort Zone: A Guide for New Teachers and Literacy Coaches. Program Contributions: NCTE, ECEA, WLU.

Position Statement: As an elementary school teacher, I search for ways to elevate and promote teachers’ voices in key conversations that impact literacy practices and policies.

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Term to expire in August 2019

Members of the Section Nominating Committee choose candidates for the Section Committee and the Section Nominating Committee for the following year. The person receiving the most votes serves as chair.

Vote for three of six.

TING YUAN
Assistant professor, curriculum and instruction, College of Staten Island, New York; area chair, Literacy Research Association; membership chair, NCTE Early Childhood Education Assembly. Formerly: Student teacher/supervisor, New York City Public Schools (7 years); teaching English as a foreign language teacher (7 years); instructor; Columbia University’s Teachers College (5 years). Membership(s): NCTE, LRA, AERA. Award(s): AERA Division K Travel Grant Award winner (2017); NCTE/CCE Cultural Diversity Grant Award (2015). Publication(s): Articles in: English Journal; Early Childhood Education: Innovations; Program Contributions: NCTE, LRA, AERA.

Position Statement: My work is grounded in a commitment to issues of equity and justice in public school settings and is shaped by my experiences as a classroom teacher, teacher educator, and researcher. In my current and future NCTE service, I hope to continue to focus on learning with and form diverse in-service teachers and improve the culturally relevant/responsive/transformative ways that we prepare pre-service teachers to serve today’s children from various ethnic, linguistic, socioeconomic, and technological backgrounds.

NOELLE MAPES
Third grade ICT teacher, New York. Membership(s): NCTE, NYCoRE. Award(s): Mariana Sesto-Maning Teacher Scholarship (2018); Vivian Vasquez Teacher Scholarship (2017). Program Contributions: NCTE.

Position Statement: As an early career educator, my experiences at NCTE have been invaluable and shaped my first three years in the classroom. Each year of the conference I attend I stand on the shoulders of giants. Teachers are among the most creative, brilliant, and resilient people in the workforce. The experts in literacy have pushed my thinking and guided my developing pedagogy. This community continues to support and encourage me to cultivate a classroom that prioritizes social justice curricula, students’ voices, and equitable spaces. If elected to the NCTE nominating committee, I would continue to center NCTE’s mission. This is a crucial space that works to support anti-racist, critical, inclusive educators and classrooms, and I look forward to my continued collaboration, service, and learning.

JENNY TUTEN
Associate professor of literacy education, Hunter College, City University of New York; director, READ East Harlem/Hunter College (a collaborative professional learning project uniting university faculty and K-2 teachers and school leaders to support teacher growth and student literacy learning). Formerly: Classroom teacher (15 years). Membership(s): NCTE, ILA, LRA, AERA. Publication(s): Articles in: Language Arts, The Reading Teacher, Language Research and Instruction; books: Learning and Teaching Literacy in the (dis)Comfort Zone: A Guide for New Teachers and Literacy Coaches. Program Contributions: NCTE, ECEA, WLU. ILA.

Position Statement: As a teacher, coach, scholar, and reader, I turn to NCTE for its exceptional professional resources, dynamic, compassionate and responsive network of dedicated educators, and strong advocacy for equity and access in literacy education. In particular, I am committed to fostering ways to elevate and promote teachers’ voices in key conversations that impact literacy practices and policies.
**ELEMENTARY SECTION STEERING COMMITTEE**

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(Vote for two of four)

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**BILAI POLSON**  
Principal, Northern Parkway School, Unisonية, N.Y.  
**Formerly:** Assistant principal, Northern Parkway School; physical education teacher, Bay Shore Elementary School.  
**Membership(s):** NCTE, Early Childhood Education Assembly, Affirmative Action Committee of I.C.E.A.  
**Award(s):** NCTE CEE Diversity Grant.  
**Publications:** Engaging Teachers, Families & Children in Multiple Literacies; Courageous Leadership: Culturally Sustaining Early Literacy Teaching: New Approaches, Strategies and Practices.  
**Program Contributions:** NCTE, ECE, AAC, co-director of PSCFR.

**Profile Statement:**  
As an elementary school principal, NCTE serves as my professional home to allow me to participate as a practitioner and researcher in the field of early and intermediate literacy. As a member of NCTE elementary section nominating committee, I would be committed to supporting NCTE to enhance the organization’s work in helping teachers, students, and their families with equitable and culturally responsive literacies, pedagogies, and practices.

