

NCTE

NATIONAL COUNCIL OF TEACHERS OF ENGLISH

MIDDLE LEVEL 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 Middle Level Section Nominating Committee this year consists of Chad Everett, Horn Lake Middle School, Mississippi, chair; Jill Adams, Metropolitan State University, Denver, Colorado; and Sarah Bonner, Hayworth Jr/Sr High School, Illinois. Names on the ballot are presented in random order. The biographical information concerning the nominee’s experience and service to NCTE was supplied by the individual nominee. The committee’s nominations were printed in the March issue of *Voices from the Middle* 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.

MIDDLE LEVEL 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.)

CARLA ESPAÑA



Bilingual education clinical doctoral lecturer, Hunter College (CUNY); literacy specialist, Read East Harlem; fellow, The Educator Collaborative; member, Equity and Advocacy Committee, Hunter College. **Formerly:** Middle school bilingual teacher (5 years); literacy consultant, The Teachers College Reading and Writing Project (4 years). **Membership(s):** NCTE, AERA, ILA, NYSABE. **Award(s):** The Graduate Center, CUNY, Dean K. Harrison Fellowship (2015–16 and 2010–11) and University Fellowship (2014–15). **Publication(s):** Article in *The ALAN Review*; dissertation in *CUNY Academic Works*; *Literacy Today Magazine*. **Program Contribution(s):** NCTE.

Position Statement: NCTE needs educators that contribute culturally and linguistically sustaining pedagogies, work across K–12 and higher education settings in teacher education programs, and that honor our students’ varied linguistic practices.

BROOKE EISENBACH



Assistant professor of middle and secondary education, Lesley University, MA. **Formerly:** Middle school ELA teacher (9 years), virtual ELA teacher (2 years). **Membership(s):** NCTE, AMLE, AERA, NCTE Standing Committee Against Censorship. **Award(s):** NCTE Edwin A. Hoey Award (2013), FCTE Teacher of the Year (2012). **Publication(s):** *Queer Adolescent Literature as a Complement to the ELA Content*, co-editor (forthcoming); articles in: *English Journal*, *Middle Grades Review*, *Educational Leadership*, *Florida English Journal*, *AMLE Magazine*. **Program Contribution(s):** NCTE, AMLE, AERA, NELMS, NEATE, FLMS, FCTE.

Position Statement: There is no greater calling in the world than that of middle level teaching! As middle school educators, we have the incredible opportunity to see, value, and empower learners every day. NCTE provides teachers a space to collaborate and grow in our ability to help students find the strength and power to raise their voice, share their story, and be a driving force for positive change.

CHERYL GOLDEN



Middle level English teacher, Seneca Ridge Middle School, VA; NCTE Nominating Committee. **Membership(s):** NCTE, VATE. **Award(s):** Seneca Ridge MS Teacher of the Year, *Washington Post* Agnes Myers Teacher of the Year Nominee. **Publication(s):** Article in: *Virginia English Journal*, *VATE Voices*. **Program Contribution(s):** NCTE, VATE, WMSA.

Position Statement: As an NBCT, I believe teachers must consistently reflect on their practices and partner with others in our field to share best practices and learn from each other. Working with my state affiliate and NCTE has allowed me to do this. I also believe that when teachers care about their students and capture their hearts, students will “hand over their brains” for learning. Middle level students are very mold-able and they need our support and leadership to prepare them to believe in themselves, becoming leaders themselves. I want to further NCTE’s goals of supporting literacy in the middle level and ensuring our teachers and students know they have a support system that believes in them.

ROBYN SEGLEM



Associate professor, Illinois State University. **Formerly:** Nationally certified middle school English teacher; National Board for Professional Teaching Standards ELA Standards Committee; co-director, Flint Hills Writing Project, NWP affiliate; NCTE Middle Level Section Nominating Committee. **Membership(s):** NCTE; co-founder and president, NCTE Studies in Literacies and Multimedia Assembly. **Award(s):** ISU COE Outstanding Service Award. **Publication(s):** *Language Arts* (guest editor, 2015); articles in: *English Journal*, *Voices from the Middle*, *Journal of Adolescent and Adult Literacy*, *Middle School Journal*, *The ALAN Review*, *Journal of Language and Literacy Education*. **Program Contribution(s):** NCTE, ALAN, LRA, ARF, NCTE Twitter Chat Co-Host.

Position Statement: Adolescence is an integral time in development, making middle school teachers a vital part of adolescents’ lives. I am committed to staying current in the field, regularly working with rural and urban middle school students, advocating for an expanded understanding of literacy, social justice, and inquiry in the language arts.

MIDDLE LEVEL 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.)

