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 2015–2016 NCTE Nominating Committee members are: Pat Graff, Albuquerque, New Mexico; chair; Pamela Anderson, Glacier Creek Middle School, Cross Plains, Wisconsin; Danling Fu, University of Florida, Gainesville; Sandy Hayes, Becker middle school, Minnesota; Heather Jensen, Hillside Elementary School, Harrison, Michigan; Nicole Sieben, SUNY College, Old Westbury, New York; and Howard Tinberg, Bristol Community College, Fall River, Massachusetts. 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, 2015. Please use the enclosed return envelope.

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.)

RICHARD J. MEYER
Professor/chair, department of language, literacy, and sociocultural studies, University of New Mexico, Albuquerque; reviewer, Talking Points, Language Arts, and Reading Research Quarterly; Save Our Schools, National Action Co-Coordinator; NCTE Spokespersons Network. Formerly: Institutional Review Board, University of New Mexico; associate professor, University of Nebraska–Lincoln; elementary school teacher (16 years); High Desert Writing Project (co-director, 7 years, NM site of the National Writing Project); Latino Education Task Force; president, Whole Language Umbrella (2011–13); NCTE Executive Section Nominating Committee (2008–09); vice chair of SLATE; co-chair, Psycholinguistics and Sociolinguistics SIG (IRA); editor, CELT Newsletter; Eastern Nebraska Council of IRA, chair of committee on studies and research, editor, Nebraska Language Arts Bulletin; president, Center for the Expansion of Language and Thinking (CELT); organizer, Collective Voices Conference at the National Hispanic Cultural Center. Memberships: NCTE, NCTA, NCTE, WLU, AERA, NCA, NAEC, PDA, CELT, NCRLL, Tucson TAWL. Awards: Whole Language Umbrella Lifetime Membership Award; Regents’ Professorship; UNM; Whole Language Umbrella Service Award; nominated twice for the Edward Fry Book Award (two different books); Zimmerman Award (for research at UNM); Distinguished Teaching Award; Parent Appreciation Award (University of Nebraska); Eastern Nebraska Reading Council’s Literacy Educator of the Year. Publication(s): Five books including: Official Portraits and Unofficial Counterportraits of ‘At Risk’ Students: Phonics Exposed: Understanding and Resisting Systematic Direct Intense Phonics Instruction; Stories from the Heart: Teachers and Students Researching Their Literacy Lives; two coedited volumes: Reclaiming Writing and Reclaiming Reading; articles include: Hope Restored, Interrupted, and Reclaimed; Functions of Written Language in a First Grade Classroom; Teacher Resistance in Oaxaca Offers Lessons for Activism in the US; The Truth Behind Manufactured Malpractice: The Impacts of NCLB Upon Literacy Teaching and Learning; What Happens In DC Should NOT Stay in DC. One Story of the Save Our Schools March and National Call to Action; Hope, Action, Collectivity, and Exerting Influence: Taken Abroad: Strategies for Activism; many chapters related to literacy, students’ rights to their own language, activism; many book chapters. Program Contribution(s): NCTE, WLU, AERA, NRC, NAEC, state and local affiliates of NCTE, IRA, Save Our Schools, United Opt Out. Position Statement: NCTE continues to function as the place where we come to make sense of, pose questions about, and support each other as educators. The many literacies that are growing in our schools have their roots in the rich soil of NCTE. These literacies: help students and educators understand our worlds and our places in them; provide us with a critical perspective; help students and educators understand the powers of technology; and provide a forum in which to develop and reflect upon actions. These are complex and difficult times for many educators and students. I hope to build upon NCTE’s previous work through leadership designed to forge stronger coalitions, informed evaluation policy, supporting broader advocacy work, and increasing diversity.

NCTE is a remarkable collective of knowledge as evidenced by the productivity of our membership. Too often our expertise is ignored or bracketed by corporate influence, policy makers, and legislators. It is time for us to increase and exert our presence as leaders in the field of literacy so that we can contribute to good policies and laws rather than reacting to destructive ones passed with little input.

