



WHOLE LANGUAGE UMBRELLA 2017 ELECTIONS

Biographical information is supplied by the candidates and is printed in alphabetical order for the convenience of WLU members. **VOTING DEADLINE IS JUNE 15, 2017.**

WLU EXECUTIVE BOARD CANDIDATES

Three-year term to expire in July 2020-Vote for two

KELLY ALLEN



Present Position: Post-Doctoral Research Associate, University of Arizona (UA), Adjunct Professor of Literacy (UA), Director of the Cats Literacy Workshop (UA), Tucson TAWL board member, Family Literacy Educator/consultant. **Formerly:** *Journal of Literacy Research* editorial assistant, Word Cats Math Cats coordinator, Women's Literacy Network coordinator.

Memberships: TAWL, WLU, NCTE, CELT, IRA, LRA, AERA, EMMA. **Awards:** Erasmus Circle Scholar (UA, 2015). **Publications:** Co-authored chapters on comprehension, biliteracy and miscues, miscue articles in process, coauthored parents book in progress, reading comprehension strategies book in progress. **Program Contributions:** Presentations at TAWL, WLU,

NCTE, IRA, LRA, EMMA.

Position Statement: WLU benefits from leaders who are involved in literacy research, teaching and working in the community to connect theory with practice and to understand the complexities of literacy learning and instruction. WLU board members should have a broad constructivist understanding of literacy learning at multiple levels, with diverse readers of all ages and language abilities.

MARY FAHRENBRUCK



Present Position: Assistant Professor in the Department of C & I, New Mexico State University; Worlds of Words (WOW) executive board and coeditor of *WOW Stories: Connections from the Classroom*; Judge for Educators Rising Competitions, Steering Committee, NMCTE. **Formerly:** Public school teacher for 13 years; literacy consultant for Bureau of Indian Education; coeditor, *LA Journal of Michigan*. **Memberships:** WOW, WLU, NCTE, NMCTE, ILA, ATE. **Publications:** Articles in *Talking Points*, *Journal of Adolescent and Adult Literacy*, *Childhood Education*, *Reading Matrix*, My Take/Your Take (WOW Blog). **Program Contributions:** Presentations at WLU, NCTE, CELT, ILA, ATE; proposal reviewer for WLU, NCTE, ILA; manuscript reviews for WOW, NMCTE.

Position Statement: Now, more than ever, it is imperative that WLU continues to act when education and educators face unlawful, unethical, and unjust actions. WLU needs leaders who will take action to support high-quality, equitable education for all students and to ensure preservice, inservice, and retired educators are empowered to follow their passion of teaching.

YUEH-NU HUNG



Present Position: Associate Professor of English Department at National Taichung University of Education (NTUE), Taiwan; PI, Center for Research on Elementary English Teaching, Taiwan Ministry of Education; Consultant, Taiwan K-9 Curriculum and Instruction Consulting Board, Taiwan Elementary Student Learning Achievement Evaluation Board. **Memberships:** ILA, CELT. **Awards:** Fulbright Senior Research Grant; NTUE Outstanding Researcher Award; Taiwan Ministry of Science and Technology Special Outstanding Researcher Award. **Publications:** Chapters in *Reading in Asian Languages, Critical Issues in Early Literacy Development*; articles in *International Journal of Science and Mathematics Education* and several research journals in Taiwan. **Program Contributions:** Presentations at WLU, LRA, ILA, Miscue Analysis Research Roundtable.

Position Statement: At times of rapid changes in education, we need to unite and be strong to practice what we believe to be right and best for children and for teachers as well. My experiences as a teacher, researcher, and teacher trainer help to bring international perspectives to WLU. I aspire to build stronger collaborations and communications among whole language teachers worldwide.

