

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 2017–2018 NCTE Nominating Committee members are **Tonya Perry**, University of Alabama at Birmingham, chair; **Michelle Best**, Austintown Local Schools, Ohio; **Cheryl Golden**, Seneca Ridge Middle School, Sterling, Virginia; **Laura Gonzales**, University of Texas at El Paso; **Sara Pommarane**, Indian Paintbrush Elementary School, Laramie, Wyoming; **Kathy Short**, University of Arizona, Tucson; and **Kristen Hawley Turner**, Drew University, Madison, New Jersey. The committee's nominations were printed in the March issue of *The Council Chronicle* and posted on the NCTE website.

Please vote on the enclosed ballot and return it to reach NCTE, P.O. Box 3097, Champaign, IL 61826-3097, no later than June 1, 2018. Please use the enclosed return envelope.

VICE PRESIDENT Term to expire in November 2019

The candidate elected to the post of vice president serves on the Executive Committee for four years, succeeding to the posts of president-elect, president, and past president. The vice president works principally on affiliate relations and serves as liaison with several Council committees.

(Vote for one of two.)

ALFREDO CELEDÓN LUJÁN



Dean of students, teacher of English and study skills, Monte del Sol Charter School (Public); assistant to the director, —Bread Loaf School of English/Santa Fe; head basketball coach, Monte del Sol Charter School. **Formerly:** Department Chair, humanities, Monte del Sol Charter School; teacher of English, Native American Prep School, Pojoaque Valley Schools; head coach, Native American Prep School, Santa Fe Prep School, Pojoaque Valley Schools; NCTE Executive Committee; Rainbow Strand Planning Committee; Secondary Section Steering Committee; Assembly

for Rural Teachers of English; Commission on Literature; Chair, Committee on Racism and Bias; co-president, Monte del Sol-NEA. **Membership(s):** NCTE, Latinx Caucus, NMCTE, NEA, New Mexico High School Coaches Association. **Award(s):** NCTE's Advancement for the People of Color Leadership Award (2017); New Mexico's Golden Apple Award for Excellence in Teaching (2015); NEH Fellow (1985, 1989, 1990); Multi-Cultural Artist/Writer-in-Residence (Anchorage and Mat-Su School Districts, Alaska). **Publication(s):** Participant in Annenberg/CPB documentary: *The Expanding Canon: Teaching Multicultural Literature in High School*; chapters in *Deep Reading: Teaching Reading in the English Classroom*; *What is College Level Writing? Volumes I and II*; *Engaging American Novels*; *Courageous Leadership in Early Childhood Education, Making Sense—a Real World Rhetorical Reader*; *Writers Without Borders*; articles/essays in *English Journal*, *The Council Chronicle*, *Bread Loaf Teacher Network Magazine*, *Puerto del Sol*, *California English*, *New Mexico Humanities Review*, *Writers Without Borders*, *The Southwest Review*. **Program Contribution(s):** NCTE, NMCTE, NACS.

Position Statement: I believe that NCTE will continue to advocate for teacher and student rights to teach and to learn. NCTE will continue to serve its members with professional development opportunities and resources. NCTE will steward English Language Arts and Literacy in America. Past and current leadership teams have already been nurturing NCTE as the professional home of teachers of English, and they have advocated for Title I and Title II funding for public schools and Higher Education with their legislators in Washington D.C. Future leaders must carry on. I am prepared to serve NCTE in every way possible to achieve its vision: "... to advance access, power, agency, affiliation, and impact for all learners."

NCTE has been my professional home for approximately 30 years. I was a first-year attendee at the Los Angeles conference, 1987. I had just graduated from Bread Loaf, and Ken Macrorie, one of my professors, would be presenting a workshop on "voice" there. I bought into NCTE at that conference, where I attended many remarkable concurrent sessions. A year or so later, my first proposal was accepted. Then I became a Rainbow Strand planner. After that, I served on several committees and also became a member of the Assembly for Rural Teachers of English. I joined the Latino (now Latinx) Caucus. The most recent two years (2015–17), I have served on the Executive Committee (EC). As a member of the EC, I witnessed many significant changes (i.e., the rebranding of the organization with a "Turn the Page" motif).