FRANKI SIBBERSON
Third grade teacher, Dublin City Schools, Dublin, Ohio; NCTE Charlotte Huck Award Committee; NCTE Assessment Task Force. Formerly: Dublin City Schools: classroom teacher K–5, reading intervention teacher, curriculum support teacher/literacy coach, media specialist, teacher on special assignment for K–6 literacy programs; NCTE Resolution Committee, NCTE Elementary Representative-at-Large, NCTE Elementary Section Steering Committee Chair, NCTE Elementary Section Steering Committee member, NCTE Executive Committee (two terms), chair for NCTE’s Quality Literacy Task Force. Framework for 21st Century Curriculum NCTE Section Editor, CELT Newsletter, editor, Language Arts, OCTELA Fall Conference Chair (2005–2006), OCTELA Bonnie Chambers Award for Exemplary Beginning Teaching chair (1999–2006). OCTELA Executive Board (2005–2004). Dublin City Schools Language Arts Council, DCS lead mentor, resident educator program, DCS Classroom Library Selection Committee, DCS Elementary Model Classroom, Dublin Literacy Conference Committee. Memberships: NCTE, OCTELA, CLA, ALAN, IRA, Literacy Connection (Vice President). Awards: Pi Lambda Theta Award (2005). OCTELA Outstanding English Language Arts Educator (1997). Publication(s): Books: Beyond Levelled Books (2001, 2008), Still Learning to Read (2003, 2016), The Joy of Planning (2012), Day to Day Assessment in the Reading Workshop (2008), Digital Reading: What’s Essential in Grades 3–8 (2015); articles: “Conversation Currents: Students as Writers and Composers: Workshopping in the Digital Age,” Language Arts, (Podcast), “Educator’s Voices on 21st Century Literacies,” Language Arts, “Filling the Classroom with Possibilities: Using Writing and Talk to Help Students Read beyond Plot” in Addit In Perspective, “Thinking Tools and Talkworthiness Texts” in Teaching the Best Practice Way, “The Value of Rereading in Grades 3–6” in Spotlight on Comprehension, “Conversations that Count: The Professional Development of Informal Talk,” Ohio ASCD Journal, “Picture This—Bringing the Gap between Reading and Writing” in Writing Process Revisited, online publications: A Year of Reading Blog, Choice Literacy, various articles, videos, and podcasts. Program Contribution(s): NCTE, OCTELA, WLU, CCIRA, MRA, Dublin Literacy Conference, Ohio Literacy Institute, Ohio Innovative Learning Environments Conference, Ohio Education Technology Conference, Reading Recovery Council of North America. Position Statement: NCTE has been an anchor for me throughout my professional life. Because of NCTE, I have been able to stay grounded in my beliefs about what is right for children in the classroom. The selfless giving of teachers to our students, to each other, to the profession, and to the global community makes a difference in the lives of so many. The opportunity to be part of an organization whose members are generous with sharing and advocating within and beyond the organization has been critical for me throughout my 29 years in public education. I believe strongly in the voices of teachers and students. In order for our students to have a voice, our classrooms must be centered around and committed to all learners. For teachers to be the decision-makers our students deserve, our voices must be valued beyond the walls of our individual classrooms and schools. That is only possible when our voices come together and we collaborate in ways that help us understand the issues that impact literacy education more deeply.

NCTE has a longstanding history that supports literacy educators in countless ways. Our professional organization has allowed us to stay true to what we know continued on next page
MEYER, continued

from us. As part of this effort, NCTE should explore stronger coalitions with sister organizations, such as NABE, NCTM, NCSS, etc.

Assessment continues to be used inappropriately to judge teachers, teacher educators, and schools. The Council needs to become proactive so that evaluation decisions are informed by our collective knowledge.

Teachers and students need support in order to face the challenges of unsafe neighborhoods, food insecurity, poverty, and racism. NCTE should become a forum in which our members can collaboratively engage in research, challenge policies, advocate, and develop strategies that help our students and us work together to build a better world.

The many diversities of our students need to be reflected in the work, membership, and leadership of the Council. NCTE needs to be more systematic in recruitment of diverse teachers and researchers, including: linguistic and cultural, sexual orientation, citizenship status, and other diversities.