TED KESLER



Present Positions: Associate Professor, Elementary and Early Childhood Education, Queens College, CUNY, 2008-present. **Formerly:** Chairperson, NCTE Elementary Section; NCTE Executive Committee, 2014-2016; Children's Literature Assembly Board of Directors, 2012-2014; proposal coach and reviewer; leadership roles in AERA and LRA; NYC Public Elementary School Teacher, 1988-2001. **Program Contributions:** Numerous presentations at NCTE, ILA, AERA, LRA. **Awards:** Featured in nine-part series, *The New York Times*, 1996-97; NBPTS-certified, Middle Grades Generalist, 2001; Bank Street College Early Childhood Teacher of Year, 1998. **Publications:** Peer-reviewed articles in *The Reading Teacher, Language Arts, Journal of Literacy Research, Reading and Writing Quarterly, Children's Literature in Education*, among others; NCTE book (in process): *The Power and Possibility of Reader Response Notebooks*.

Position Statement: I have devoted my career to public education. Informed teachers know pedagogy broadly and deeply, know methods and materials, use ongoing evaluation, and thoughtfully apply literacy practices to meet their students' needs. These principles guide my practice, and are what I would love to contribute to WLU.

MICHELE MYERS



Present Position: Clinical Assistant Professor and MAT Elementary Education Coordinator at the University of South Carolina, Assistant Chair of ECEA, PDCRT teacher educator, and independent education consultant. **Formerly:** 2010-2012 CNV Fellow, elementary school principal for two years, curriculum coordinator for seven years, literacy coach for five years, reading recovery teacher for two years, and ECE teacher for four years. **Memberships:** NCTE, ECEA Assistant Chair, CELT, WLU, and PTSA. **Publications:** *Courageous Leadership in Early Childhood Education*; chapter contributor, book review in *Language Arts*; article in *Peabody Journal of Education* and *Phi Delta Kappan*. **Program Contributions:** Presentations at WLU and NCTE.

Position Statement: WLU needs leaders who brings diverse perspectives to the organization, leaders who have a strong commitment to literacy education for all children regardless of their linguistic, ethnic, and cultural differences, leaders who are bold and resourceful enough to create programs that benefit the organization and its members, and leaders who can take a political stance when needed.

PENNY SILVERS



Present Position: Professor of Literacy, School of Education, Dominican University, River Forest, Illinois. Editorial boards, *Voices from the Middle; Language Arts*, Literacy consultant. **Formerly:** NCTE Reading Commission; reading specialist; NCTE Reading Initiative. **Memberships:** NCTE; LRA; CELT; AERA; Phi Delta Kappa; ASCD; NCTE Reading Collaborative; WLU; SCIRA; CARA (Chicago Area Reading Association). **Awards:** Spencer Research Grant, 2007. **Publications:** *Many Texts, Many Voices*, (2012), co-author; Commission on Reading Decision-Making Matrix co-author; *Voices from the Middle* column editor, professional books; articles in *Language Arts, The Reading Teacher, Primary Voices, Journal of Early Childhood Literacy*. **Program Contributions:**

NCTE; WLU; IRA; IRA World Congress, Budapest, New Zealand; AERA; IRC (Illinois Reading Council).

Position Statement: WLU must continue to work for social justice and advocacy in support of excellent *public* education for all Americans. Strong WLU leadership will promote informed, literacy practices that celebrate diversity while meeting the needs of all students.

YANG WANG



Present Positions: Assistant Professor of Language and Literacy, University of South Carolina; Reviewer for *Journal of Adolescent & Adult Literacy* and *Talking Points*. **Formerly:** *Talking Points* Editorial Assistant; Chinese language teacher, Columbia, Missouri; English language teacher, Dalian Medical University. **Memberships:** NCTE, WLU, CELT, LRA, ILA, AREA, TESOL, TAWL. **Awards:** The Reading Hall of Fame Supporting Young Scholars, ILA; Higher Education Research Award, China; Graduate Student Leader of the Year, University of Missouri. **Publications:** *Talking Points, Journal of Adolescent & Adult Literacy, Middle School Journal, English Journal, The IAFOR Journal of Education, WOW Stories, China Adult Education, Heilongjiang Education*. **Program Contributions:** Presentations at WLU, EMMA, NCTE, AERA, WTL.

Position Statement: I consider WLU my professional home. I have been privileged to work with WL leaders and WLU board members. I strongly support WLU's purpose and my interest as a Board Member is to help WLU to be an advocate for teachers and students in a global context.



National Council of
Teachers of English