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Assistant professor, language arts & diversity, University of North Carolina, Charlotte.  
**Formerly:** Second-grade teacher, first-grade reading specialist; NCTE’s Equity and Early Childhood Task Force Chair; Early Childhood Education Assembly Chair/Assistant Chair.  
**Membership(s):** ECEA of NCTE, AERA, AEREn Critical Perspectives on Early Childhood Small Interest Group.  
**Award(s):** ECEA Critical Perspectives in Early Childhood Education Award; AERA Outstanding Dissertation Award.  
**Publications:** The Urban Review, Contemporary Issues in Early Childhood, Ethnography and Education.  
**Program Contributions:** NCTE, AERA.  
**Profile Statement:**  
I am concerned with language and literacy practices that silence and disregard the experiences of children because of their particular identities, i.e., racial, social class, immigrant, geographic, gender, etc. I believe NCTE should use its national platform to recommit to historical practices in ways that reflect more equitable teaching. As a 20-year member of NCTE who has held leadership roles within the organization, my primary goal will be to impact structural policies to better legitimize the stories and lives of marginalized children.

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**Formerly:** Elementary school teacher, literacy coach, early literacy coach.  
**Membership(s):** NCTE, ILA, ECEA.  
**Award(s):** Excellence in Teaching Award, UNC Charlotte; Excellence in Research Award, UNC Charlotte.  
**Publications:** Books: When Writers Drive the Workshop; What’s New in Literacy Teaching; Perspectives and Prerequisites in Early Childhood (Eds); The Literacy Coach’s Companion; articles: Talking Points; Journal of Educational Research; Literacy Research and Instruction; Voices from the Middle; The Reading Teacher; Journal of Early Childhood Literacy; Journal of Research in Childhood Education; Young Children.  
**Program Contributions:** NCTE, ILA, LRA.

**Profile Statement:**  
NCTE has provided me guidance in the form of professional guidelines, advocacy through strong position statements, and awareness of equitable teaching practices. As a member of NCTE’s elementary section nominating committee, I will strive to be an avid advocate for teachers and students by promoting equitable teaching practices. I will also stand against systems that seek to suppress teacher and student voices.

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**LUCY K. SPENCE**  
Associate professor, University of South Carolina; co-editor, JASFR Journal of Educational director, Sammie Wotzke Writing Project.  
**Formerly:** WLUI board member and web-editor; reading specialist; ESL teacher; library literacy specialist.  
**Membership(s):** NCTE, WLUI; NWP.  
**Award(s):** Visiting professor, Osaka, Japan; National Conversations on English Learners.  
**Publications:** Articles in: Language Arts, Reading Teacher, LRA Yearbook, Teaching and Teacher Education; author of Student Writing: Give it a Generous Reading.  
**Program Contributions:** WLUI, NCTE, LRA.

**Profile Statement:**  
As our world is becoming more technologically complex and globally interconnected, elementary teachers are helping shape our future. They are preparing students to live and thrive in our rapidly changing world. The elementary section must continue to provide support to teachers through conference sessions, webinars, workshops, discussion forums, and other innovative tools. Our elementary section can contribute to positive change as a space for teachers to support one another, learn from one another, and advocate for the success of all students.

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Third-grade teacher, New York, N.Y.  
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**Program Contributions:** NCTE.

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As an early career educator, my experiences at NCTE have been invaluable and shaped my first three years in the classroom. Each year of the conference I am reminded I stand on the shoulders of giants. Teachers are among the most creative, brilliant, and resilient people in the workforce. Myriad experts in literacy have pushed my thinking and guided my developing pedagogy. This community continues to support and encourage me to cultivate a classroom that prioritizes social justice curricula, students’ voices, and equitable spaces. If elected to the NCTE nominating committee, I would continue to center NCTE’s mission. This is a crucial space that works to support anti-racist, critical, inclusive educators and classrooms, and I look forward to my continued collaboration, service, and learning.

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**Membership(s):** NCTE, ILA, LRA;  
**Publications:** Articles in: Language Arts, The Reading Teacher, Literacy Coaches.  
**Program Contributions:** NCTE, AERA, WLUI.  

**Position Statement:**  
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Assistant professor, curriculum and instruction, College of Staten Island, New York; area chair, Literacy Research Association; membership chair, NCTE Early Childhood Education Assembly.  
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**Publication(s):** The Urban Review, Contemporary Issues in Early Childhood, Ethnography and Education.  
**Program Contributions:** NCTE, LRA, AERA.  
**Award(s):** AERA Division K Travel Grant Awardee (2017); NCTE/CCE Cultural Diversity Grant Awardee (2015)  
**Profile Statement:**  
My work is grounded in a commitment to issues of equity and justice in public school settings and is shaped by my experiences as a classroom teacher, teacher educator, and researcher. In my current and future NCTE service, I hope to continue to focus on learning with and from diverse in-service teachers and improving the culturally relevant/responsive/sustaining ways that we prepare pre-service teachers to serve today’s children from various ethnic, linguistic, sociocultural, and socioeconomic backgrounds.