I am deeply committed to these goals. I believe my many years of teaching in public schools, scholarly work, and leadership experiences and skills will provide our membership with intensity, honesty, and insight as we work together to enhance the literacy lives of our students.

SIBBERSON, continued

and value. It has also been a driving force in working to change practices that need updating in order to improve education for both educators and learners.

The power of NCTE is twofold: first, as professionals committed to literacy education, our organization gives us the ability to reflect on practice, learn from and with each other, and stay current on issues around literacy education; second, NCTE empowers us to combine our individual expertise together with our collective understanding to advocate in a variety of ways for students, for teachers, and for schools.

In the past several years, mandates and testing have made it increasingly difficult for teachers to rely on practices that are student-centered. It is only through our collective work that we have been able to come together to ensure a quality literacy education for each and every learner. The future of NCTE depends on using our collective voice to continue to advocate for the classrooms all learners deserve. We must continue to grow as a community, inviting both new and veteran teachers into this important work. By building on the work already in process, we can become an even stronger voice that advocates not only for the literacy education, but also for the world our students deserve.
A representative-at-large serves for two years on the Executive Committee, advising on needs and interests of classroom teachers.  

(Ticket for one of two.)

Tiffany Rehbein

High school teacher, East High School, WV; NCTE LGBT Advisory Committee; Wyoming Writing Project Teacher Consultant. Formerly: English department chair/leadership team, East High School; Montana Association of Teachers of English Language Arts, publications editor. Membership(s): NCTE, Assembly Gay-Straight Educator’s Alliance, WATE, AVID Coordinator. Award(s): NCTE Leadership Development Award; Professional Letter of Excellence, East HS; Outstanding Teacher, East HS GSA. Publication(s): Core Grammar Blog, Dissertation, MATELA Newsletter. Program Contribution(s): NCTE, CCC, AVID, Wyoming Writing Project presentations.

Position Statement: I have a history of promoting a collaborative vision, suggesting ideas, implementing initiatives, and taking action. As Secondary Representative-at-Large, I will bridge communications between teachers and the executive board. I will advocate for informed literacy policies and promote collaboration across all grade levels. K-U. My leadership in state affiliates, writing project, and other groups has prepared me to be a passionate, proactive voice for teachers and students.

Valerie Taylor

Instructional Partner for Humanities, writing teacher, Westlake High School, Austin, Texas; co-director, Central Texas Writing Project. Formerly: High school English teacher for 30 years. Membership(s): NCTE, ILA, ASCD, TCTELA, CTCTE, NWP, Delta Kappa Gamma. Award(s): Humanities of Texas Teacher of Excellence; Edmund J. Farrell Lifetime Service Award; TCTELA High School Teacher of the Year. Publications: “Webbing and the Reading Process” in English in Texas, various articles in Texas Voices, TEKS Professional Development Guides; Program Contribution(s): NCTE, TCTELA, CTCTE, Texas Region Service Centers.

Position Statement: I believe in the power of teachers and students’ voices, and as an NCTE leader, I want to represent those voices as we continue our work to develop improved educational opportunities for all students. Our organization can gather the words of those voices and share them with policymakers and the public.

Trustees of the Research Foundation

Term to expire in November 2019

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.  

(Ticket for two of four.)

David E. Kirkland

Executive director, NYU Metropolitan Center for Research on Equity; associate professor, English education; NCTE/CCCC Black Caucus co-chair; member, NCTE Committee on Resolutions; founding member, CEE Commission for Dismantling the School-to-Prison Pipeline; guest editor, English Journal (March 2017). Formerly: NCTE Standing Committee on Research, CEE Executive Committee; CCCC Committee on Research. Membership(s): NCTE, AERA Divisions G & K, CEE, ILA. Award(s): NYU’s Daniel E. Griffiths Research Award; AERA Critics Choice Award; NCTE David H. Russell Award for Distinguished Research; NAEd/Spencer Foundation Postdoctoral Fellowship; Ford Foundation Postdoctoral Fellowship; AERA Division G Outstanding Dissertation Award; NCTE Cultivating New Voices Fellowship. Publication(s): “A Search Past Silence: Students’ Right to Their Own Language: A Critical Sourcebook; “Books Like Clothes;” “English(es) in Urban Contexts;” “We Real Cool: Examining Black Males and Literacy.”