The "Turn the page" theme has brought new life and symbolic meaning to the organization. It motivates me as a member, educator, reader, writer, and collaborator. Yet, I also benefitted from the Kent Williamson era. In addition, I was fortunate to have been mentored by Dr. Sandra Gibbs, who championed under-represented literature, authors, and students. Dr. Dale Allender was also

MARSHALL GEORGE



Olshan professor of clinical practice, Hunter College-City University of New York; middle school literacy consultant, Bronx NY; Editor, *CITE Journal*. **Formerly:** High school English teacher, Wilson, NC & Campinas, Brazil; middle school ELA teacher and department chair, New Rochelle, NY; professor of English education and division chair, Fordham University, NYC; NCTE Executive Committee; NCTE Trends and Issues Committee chair; NCTE Distinguished Service Award Committee; NCTE Nominating Committee; NCTE Convention Planning Committee; CEE Executive Committee chair;

CEE Conference program chair; Emig Award Committee chair; Meade Award Committee chair; Britton Award Committee chair; CEE Committee on Standards and Accreditation; CEE Commission on the Study & Teaching of Young Adult Literature chair; ALAN Board of Directors. **Memberships:** NCTE, CEE, NYSATE, ALAN, SITE, AERA. **Publications:** Articles and book chapters on the study and teaching of young adult literature in *English Journal*, *Voices from the Middle*, *The ALAN Review*, *SIGNAL Journal*, *Middle School Journal*, *Social Studies*; articles and book chapters on teacher preparation in *Contemporary Issues in Technology and Teacher Education*, *English Education*, and *Theory Into Practice*. **Program Contributions:** NCTE, CEE, ALAN, AERA, SITE, IFTE.

Position Statement: On my recent flight home from St. Louis, greatly energized after attending my 22nd consecutive NCTE convention, I reflected on NCTE, an organization that I joined in 1986, when I was a student teacher. Two words kept coming to mind: **support** and **advocacy**. These organizational pillars guide my vision for NCTE as we move forward in increasingly difficult circumstances.

The work of ELA teachers at all levels is challenging as we meet the needs of increasingly diverse learners and the demands of external policies. NCTE has been and must continue to be an organization that **supports** its members' hard work. As a professional organization, we have a responsibility to provide resources: books, journals, curricular materials, censorship rebuttals. Even more important, we must cultivate a community of colleagues among our members. By drawing on our diverse perspectives, we can support one another in both virtual and face-to-face settings. Whether we meet at state or national conferences, during webinars, on the NCTE website, through social media, or on the campuses where we work, our goals, regardless of our backgrounds, are the same: to faithfully serve the students we teach and to build their literacy skills. Members' sharing in this rewarding work through a robust network is the strength of NCTE.

Preservice and novice teachers at the P–12 and university levels have particular needs as they attempt to navigate the complexities of becoming and being teachers of ELA. NCTE has much to offer them, but we need to do a better job of mentoring novice teachers and professors in a more direct and purposeful manner. We must strive to make attendance at local, state, and national events more accessible. We especially need to provide more support to educators of color, who are, as pointed out by Jacqueline Woodson in her talk in St. Louis, notably underrepresented at our events. NCTE must better support our newest colleagues as well as advocate for and embolden all members of our profession.

NCTE has a strong and proud history as an organization that **advocates** for its members as we face external challenges to our profession. The organization strives to make the professional lives of our members better and give a voice to both teachers and students. Through the annual NCTE Advocacy Day, action

VICE PRESIDENT Term to expire in November 2019

(continued)

LUJÁN, *continued*

instrumental in my NCTE experience, thanks to his advocacy for the expanding canon. Because of them and other NCTE leaders, I have grown as an educator and advocate for social justice.