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**Program Contributions:** WLUI, NCTE, LRA.

**Profile Statement:**  
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ELEMENY SECTION NOMINATING COMMITTEE
Term to expire in August 2019

REBECCA CROWDER
Assistant professor, early childhood education, Tennessee Technological University; Professional Dyads & Culturally Relevant Teaching; ECE Assembly. Membership(s): NCTE, AERA, AERA, NAME. Publication(s): NCTE, ILSA, ASCD. Award(s): Early Childhood Education Assembly; Professional Dyads in Culturally Relevant Teaching Cohort 1. Position Statement: I believe the power of teachers to transform the lives of their students and the community. As a member of the Elementary Section Steering Committee, I will work collaboratively across all levels “to advance access, power, agency, affiliation, and impact for all learners”. Position Statement: I believe in the power of teachers to transform the lives of their students and the community. As a member of the Elementary Section Steering Committee, I will work collaboratively across all levels “to advance access, power, agency, affiliation, and impact for all learners”. Membership(s): NCTE, AERA, AERA. Publication(s): NCTE, ILSA, ASCD. Award(s): Early Childhood Education Assembly; Professional Dyads in Culturally Relevant Teaching Cohort 1. Formerly: NCTE, ECEA, AERA, NAEYC. Award(s): Distinguished Faculty Teaching Award, CSU; Distinguished Teacher Scholarship, ECEA. Publication(s): “Contemporary & Critical Perspectives on ECE in the US.” Early Years; “Diversity as a Verb” in Preservice Teacher Education: Creating Spaces to Challenge the Profiling of Young Children.” “Contemporary Issues in EC,” “Constructing Literacy Spaces in Low Income Homes & Communities: A Study of Two Latino First Graders & Their Families.” Urban Education. Program Contribution(s): NCTE, AERA, International Conference on Urban Education. Position Statement: NCTE has provided opportunities for collaboration, growth, challenge, and learning. As a teacher educator, PDCRT member, former ESC member, and advocate for bilingual children’s languages and literacies, I’m committed to a vital ESCS and expanding the NCTE participation of culturally and linguistically diverse ECE/early educators, especially in leadership.

MARY JADE HANEY
Assistant professor, early childhood education, Winthrop University, South Carolina; co-editor, Perspectives and Provocations Journal. Early Childhood Education Assembly: first vice president, Kappa Delta Gamma, Kappa Chapter, South Carolina. Formerly: Early childhood teacher (10 years), NCTE Early Childhood Education Assembly member. Membership(s): NCTE, ECEA, AERA. Award(s): Early Childhood Education Assembly-Professional Dyads in Culturally Relevant Teaching Cohort 1. Publication(s): Articles in The Urban Review; Early Years: An International Research Journal; Delta Kappa Gamma Bulletin. Program Contribution(s): NCTE, AERA, NAME. Position Statement: I am committed to the preparation and retention of culturally responsive educators who recognize and foster the funds of knowledge that children and their families have to offer. I seek to disrupt policies and procedures that promote cultural, racial, religious, economic, or gender bias within educational institutions, materials, and assessment measures. My goal is to advance the perspectives of underrepresented populations and ensure that leaders within the organization are attentive to the voices of vulnerable groups.

CRISTAL POLITE GLOVER
Assistant professor, early childhood education, Winthrop University, South Carolina; co-editor, Perspectives and Provocations Journal. Early Childhood Education Assembly: first vice president, Kappa Delta Gamma, Kappa Chapter, South Carolina. Formerly: Early childhood teacher (10 years), NCTE Early Childhood Education Assembly member. Membership(s): NCTE, ECEA, AERA. Award(s): Early Childhood Education Assembly-Professional Dyads in Culturally Relevant Teaching Cohort 1. Publication(s): Articles in The Urban Review; Early Years: An International Research Journal; Delta Kappa Gamma Bulletin. Program Contribution(s): NCTE, AERA, NAME. Position Statement: I am committed to the preparation and retention of culturally responsive educators who recognize and foster the funds of knowledge that children and their families have to offer. I seek to disrupt policies and procedures that promote cultural, racial, religious, economic, or gender bias within educational institutions, materials, and assessment measures. My goal is to advance the perspectives of underrepresented populations and ensure that leaders within the organization are attentive to the voices of vulnerable groups.