Position Statement: Research must improve the conditions of people. I bring close to 20 years of experience bridging knowledge and progress to make practical the work of research in advancing human lives.

Deborah Bieler

Associate professor, English education, University of Delaware, Newark. Formerly: High school English teacher, NWP fellow, college writing center director, student teaching mentor, CEE Executive Committee member, CEE Janet Emig Award chair. Membership(s): NCTE, CEE, CEE Commission on Social Justice in Teacher Education, AERA. Award(s): CEE Research Initiative Award (2015), UD Trabant Award for Women’s Equity (2010), NCTE Research Foundation Grant recipient (2008), NCTE Promising Researcher Award (2006) Publication(s): Articles in English Education, English Journal, English Leadership Quarterly, Teacher Education Quarterly; Teachers College Record. Program Contribution(s): NCTE, CEE, AERA.

Position Statement: As a Trustee of the Research Foundation, I will support critical scholarship that promote equity and diversity. It would be a great honor to serve—and thus to give back to—the Research Foundation, which has funded my own work and makes it possible for so many diverse, critical scholars not just to impact but to re-shape our field.

Detra Price-Dennis

Assistant professor, elementary inclusive education, Teachers College, Columbia University, NY; Elementary Section Steering Committee; assistant chair, Charlotte Huck Award for Outstanding Fiction for Children. Formerly: Language Arts co-editor, 4th/5th grade teacher, literacy coach. Membership(s): NCTE, NCTE Equity and Early Childhood Task Force, LRA, ILA. Award(s): Janet Emig Award for “Urban Fiction and Multicultural Literature as Transformative Tools for Preparing English Teachers for Diverse Classrooms”; Cultivating New Voices Among Scholars of Color (2006–2008); Society for Teaching Excellence, University of Texas at Austin. Publication(s): English Education, The Reading Teacher, Action in Teacher Education. Program Contribution(s): NCTE, LRA, AERA.

Position Statement: As a trustee of the Research Foundation, I will support equity-oriented research and innovative classroom pedagogies that feature complex and generative literacy practices of students and families from diverse communities.

Todd Destigter

Associate professor, University of Illinois at Chicago. Formerly: CEE Executive Committee; English Education book review editor; High school English and Spanish teacher. Membership(s): NCTE, CEE, CCC; Award(s): Richard A. Meade Award (book in English education), Alan C. Purves Award (article in RTE), UIC Award for Excellence in Teaching. Publication(s): Reflections of a Citizen Teacher; articles in 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. Program Contribution(s): NCTE, CEE, CCC.

Position Statement: Despite these trying times for our profession, I remain inspired by the work of intelligent, dedicated teachers who continue to share with students the critical engagement, enrichment, and joy that comes from reading and writing. As a Research Board Trustee, I will work to support projects that affirm teachers’ creative and socially-engaged professionalism.
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—MIDDLE SECTION**

**JIM JOHNSTON**

Adjunct, Central Connecticut State University, substitute teacher. Formerly: Middle school LA consultant/teacher; chair, Promising Young Writers; Middle Level Section Steering Committee, Middle Level Nominating Committee. Membership(s): NCTE, IRA, NERA. Award(s): Halle Award (2010). Publication(s): Voices From the Middle, New England Reading Journal; chapter in Middle Mosaic. Program Contribution(s): NCTE, NERA, Reading Association of Ireland.

Position Statement: NCTE needs leaders who seek, foster, and implement ways to involve more of our members to improve teaching for all students. We must move to improve education for our rural students as well as urban. NCTE needs to take the lead on policy decisions which have been so mishandled by Washington. Now that the states are more responsible for educational decisions, NCTE leaders are going to have to establish strong leaders at all the state levels to put the emphasis on students. Our kids are more than numbers and we have to lead the public to see that the entire student is educated, not tested. Let's put fun back into reading and writing.