When I “turn the page” to NCTE’s website, I am instantly drawn to these words: “NCTE amplifies the voice of educators through personal connection, collaboration, and a shared mission to improve the teaching and learning of English and Language Arts at all levels.” I am always invigorated with new ideas and pedagogical strategies by being a member. In addition, resources like Read-WriteThink, NCTE Village, Web PD, the journals, and networking with affiliates must continue to be developed and expanded. Initiatives like Lead Ambassadors, Early Career Educators of Color, and NCTE Connects must continue to be cultivated as well.

One of the positions in my bio is Head Coach. Basketball and volleyball may not be directly related to English, but they certainly are linked to learning and leadership. In the forward to *Developing Contemporary Literacies through Sports—A Guide for the English Classroom*, NCTE’s 2017 Distinguished Service Award recipient, Peter Smagorinsky writes, “Sports involve great themes such as courage, resilience, loyalty, teamwork, responsibility, dedication, preparation, sportsmanship, and others that elevate the human soul.”

As a teacher of English and as a coach, I am eager to serve the leadership team, thus, NCTE members.

GEORGE, *continued*

alerts, policy briefs, Policy Analysis Initiative, and Everyday Advocacy website, our organization works hard to positively influence state and national policy related to P–12 literacy education, ELA teacher preparation, and college English. It must be our goal to affect meaningful policy change that supports teaching and learning that fosters passionate and effective readers and writers.

One of the greatest challenges for NCTE is finding the right balance of **support and advocacy**. We must recognize that unwelcome policies and regulations are a reality for ELA educators at all levels. It is crucial that the organization support its members as we strive to make learner-centered curricular decisions, to create useful and meaningful assessments, and to provide instruction that actively engages our students when policies and regulations do not necessarily align with our beliefs about teaching and learning. It is equally important that we continue to advocate, perhaps even more aggressively, to help change these policies and regulations. I believe that we can and must find the sweet spot between support and advocacy. This will be my goal if I have the honor of becoming a part of the NCTE leadership team.

SECONDARY SECTION REPRESENTATIVE-AT-LARGE Term to expire in November 2020

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.)

IVELISSE RAMOS BRANNON



High school teacher, East Harlem, New York; AP for All Teacher Leader; AP Language Consultant, National Math and Science Initiative. **Formerly:** Adjunct instructor, Fordham University, NY. **Membership(s):** NCTE, Academy for Teachers. **Award(s):** Digital Literacies Collaborative iHero Award (2015). **Program Contribution(s):** NCTE, NWP, 4T Virtual Conference.

Position Statement: As a Latina and a teacher of diverse youth in an age of inequity and division, I believe the English classroom is no longer just a place to teach great literature but also a place to create awareness and inspire voices for change. Now more than ever, it is also a place to foster collaboration and creativity, skills that our students will need to compete in college and careers. As a classroom instructor for nearly ten years, a teacher leader, and a mentor, I’ve worked with young people and adults who represent a wide range of backgrounds, strengths, and needs. As Secondary Representative-at-Large, I will draw from my experience in these roles, work collaboratively with my peers, and promote the mission of NCTE to see all our students succeed.

JULIA E. TORRES



Teacher/teacher leader, Denver Center for International Studies, Montbello, CO; adjunct faculty/concurrent enrollment instructor, Community College of Aurora. **Formerly:** Steering committee member, Superintendent’s African-American Equity Task Force, Denver Public Schools; president/vice president, Colorado Language Arts Society; AP Course Regional Advisor to the Office of College and Career Readiness, Denver Public Schools. **Membership(s):** NCTE Standing Committee on Diversity and Inclusivity, NCTE. **Award(s):** DPS Distinguished Teaching Award (2015–present) **Publication(s):** Articles in *Statement*. **Program Contribution(s):** NCTE, CLAS.

Position Statement: NCTE’s mission to enhance equity in education, while advancing the profession, necessitates the inclusion of voices of secondary classroom educators from diverse backgrounds with experience teaching in various settings. Leaders must forge a new path ahead, reimagining our identities as Language Arts educators, and supporting students in redefining academic excellence and intellectual curiosity in this age of digital literacy and multilingualism.