DIANA VOLK
Assistant professor, early childhood education, Winthrop University, South Carolina; co-editor, Perspectives and Provocations Journal. Early Childhood Education Assembly: first vice president, Kappa Delta Gamma, Kappa Chapter, South Carolina. Formerly: Early childhood teacher (10 years), NCTE Early Childhood Education Assembly member. Membership(s): NCTE, ECEA, AERA, NAEYC. Award(s): Distinguished Faculty Teaching Award, CSU; Distinguished Teacher Scholarship, ECEA. Publication(s): “Contemporary & Critical Perspectives on ECE in the US.” Early Years; “Diversity as a Verb” in Preservice Teacher Education: Creating Spaces to Challenge the Profiling of Young Children.” “Contemporary Issues in EC,” “Constructing Literacy Spaces in Low Income Homes & Communities: A Study of Two Latino First Graders & Their Families.” Urban Education. Program Contribution(s): NCTE, AERA, International Conference on Urban Education. Position Statement: NCTE has provided opportunities for collaboration, growth, challenge, and learning. As a teacher educator, PDCRT member, former ESC member, and advocate for bilingual children’s languages and literacies, I’m committed to a vital ESCS and expanding the NCTE participation of culturally and linguistically diverse ECE/early educators, especially in leadership.

NATIONAL COUNCIL OF TEACHERS OF ENGLISH
ELEMEY SECTION—2018 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 2017. The Elementary Section Nominating Committee this year consists of Nancy Villiker-Gainer, Blaier Elementary School, Austin, Texas, chair; Chinyere Harris, Teachers College, Columbia University, New York, New York; and Kindal Nash, University of Maryland, Baltimore County. Nominations on the ballot are presented in random order. The biographical information concerning the nominees’ experience and service to NCTE was supplied by the individual nominee. The committee’s nominations were printed in the March issue of Language Arts and posted on the NCTE website.

Please vote on the enclosed ballot and return it to reach NCTE, P.O. Box 1097, Champaign, IL 61826-1097, no later than June 1, 2018. Please use the enclosed return envelope.

ELEMENY SECTION STEERING COMMITTEE
Term to expire in November 2021

LISA M. MARTIN
Professor, School of Education, University of Nevada, Las Vegas; adjunct professor, Sierra Nevada College; professional developer, Clark County Leadership Design Team. Formerly: NCTE Executive Committee, elementary representative-at-large; NCTE Committee on Resolutions, chair; K-5 teacher, Queens, New York. London, England, and Las Vegas, Nevada. Membership(s): NCTE, MLA, ASD, Award(s): Clark County School District Distinguished Educator; Program Contribution(s): NCTE, SNWP. Position Statement: I believe in the power of teachers to transform the lives of their students and the community. As a member of the Elementary Section Steering Committee, I will work collaboratively across all levels “to advance access, power, agency, affiliation, and impact for all learners”. Membership(s): NCTE, AERA. Publication(s): Articles in: RITE, IJEL, Language Arts. Program Contribution(s): NCTE, LRA, AERA. Position Statement: As a former classroom teacher and professional developer, I am committed to engaged scholarship that creates space for teacher leadership and children’s agency. NCTE embodies this vision and continues to be the professional organization that gifted me with dynamic collaborations and lifelong friends. My participation in NCTE across multiple groups continues to challenge me with the question: How is my work helpful/useful for children, teachers, and communities? I am honored and excited to expand the work that we do at NCTE in pursuit of this important question.

ROBERTA PRICE GARDNER
Educational researcher, Georgia State University; Professional Dyads & Culturally Relevant Teaching (PDCRT). Formerly: Co-chair, Master Class on Children’s Literature (2017); PDCRT Cohort (2015–17). Membership(s): Early Childhood Assembly, AERA. Award(s): Cultivating New Voices among Scholars of Color (2014-16), Reading Hall of Fame F15 Fellow. Program Contribution(s): NCTE, AERA, NAME, RTF, C&I. Position Statement: I position myself alongside teachers in order to interrogate, discuss, listen, and create pedagogical dialogues that are not only responsive to various literacy programs and policy mandates, but to the young people they are teaching and nurturing. As a member of the Elementary Steering Committee, I want to push boundaries and expand current conversations to fully acknowledge diversity as a strength and vital force for creating innovation in language arts teaching and learning.

REBECCA CROWDER
Instructor, 3rd grade, Gwinnett County School System; pursuing PhD in Ed at Texas Tech University. Formerly: teacher, gifted ed, title I math, and social studies. Membership(s): NCTE, AERA. Award(s): Teacher-Librarian Collaboration Award; Publications: Articles in: Library Journal; Program Contribution(s): NCTE, NCTE, INTE, Innovation Institute, Write to Learn, SERA, Outreach Educational Research Initiative, Missouri State Librarians Association, Southwest Region Association of School Librarians. Position Statement: NCTE has provided the opportunity to hear and learn from educators across the country regarding a variety of important issues to our students. I am wanting to expand my service to the national arena in order to advocate for students and their rights to an equitable, quality education that integrates the arts. NCTE provides educators an opportunity to combine their voices into a more powerful force, and I look forward to serving our students through the NCTE Steering Committee.