SHELLY SHAFFER



Assistant professor of literacy, Eastern Washington University; faculty advisor, Eastern Reading Council, ILA Affiliate. **Formerly:** Middle school English teacher, Arizona; adjunct faculty, Chandler Gilbert Community College and Arizona State University; fellow, Mesa Writing Project, Arizona. **Memberships:** NCTE, CEE, ALAN, ILA, LRA, Commission for the Study and Teaching of Adolescent Literature, Eastern Reading Council, Washington Organization for Reading Development. **Publications:** Articles in: *Journal of Adolescent and Adult Literacy*; *English Journal*; peer reviewed book chapter. **Program Contributions:** NCTE, LRA, EdMedia, AETA

Position Statement: Middle school represents a fundamental point in development for adolescents. The profound impact of teachers on middle level students’ literacy development places middle level English Language Arts teachers in a unique role to guide students during these important years. ELA teachers working with middle school students deserve to have a strong presence at NCTE and deserve to be represented by educators with diverse voices and teaching styles.

JOSEPH S. PIZZO



Integrated LA teacher, Grade 7, Black River Middle School, Chester, NJ; adjunct professor, Centenary University; adjunct professor, Union CC. **Formerly:** PD provider, Union CC; *NJCTE Newsletter* editor; staff announcer, WRNJ & WNTI; NJCTE past co-president. **Membership(s):** NCTE PRESLM judge, NJDoE Council on Teaching and Learning. **Award(s):** NJCTE Educator of the Year, NJAMLE Educator of the Year, Ch. 9 A+ for Teachers Hall of Fame. **Publication(s):** articles and poems for NJCTE, online articles for NJAMLE Blog, online articles for Fordham U DLC. **Program Contribution(s):** NCTE, NJCTE, AMLE, NJAMLE, NJEA, Google Summits.

Position Statement: Effective NCTE leaders are visionaries who are passionate about involving all stakeholders to support the traditional skills with the many digital learning options that exist. An NCTE leader embodies Martin Luther King, Jr.’s statement: “A true leader is not a searcher for consensus but a molder of consensus.”

ALEX CORBITT



Seventh grade English teacher, The Bronx School of Young Leaders, NY; NYCWP Assignments Matter instructional coach. **Membership(s):** NCTE. **Award(s):** ILA 30 Under 30 Literacy Leader; Apple Distinguished Educator; Penguin Random House Teacher Award for Literacy. **Publication(s):** *English Journal*, *Voices from the Middle* Podcast. **Program Contribution(s):** NCTE, NYSEC, The EdCollab Gathering.

Position Statement: Middle school English classrooms are spaces in which students are invited to imagine and create a better world. We live in politically tumultuous times; let’s promote a cohort of citizens that embraces diversity, respects women, and empowers marginalized voices. I support candidates who recognize literacy’s power to foster inclusion, empathy, and civic engagement.

LAKISHA ODLUM



Eighth grade humanities teacher, School of the Future, New York NY; English education instructor, Teachers College, Columbia University; NCTE Lead Ambassador. **Formerly:** High school English teacher; English language arts curriculum evaluator, NYC Department of Education; English Language Arts curriculum coach, NYC Department of Education. **Membership(s):** NCTE, AMLE, ASCD. **Award(s):** ASCD Emerging Leader, Fulbright-Hays Award Recipient. **Publication(s):** *Icons of African American Literature: The Black Literary World*; *New York Public Library Learning Blog*; *The Digital Public Library of America Primary Source Sets*.

Position Statement: Middle school students are a unique and powerful group of children who need educators who understand and motivate them. Being a member of NCTE has inspired me to be that type of teacher. I want to encourage other middle school teachers to become involved in the Middle Level section of NCTE in order to benefit their students and the organization.

HELENE SPAK



Middle school reading/LA Coordinator, Northbrook, Illinois; district professional development coordinator; district gifted education coordinator. **Formerly:** 7th and 8th Grade reading/LA teacher of gifted students; Promising Young Writers Program Judge; NCTE Convention Proposal Reviewer. **Membership(s):** NCTE, IRA, ASCD, Learning Forward. **Award(s):** Shirley Havens Support and Classified Staff Award; NSDC Academy Graduate. **Publication(s):** Articles in: *Teaching Tolerance*, *National Middle School Journal*. **Program Contribution(s):** IRA, NCTE, NSDC.

Position Statement: Middle school remains a critical time for students to further develop their literacy skills so that they can apply them across content areas as well as with print and nonprint materials. Educators have the responsibility to ensure that all students have the necessary skills and reading habits to succeed in our changing world. We also are challenged to build students’ enthusiasm for reading. I am committed to supporting dynamic candidates who understand and advocate for the importance of literacy and who will promote literacy for all students.

ABIGAIL SAUL



Eighth grade language arts teacher (5 years), eighth grade department chair (2014–present), Commonwealth Charter Academy, PA. **Formerly:** High school English teacher (6 years), Montgomery Area High School; virtuoso drama co-director, MAHS. **Membership(s):** NCTE, Sigma Tau Delta. **Publication(s):** “Best Practice for Summer Reading” *CCA School Blog*. **Program Contribution(s):** PASBO, Milton Technology Expo.

Position Statement: As an educator who has taught in a bricks and mortar school as well as a virtual school, my understanding of students in various settings has been impacted and shaped by their stories. I am committed to advocating for students and their stories by recognizing the need for authentic technology use in the classroom and in the virtual environment as a means to expand and enhance literacy and writing.