NOMINATING COMMITTEE

Term to expire in August 2019

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

JENNIFER McDONOUGH



Literacy specialist, The Pine School, Florida. **Formerly:** First grade teacher (15 years), kindergarten teacher (3 years). **Membership(s):** NCTE, ILA. **Award(s):** Northern Palm Beach County Teacher of the Year (2011). **Publication(s):** Co-author, *A Place for Wonder: Reading and Writing Nonfiction in the Primary Grades*; co-author, *Conferring with Young Writers: What To Do When You Don't Know What To Do*; co-author, *Meeting the Literacy Needs of Adult Learners through a Community-University Partnership, Journal of College Literacy and Learning*. **Program Contribution(s):** NCTE, ILA, SDE.

Position Statement: As a ten-year member of NCTE, I have not found a better opportunity for professional development. It is my goal to make sure that others are aware of the unique opportunity for professional growth that NCTE offers. We need to engage and empower educators of all different backgrounds that teach in all manner of institutions with the research-based professional development that NCTE offers to best serve the needs of our students. As a member of the nominating committee, I would strive to continue to make sure that we nominate diverse leaders that represent the diversity of the students we teach to help with that mission of empowerment. It is also important to me, as an elementary educator, that we continue to make sure our voices are heard and that elementary teachers are offered the same amount of professional growth opportunities as teachers of higher education within our organization.

DETRA PRICE-DENNIS



Assistant professor, Elementary Education, Teachers College, Columbia University, New York; NCTE Research Foundation; chair, Literacy Research Association's Ethnicity, Race, and Multilingualism Committee. **Formerly:** NCTE Cultivating New Voices among Scholars of Color fellow; co-chair, Charlotte Huck Award for Outstanding Fiction for Children; Elementary Section Steering Committee; co-editor, *Language Arts*. **Membership(s):** NCTE, AERA, LRA. **Award(s):** Janet Emig Award; AERA Division K Early Career Award. **Publication(s):** Articles in *English Education*; *Equity and Excellence*; *The Reading Teacher*; *Language Arts*; *Journal of Early Childhood Teacher Education*; *English Journal*. **Program Contribution(s):** NCTE, AERA, LRA.

Position Statement: For more than a decade NCTE has been my professional home. I have served the organization in various capacities with a focus on advancing issues of equity, diversity, and social justice. I would like to serve on the Nominating Committee to help shape the future of this organization by seeking out colleagues who are collaborative, committed to equity and representation, seek to engage policymakers about the future of literacy education, and who are committed to supporting classroom teachers meet the needs of diverse learners.

PATRICIA C. PAUGH



Associate professor, University of Massachusetts, Boston; Whole Language Umbrella; Massachusetts Association of Colleges of Teacher Education. **Formerly:** Elementary and reading teacher; president, New England Educational Research Organization; NCTE Nominating Committee. **Membership(s):** NCTE, WLU, LRA. **Award(s):** Co-PI on NSF Awards (2013–18; 2017–23). **Publication(s):** Articles in: *Language Arts*, *Literacy Theory Method Practice*, *Teaching Education*, *International Journal of Qualitative Studies in Education*; co-authored: *A Classroom Teacher's Guide to Struggling Readers*; *A Classroom Teacher's Guide to Struggling Writers*; co-edited: *Teaching Toward Democracy with Postmodern and Popular Culture Texts*. **Program Contribution(s):** NCTE, LRA, WLU, AERA, AAAL.

Position Statement: I believe in the political power of teachers and teacher educators embodied by our NCTE community. My work includes creating critical literacy practices in urban classrooms and collaborative dissemination of teachers' work in order to respect, promote, and value their autonomy as professional decision makers. My focus as a nominating committee member will be to continue to promote the development of a professional network of strong literacy educators.

(Vote for one in each group.)