**MARSHALL A. GEORGE**

Othoan professor of clinical practice, Hunter College of the City University of New York; ALAN Board of Directors. Formerly: Middle and high school English teacher and department chair; CEE Executive Committee chair (2010–12). NCTE Executive Committee (2010–12). Membership(s): NCTE, CEE, SITE, AERA, AACTE. Publication(s): English Journal; English Education, Voices from the Middle. Program Contribution(s): NCTE, CEE, IFTE, AERA.

Position Statement: Having been an active member of NCTE since the late 1980s, I have come to appreciate the degree to which this organization supports the work of ELA classroom teachers, instructional leaders, teacher educators, college faculty, and numerous other literacy professionals at all levels. The member leadership of the organization is crucial to its mission and work. Identifying and nominating the future leaders of NCTE is therefore of utmost importance and a responsibility I would be honored to share with other colleagues from around the Council.

**DARRELL C. HUCKS**

Associate professor of elementary education, Keene State College, NH; co-chair section 3/division K – AERA; editorial board (Technology Committee). Formerly: Adjunct assistant professor at NYU; adjunct assistant professor at Brooklyn College/CUNY; elementary school teacher at Ella Baker School. Membership(s): AERA, NEA, NCTM. Award(s): KDP—Professional Development Award. Publication(s): New Visions of Collective Achievement: The Cross-Generational Schooling Experiences of African American Males; Literacy Enrichment and Technology Integration in Preservice Education; co-editor, Journal of Negro Education. Program Contribution(s): AERA, NEEO, IRA.

Position Statement: All of my work is driven by my passion for teaching and my commitment to children. I would contribute my knowledge and expertise to NCTE as a successful Black male teacher educator and researcher. Empowering teachers to continually document and share their practice is what I believe we must do to promote systemic change and bolster sustainable achievement in schools at every level.

(Vote for one in each group.)

**GROUP B—ELEMENTARY SECTION**

**ANITA HERNÁNDEZ**

Associate professor, Don and Sarrah Kidd Literacy chair, New Mexico State University; director, Professional Development for Teachers of Bilingual Learners, Elementary Nominating Committee; conference chair, NM ILL, Kidd Literacy Symposium. Formerly: Elementary teacher, college migrant education coordinator. Membership(s): AERA, NCTE, NCATE. Publication(s): Research Achievement Award, NMSU; Outstanding Dissertation, NAPE. Program Contribution(s): English Journal, Reading Teacher. Bilingual Research Journal: Multicultural Perspectives; editor, NM Journal of Reading, co-author Interactive Notebooks for English Learners. Text Sets: Scaffolding Literature for Secondary Students. Program Contribution(s): NCTE, WLI, IRA, AERA, NAPE.

Position Statement: Advocating for meaningful and authentic literacy practices in today’s mega-testing climate is a must. Honoring student voices, connecting to students’ rich linguistic/cultural backgrounds, educating students to be critical thinkers, lifetime readers and writers are paramount. As a member of the nominating committee, I will support teacher leadership and research, student equity and diversity, and dialogue among members.

**ELAINE M. AOKI**

Lower school director, The Bush School, Seattle, WA. Formerly: K–12 curriculum coordinator, Seattle Public Schools, WA; Local Chair, NCTE Annual Convention, Seattle, WA; NCTE Nominating Committee; IRA-WORD President. Membership(s): NCTE, IRA, ASCD. Award(s): The University of Washington College of Education Distinguished Graduate Award; Washington State Professional Education Standards Board Award. Publication(s): co-editor, Kaleidoscope: A Multicultural Booklist for Grades K–8; chapters in The Best in Children’s Nonfiction: Reading, Writing, and Teaching Orbis Pictus Award Books; Diversity in Education: Multicultural Children’s Literature. Program Contribution(s): IRA, NCTE, Reading is Fundamental (RIF)

Position Statement: As a school practitioner, I have come to accept that we are in a state of urgency in order to meet the needs of students, teachers, and educational leaders. Our students, representing diverse cultures, challenge our pedagogical approaches in an ever-changing technological and lifestyle landscape. NCTE leadership must continue to be innovative and confidently adapt as a transformational organization that preserves our professional integrity and credibility to the highest level.

