

WHOLE LANGUAGE UMBRELLA 2018 ELECTION

Biographical information is supplied by the candidates and is printed in alphabetical order for the membership's convenience. **NOTE:** In order to respect the international nature of WLU, candidates are grouped in a way that ensures international representation.

VOTING DEADLINE IS JUNE 15, 2018.

EXECUTIVE BOARD CANDIDATES

Three-year term to expire in July 2021 (vote for one)

KELLY ALLEN



Present Position: postdoctoral research associate, University of Arizona (UA), family literacy educator/consultant.

Formerly: adjunct professor of literacy (UA), director of the Cats Literacy Workshop (UA), Tucson TAWL board member, Journal of Literacy Research editorial assistant, Word Cats Math Cats coordinator, Women's Literacy Network coordinator.

Memberships: TAWL, WLU, NCTE, CELT, ILA, LRA, AERA, EMMA.

Awards: Erasmus Circle Scholar (UA, 2015).

Publications: coauthored 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, ILA, LRA, EMMA.

Position Statement: WLU must have leaders/members dedicated to literacy research, teaching and learning, and connecting with community/family resources to bridge theory with practice and to appreciate the complexities of literacy/language learning. Board members must embody a broad constructivist, holistic understanding of literacy/language learning at multiple levels, with diverse readers of all ages and language abilities.

MEG JACOBS



Present Position: research fellow, University of Auckland, New Zealand; AATC Executive Committee (2017-2019).

Formerly: assistant professor, Cornell College, Iowa (2013-2017); elementary teacher (15 years).

Memberships: NCTE, WLU, CELT, AATC.

Awards: Faculty Research Development Fund, University of Auckland (2017); Emil and Rosa Massier Award in the Social Sciences, Cornell College (2016); Gaarde-Morton Junior Faculty Award, Cornell College (2014).

Publications: Curriculum & Teaching Dialogue; English Teaching: Practice & Critique; Reclaiming Early Childhood Literacies; Critical Questions in Education.

Program Contributions: NCTE, AATC, WLU, CELT, AERA.

Position Statement: I am committed to the ongoing efforts of WLU to center the sociocultural knowledge, languages, and identities of children and their families, to actively contest policies, assessments, and teaching practices that restrict children from drawing upon what they know to make sense of their lives in school, at home, and in their communities, and to promote culturally sustaining and socially just education for democracy.

DANIELLE JOHNSON



Present Positions: reading specialist, language arts department chair, and 6th-grade language arts teacher at Oakland Middle School in Columbia, Missouri/adjunct professor in the College of Education at the University of Missouri/Missouri Writing Project Youth Programs coordinator.

Memberships: NCTE, WLU, NEA.

Awards: MU Graduate Instructor of the Year, Dorothy Watson Scholarship.

Publications: Talking Points, Voices from the Middle, Middle School Journal, JAAL.

Program Contributions: presented at WLU, NCTE, AERA, LRA, Write to Learn; served as Local Committee co-chair, assistant to the editor for Talking Points.

Position Statement: I believe in literacy as social justice and insist on maintaining the humanity of the child while never pathologizing them in the quest to help them use words powerfully in their lives. I believe attempts to reform the system must coincide with attempts to help students thrive in the system as it exists. Sometimes this means working alongside those we fundamentally disagree with to achieve dialogue that seeks progress and humanization.

SHERRY SANDEN



Present Position: associate professor of early childhood literacy, Illinois State University.

Formerly: 1st-grade, 2nd-grade, and Head Start teacher and child care director.

Memberships: NCTE, WLU, ECEA (ECEA/WLU liaison), ILA, LRA, NAEYC, IRC (Illinois Reading Council).

Publications: articles in Reading Teacher, Language Arts, Talking Points, Literacy Practice & Research, Reading Horizons, Contemporary Issues in Technology and Teacher Education, Association of Literacy Educators and Researchers Yearbook; two research textbooks for commercial publisher.

Program Contributions: reviewer for Talking Points and NCTE & WLU conference proposals. Presentations at NCTE, WLU, ILA, LRA, NAEYC, IRC, ATE, AERA, ALER annual conferences.

Position Statement: WLU must remain committed to its founding principles of meaningful and child-centered literacy pedagogy while embracing the challenges and opportunities of literacy in the 21st century. WLU leaders can play a powerful role, through advocacy and support for professional learning, in ensuring that children, educators, and families experience literacy in empowering, authentic, and life-changing ways.

EXECUTIVE BOARD CANDIDATE (INTERNATIONAL)

Three-year term to expire in July 2021 (vote for one)

YUEH-NU HUNG



Present Position: associate professor, English Department, National Taichung University of Education (NTUE), Taiwan.

Formerly: PI, Center for Research on Elementary English Teaching, Taiwan; consultant, Taiwan K-9 Curriculum and Instruction Consulting Board; member, Taiwan Elementary Student Learning Achievement Evaluation Board.

Memberships: CELT, NCTE, LRA, Taiwan English Extensive Reading Association.

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 IJSME and several research journals in Taiwan.

Program Contributions: Presentations at WLU, LRA, ILA, Miscue Analysis Research Roundtable, EMMA Researcher Conference.

Position Statement: I have been very privileged to learn and work with WL leaders and teachers inside and outside the USA in the past few decades. 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 WL teachers worldwide.

PRESIDENT-ELECT CANDIDATE

One-year term to expire in November 2019 followed by a two-year term as President
(vote for one)

DEBORAH MACPHEE



Present Position: associate professor of literacy education, Illinois State University; director, Mary and Jean Borg Center for Reading and Literacy; coeditor, Talking Points; WLU Executive Board member; CELT Board member; co-founder, Central Illinois TAWL.

Formerly: elementary school teacher; literacy coach; NCTE Elementary Section Nominating Committee chair; NCTE Co-Sponsored Speaker; LRA Student Outstanding Research Committee; IRA Teacher as Researcher Grant Committee.

Memberships: NCTE/WLU, LRA, CELT.

Publications: The New Educator, Reading Horizons, The Reading Teacher, International Journal of Mentoring and Coaching in Education, The Social Studies, Social Studies Research and Practice, Comprehension Instruction: Research-Based Best Practices (3rd edition).

Program Contributions: WLU, NCTE, LRA, ATE, ILA, NAPDS, AERA.

Position Statement: WLU needs leaders who are passionate about recognizing, creating, and claiming contexts in which teachers and learners use language to explore individual and community interests as whole language spaces. These meaningful contexts may have new names (inquiry-based learning, critical literacy, project-based learning, education for social justice), or no names at all, yet are firmly grounded in the beliefs of the Whole Language Umbrella. We need leaders who will reach out to educators who enact whole language beliefs and long for a community of like-minded professionals with whom to think and learn. We need leaders who will introduce whole language beliefs to preservice and early career educators and invite them into our family. We need leaders who will engage in the public discourse of teaching and learning to support educators who put their students first, working every day to create safe, challenging, authentic spaces in which ALL learners can take risks and thrive. Whole language is so much more than is currently recognized in public educational discourse. It is a set of principles and practices to live by. I am a whole language educator. As a classroom teacher, literacy coach, researcher, teacher educator, and human being, I strive to practice whole language every day. As a long-time member of WLU, an executive board member, coeditor of Talking Points, and co-founder of Central Illinois TAWL, I am uniquely qualified to serve as president-elect, and I would be honored to do so.



National Council of
Teachers of English