GROUP B—MIDDLE SECTION

JASON GRIFFITH



PhD candidate (English Education); teaching associate, Arizona State University. **Formerly:** Middle and high school English teacher; Middle Level Section Steering Committee Member; TC and Leadership Team, Capital Area Writing Project. **Membership(s):** NCTE, CEE, NWP, ALAN, AETA, PCTELA, Commission on Writing Teacher Education. **Award(s):** NCTE Outstanding Middle Level Educator (2012); ALAN Smith/Carlsen Grant (2016). **Publication(s):** *From Me to We: Using Narrative Nonfiction to Broaden Student Perspectives* (author); articles in *Voices from the Middle*, *LAJM*, *Kansas English*; *Adolescents Rewrite Their Worlds* (contributor). **Program Contribution(s):** NCTE, CEE, SXSWedu, AETA, PCTELA.

Position Statement: Having served as a middle school teacher, a member of NCTE's MLSSC, and a reviewer for and contributor to *Voices from the Middle*; I would be proud to represent the Middle Level in advocating for candidates who represent the diverse perspectives of the students we serve and who best align with NCTE's re-branded and inclusive mission statement.

MEGAN BETH HEDGECK



Secondary ELAR specialist, Region 13 Education Service Center; team leader, Women's Storybook Project of Texas. **Formerly:** Curriculum instructional coach—ELAR (3rd–12th grade); middle school English teacher; middle and high school ELAR curriculum developer. **Membership(s):** NCTE, ALAN, Heart of Texas Writing Project. **Program Contribution(s):** NCTE, SIMA, Library and Literacy Summit—ESC13.

Position Statement: NCTE needs leaders who are willing to question the status quo. It is time to examine ourselves as an organization to see if we are truly embodying the beliefs we share with others. What are we doing to make sure that our teacher audience is as diverse and differentiated as our classroom populations? How can we truly create space for all voices to not just be raised, but to be heard? Where can we be more appreciative in our view of students and colleagues? These questions, and more, deserve the attention of NCTE.

JAMES BLASINGAME, JR.



Professor of English, Arizona State University; executive director, Assembly on Literature for Adolescents of NCTE; NCTE Middle Level Steering Committee. **Formerly:** High school English teacher and administrator; president, Assembly on Literature for Adolescents of NCTE; co-editor, *The ALAN Review*; column editor, *Journal of Adolescent and Adult Literacy*. **Membership(s):** NCTE, ALAN, IRA/ILA. **Award(s):** IRA/ILA Arbuthnot Award; Arizona English Teachers' Association Lifetime Contribution Award; Arizona Humanities Council Dan Shilling Public Scholar Award. **Publication(s):** Articles in *English Journal*; *Journal of Adolescent and Adult Literacy*; *School Library Journal*. **Program Contribution(s):** NCTE, IRA/ILA, ALAN, ISHS.

Position Statement: NCTE plays a crucial role in advocating for all students to acquire the powers of literacy by ensuring equitable systems of curriculum and instruction and the political will to effect change. It is imperative that NCTE nominations serve to put informed and passionate agents of change in place for the betterment of all young people and their families.

NOMINATING COMMITTEE (continued)

Term to expire in August 2019

(Vote for one in each group.)

GROUP C—SECONDARY SECTION

SARAH RESSLER WRIGHT



Head librarian, RB Hayes High School, Ohio; vocabulary consultant, “Vocab Gal” for Sadlier Inc.; exhibitor co-liaison, Ohio Council of Teachers of English Language Arts. **Formerly:** High school English teacher (13 years); president, Ohio Council of Teachers of English Language Arts. **Membership(s):** NCTE, OCTELA, ALAN. **Award(s):** OCTELA Secondary Teacher of the Year (2010); National Board Certified (Re) Certified Teacher (2016). **Publication(s):** *Ohio Voices*, *OCTELA Newsletter*, *Ohio Resource Center*. **Program Contribution(s):** NCTE, ILA, ALAN, OCTELA, VATE, TCTELA, OLC (Ohio Library Council), OELMA (Ohio Educational Library Media Association).