**ALICE MENZOIR**

Professor, curriculum and instruction, New Mexico Highlands University, Las Vegas; reading coordinator, teacher education. Programa de Español Intensivo para Maestros Bilingües, co-coordinator. Formerly: Interim chair, curriculum & instruction, NMHU, elementary education teacher. Membership(s): NCTE, NAHE, IRA, IRA, AAUW, WLI, NEA, Phi Kappa PHI, ASCD. Award(s): Programa de Español Intensivo para Maestros Bilingües, (service award); International Folk Art Market; artist assistant/translator (service award); Career Service Center Certificate of Appreciation. Program Contribution(s): Parent Teacher Partnership Family Institute; IRA, AERA, Lauso Conference; Reading Teacher Delegation to China.

Position Statement: After many years of experience in education as an elementary teacher at the beginning of my career in education and as a teacher educator for many years since then, I am aware of the challenges educators face today to provide quality literacy education to increasingly diverse populations. If elected, I will strive to identify NCTE leaders who are aware of current research in the field and who value and promote quality literacy education for all students.
GROUP C—COLLEGE SECTION

MICHAEL BERUBE
Director, Institute for the Arts and Humanities, Penn State University. Formerly: Chair, NCTE Public Language-Authors Committee (2006–08); president, Modern Language Association; member, AAUP Committee on Academic Freedom and Tenure. Award(s): Phi Beta Kappa Visiting Scholar (2015–16); Faculty Scholar Medal, Penn State (highest award for research); University Scholar, University of Illinois. Publication(s): Articles in PMLA, American Literary History; nine books from various presses. Program Contribution(s): NCTE, MLA, over 200 invited lectures.

Position Statement: I believe in the value of service to one's professional organizations, and in the importance of the creative and intellectual exchanges these organizations are designed to foster. I have a long record of service with the MLA and would like to be of use to NCTE, which I have always considered as a partner in the work of teaching and research in the humanities.

KIA JANE RICHMOND
Professor/director, English education, Northern Michigan University, Marquette; Michigan Youth Arts Festival liaison; 2016 Michigan Conference on English Education. Formerly: CEE Nominating Committee; NCTE Hopkins Award Committee; NCTE president. Membership(s): NCTE, CEE, CCCC, CEL, MCSEE, NCTE. Award(s): NCTE Charles Carpenter Fries Award; Excellence in Teaching Award, Northern Michigan University; Excellence in Professional Development Award, Northern Michigan University. Publication(s): Articles in Teaching/Writing: Journal of Writing Teacher Education; English Education; Composition Studies; Issues in Writing; The iLEN Review; Language Arts Journal of Michigan; chapter in Closing the Gap: English Educators Address the Tensions between Teacher Preparation and Teaching Writing in the Secondary Schools. Program Contribution(s): NCTE, IFTE, CEE, CEA, NCTE, WCET.

Position Statement: NCTE Nominating Committee members should be active professionals who are devoted to promoting improved English teaching at all levels. To successfully recruit an energetic group of leadership candidates for NCTE, committee members must reach out across regional and state lines to seek out representatives from NCTE members of all educational levels, geographic locations, and cultural backgrounds (including individuals from historically underrepresented groups).

BRIAN HUOT
Professor of English, Kent State University, OH. Membership(s): NCTE, CCC, CWPA. Award(s): Best Book Award, Computers and Composition (co-editor, 2003) Publication(s): one monograph, one co-authored book, five co-edited books and articles in College Composition and Communications, College English, Teaching English in the Two-Year College and others.

Position Statement: I have been a member of NCTE, CCC, and CWPA for more than two decades. More than once I have witnessed new leaders and new forms of leadership. I understand that leadership and leaders come from various places, and I support all inclusion initiatives. Furthermore, I believe that without a diverse membership and leadership, we cannot fulfill our mission to be a sustainable service and benefit for all teachers and their students.