Position Statement: As an English teacher turned librarian, I support greater collaborations among teachers and librarians, especially in regards to developing classroom libraries and lifelong literacy. I am rejuvenated by the energy of NCTE and its mission to advocate for students and colleagues. I hope to promote positive and diverse voices that seek to both strengthen and change ourselves, our schools, and our professional organizations.

DIANE R. WAFF



Practice professor, University of Pennsylvania; director, Philadelphia Writing Project. **Formerly:** High school English teacher/administrator (20 years); NCTE Editorial Board Member (2010–2013); NCTE Secondary Section Steering Committee Chair (2006–2008). **Membership(s):** NCTE, NWP, TCP, TFA Steering Committee, Penn GSE. **Award(s):** William B. Castetter Alumni Award of Merit, Penn GSE (2016); NWP Hechinger Award (2002); Ralph C. Preston Award, Penn GSE (2007); Carnegie Academy for the Scholarship of Teaching and Learning Scholar (1999–2001). **Publication(s):** Articles in: *Language Arts*, *English Journal*, *NCTE Council Chronicle*. **Program Contribution(s):** NCTE, AERA, IRA.

Position Statement: NCTE needs nominating committee members who will select a slate of candidates who will represent the needs and interests of NCTE’s diverse teaching community.

SARAH ANDREW-VAUGHAN



District English department chair, Ann Arbor Public Schools, Michigan; teacher consultant, Eastern Michigan Writing Project (EMWP). **Formerly:** Middle and high school English teacher (18 years); adjunct lecturer, Eastern Michigan University (3 terms). **Membership:** NCTE, ALAN, MCTE, ILA. **Awards:** CEE James N. Britton Award for classroom-based research (2010); *English Journal* Edwin M. Hopkins Award (2006). **Publications:** Co-author, *Writing Outside Your Comfort Zone*; co-authored articles in *English Journal*, *PMLA*. **Program Contributions:** NCTE, MCTE, EMWP, Writing Collaborative.

Position Statement: Our entire lives are a journey in reading and writing, receiving and communicating. Literacy skills are the most important tools students learn in school. Our work is essential, and the leaders of NCTE are important advocates for equity. As a member of the nominating committee, I will support leaders of this passionate work in the classroom, school, district, state, and nation.

(Vote for one in each group.)

GROUP D—COLLEGE SECTION

SARAH HOCHSTETLER



Associate professor, English education, Illinois State University; editor, *Teachers, Profs, Parents: Writers Who Care*. **Formerly:** High school English teacher. **Membership(s):** NCTE, CEE Commission on Writing Teacher Education, IATE. **Award(s):** National Technology Leadership Initiative Award (2015). **Publication(s):** Articles in *English Journal*, *JAEPL*, *Voices from the Middle*. **Program Contribution(s):** NCTE, CEE, CCCC.

Position Statement: Teacher voices have power, and I believe in cultivating a proactive stance among educators across our organization. As a member of the nominating committee, I would solicit diverse perspectives that work toward informed advocacy.

DONNA L. PASTERNAK



Professor, English education, University of Wisconsin-Milwaukee; site director, UWM Writing Project; NCTE Policy Analyst, Wisconsin. **Formerly:** High school English teacher; MLA Executive Board, Division on the Teaching of Literature; Executive Board, Wisconsin Council of Teachers of English. **Membership(s):** NCTE, CEE, NWP, ALAN, CEL, MLA. **Award(s):** CEE Research Initiative Grant; UWM Distinguished Public Service. **Publication(s):** Co-author, *Secondary English Teacher Education in the United States*; articles in *English Education*, *English Journal*, *Contemporary Issues in Technology and Teacher Education*, others. **Program Contribution(s):** NCTE, CEE, NWP, MLA, CEL, others.

Position Statement: With forces that are external to our profession seeking to control public education in a way that does not serve all its students in all their diversity, it has become essential for organizations such as ours to bring together an empowered membership to direct the narrative that controls our professional lives. I will strive to find leadership for NCTE that represents our goals and our direction.

DEBBIE MINTER



Associate professor, composition, literacy studies, English, University of Nebraska, Lincoln. **Formerly:** Associate dean, undergraduate education, UNL’s College of Arts & Sciences; department vice chair, English, UNL; NCTE Policy Analyst for Nebraska. **Membership(s):** NCTE, CCCC. **Award(s):** Inaugural UNL College of Arts & Sciences Teaching Fellow (2017–2020); Annis Chaiken Sorensen Award for Outstanding Teaching in the Humanities. **Publication(s):** Articles in *Pedagogy*, *College English*, *College Composition and Communication*, *Michigan Journal of Community Service Learning*. **Program Contribution(s):** NCTE, CCCC, IWAC.

Position Statement: It has never felt more important to listen rhetorically and advocate for rich conceptualizations of writing, reading, and education on which inclusive schools and communities depend. I am proud to have been a member of NCTE for 25 years and it would be an honor to serve in ways that continue to build on the organization’s tradition of discussion, debate, professional development, and collective action.

NOMINATING COMMITTEE Term to expire in August 2019

(continued)

(Vote for one in each group.)

GROUP E—SECONDARY SECTION

CAROLYN D. “CARRIE” PERRY



Teacher, grades 6–12, Prew Academy; president, FCTE. **Formerly:** NCTE Research Board of Trustees; K-12 ELA supervisor, LCPS (VA); middle and high school English and journalism teacher, department chair; president, VATE. **Memberships:** NCTE, FCTE, ILA, NCA, ASCD. **Publication(s):** Chapters in: *Handbook of Research on Improving Student Achievement, Creating Competent Communicators*; articles in *Virginia English Bulletin, Florida English Journal, Communication Education, Informed Educator Series*. **Award(s):** NCTE High School Teacher of Excellence (VA), DPHS Teacher of the Year, Disney Innovative Teaching Practices. **Program Contribution(s):** NCTE, ILA, PCA, VATE, FCTE.

Position Statement: Diverse representation is critical to NCTE’s success. The nominating committee has a responsibility to tap potential leaders across the many varied groups served by NCTE to bring their energy, vision, knowledge, and insight to this amazing organization so that it can continue to represent *all* members for the benefit of the students they teach.

EWA MCGRAIL



Associate professor of language and literacy, Georgia State University; editor, *Ubiquity: The Journal of Literature, Literacy, and the Arts* (Research Strand); **Membership(s):** Chair, Assembly on Computers in English; Editor, ACE Connected Community website; Commission on Digital Literacies and Teacher Education; CEE, AERA, SITE; LRA; **Award(s):** *Journal of Research in Childhood Education Distinguished Education Research Article Award* (2011, with Anne Davis); *National Technology Leadership Initiative Award* (NTLI, 2005- CEE & SITE); **Publication(s):** Articles in *English Education, CITE Journal*; **Program Contribution(s):** MADLit Collaborative; National Leadership Fellowship Award Committee

Position Statement: Today we face a transformed landscape in English language arts and teacher education, where interconnecting technologies, social media and other digital tools have the power to reinvigorate our disciplines, mapping the paths to creativity and criticality in the language arts classroom and beyond. I am committed to continue to contribute to such a vision through service in NCTE.

REBEKAH O’DELL



English teacher (middle and high school); St. Michael’s Middle School, Richmond, VA; founder/editor at *Moving Writers*; consultant. **Membership(s):** NCTE. **Publication(s):** *Writing With Mentors* (Heinemann, 2015); *Beyond Literary Analysis* (Heinemann 2018); article in: *Voices from the Middle*. **Program Contribution(s):** NCTE.

Position Statement: I believe in the power of choice, authenticity, and students’ voices in the reading and writing classroom. Further, I believe that writing instruction needs a stronger foothold in the progressive secondary education conversation. We have a lot of passion invested in reading instruction—it’s time for our focus to shift to writing. As I travel the country to work with teachers and students, I am constantly inspired by educators as they do the hard-and-transformative work of teaching authentic writing.