GROUP D—SECONDARY SECTION

BYUNG-IN SEO
Associate professor, department of doctoral studies, Chicago State University. Formerly: Middle school ELA department chair; high school English and math teacher; assistant professor, department of teacher education/middle and secondary. Membership(s): NCTE, ILA, IATE, NCTM, SSMA, ICTM, AERA, ASEAA. Award(s): Chicago State University Faculty Excellence for Outstanding Research Award, Fulbright Scholar Specialist Roster Candidate, Illinois Association Teachers of English Paul Jacobs Research Grant. Publication(s): Articles in English Journal, Illinois English Bulletin, The Clearing House; chapters on literacy and content area writing. Program Contribution(s): NCTE, NCTEAR, IATE, NCTM, SSMA, ECER, WCE-2014, WRAB-2014.

Position Statement: I am interested in bridging the learning divide between ELA and math. In order for this bridging to occur, we need candidates who are willing to go to the other side of the school and discuss methods where ELA and STEM teachers can work together. I will work with fellow nominating committee members to find candidates who are willing to work with colleagues across seemingly disparate content areas.

WILLIAM L. BASS II
Innovation Coordinator, Parkway School District, Chesterfield, Missouri; Adjunct Professor of Education, Missouri Baptist University, St. Louis, Missouri; Member-At-Large, ISTE Board of Directors. Formerly: High School English Teacher; NCTE Executive Committee Secondary Section Member-at-Large; NCTE Policy Resolutions Committee. Membership(s): NCTE, ILA, ISTE, ASCD, Gateway Media Literacy Project. Award(s): ETA EdeTech Award, Hazelwood East Teacher of the Year, V.C. McCluer Award. Publication(s): Digital Reading: What's Essential Grades 3-8; co-author; From Inspiration to Red Carpet, co-author; English Journal, Language Arts; Program Contribution(s): NCTE, ISTE, NSDC.

Position Statement: As the educational landscape continues to evolve, NCTE provides teachers with the support and leadership needed to navigate these cultural and technological shifts. As a member of the Nominating Committee, I will help identify NCTE literacy leaders who recognize these shifts and who will advocate for and provide continued support for the educators working with students daily. Only through these leaders can we maintain the level of excellence that is the NCTE tradition.

NEIL RIGLER

Position Statement: I have also been a teenage youth adviser for over twenty years. I believe teenagers need opportunities to explore and express their beliefs, then engage in meaningful dialogue with others whose backgrounds or ideas may differ from their own. My students do this in meaningful internet discourse, literary analysis, in conversations with peers and adults, and in lobbying visits to Washington, DC. I will work hard to bring a variety of voices into our professional community to participate in foraging a shared vision.
STEPHANIE VIE

Position Statement: Our organization needs those who can further the goals of effective teaching and learning in a technologically rich society. As a member of the NCTE Nominating Committee, I would help identify future leaders who will support the teaching and research of literacies in the twenty-first century.

SPENCER SALAS

Position Statement: With the NCTE Nominating Committee, I will continue to recruit dynamic leadership representative of the diversity of NCTE and its communities.

STEPHANIE ANNE SHELTON
PhD Candidate, University of Georgia; Assistant Professor of Qualitative Research in Education, The University of Alabama (August 2016); vice-chair, NCTE’s GSEA. Formerly: Department chair, high school ELA teacher, English Education teacher educator, gifted education teacher trainer. Membership(s): NCTE, AERA, LRA. Award(s): Genelle Morain Teaching Award, Carol J. Fisher Research Award. Publication(s): *Teaching Education, Qualitative Inquiry, Teaching and Teacher Education (forthcoming)*. Program Contribution(s): NCTE, AERA, LRA, ICQI.

Position Statement: While working within NCTE’s GSEA, NCTE’s Social Justice Commission, and CEE-GS, I’ve supported social justice initiatives and examinations of teacher preparation that promote NCTE’s missions. As an NCTE nominating committee member, I would use my experiences as a teacher, teacher educator, and researcher to identify NCTE candidates who will support social justice initiatives, influence critical discussions on teacher preparation and accountability, and research literacies that empower teachers and students.