SECONDARY SECTION 2020 ELECTIONS

The Secondary Section Steering Committee (SSSC) members are elected each year to a four-year term. The Chair is elected from within the SSSC for a two-year term and serves on the NCTE Executive Committee representing the interests of the secondary membership.

The Nominating Committee prepares a slate of candidates for vacancies that occur annually on the Secondary Section Steering Committee and selects candidates for the succeeding year’s Secondary Section Nominating Committee. The candidate who receives the largest number of votes in the election will chair the committee.

About the 2020 Candidates

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 2019.

The Secondary Section Nominating Committee this year consists of Liz Shults, Oak Mountain High School, Birmingham AL, chair; Joel Garza, Greenhill School, Addison, TX; and Byung-In Seo, Chicago State University, IL.

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.

View candidate bios below.

Secondary Section Steering Committee

(two to be elected, term to expire November 2023)

Section Committee members elect a chair who will represent section concerns on the NCTE Executive Committee. Through correspondence and meetings once or twice a year, the members identify and explore issues of section concerns. Often the Section Committee will suggest new programs or revisions to 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.

LAYLA ALDOUSANY, High school English teacher, Vance County Early College High School, NC. Formerly: Ph.D. in English; Graduate Student Instructor, English, Duke University, NC. Membership(s): NCTE, NCAE. Award(s): Beginning Teacher of the Year (2017–2018), VCECHS; Vanceformation Award (2018). Program Contribution(s): NCTE, PCA/ACA, ACLA.

Position Statement: Through its intellectually generous community, NCTE has been an invaluable resource in helping me make the transition from college-level teaching to teaching in a secondary setting. NCTE’s publications and annual conferences have served as spaces for me to engage with broader trends in education and to reimagine how I teach and learn in my own classroom. The diversity of perspectives represented in NCTE’s community is vital for addressing issues of educational equity, both locally and nationally. I would be excited to join NCTE’s secondary section steering committee as they support other teachers in questioning and transforming their pedagogical practices.

Position Statement: Society is changing, and thankfully, our education systems are changing (however slowly) with it. But our organizations don’t always reflect that change. As a cisgender white man, I use my privileges to disrupt and dismantle oppressive systems. As a gay man, I expect straight people to do the same for queer folx. My background in education as well as my antiracist and social justice pedagogy inform my decisions in this work. I will use my position as to further facilitate this necessary change. I will do what I can to open the doors wider to let in voices and experiences of marginalized communities. Exceptional teachers do amazing work across the nation. It’s past time we listen and learn from them.

CARRIE MATTERN, English teacher, Carman-Ainsworth High School, MI. Membership(s): NCTE, MCTE. Award(s): NEA CHOOSE Fellow, MCTE DIJE Scholar, SVL TOY. Publication(s): The Education Trust-Midwest, NCTE blog, Teach Living Poets blog, various YA/children’s books. Program Contribution(s): NCTE, MCTE, Learning Forward Advanced Ed.

Position Statement: To be an anti-racist teacher takes acceptance of my privilege and constant work to de-center my whiteness. Anti-racist teaching is necessary in education, so all student needs are met in an equitable fashion. It is my obligation as a White educator to do this work—work that has been done by IBPOC folx for years as a matter of survival. The secondary steering committee position will help to ensure that anti-racist education among White educators is not transient like so much of education is. This work must remain a mainstay for necessary change to occur in a system built upon oppressing Black and Brown students.

CHRISTINA M. JAKUBAS, Full time secondary English teacher, Neuqua Valley High School, Naperville, IL; adjunct professor of writing, College of Dupage, Glen Ellyn, IL; faculty sponsor, Women’s Empowerment Club; co-sponsor, Gay Straight Alliance and Environmental Clubs; district equity ambassador team member. Formerly: English curriculum writing lead; panelist, Family Structure Forum for LGBTQ student rights; yearbook advisor, NCTE presenter. Membership(s): NCTE, NEA. Publication(s): Challenging Androgynous Idealism: Hemingway’s and Millay’s Exploration of Male and Female Gendered Roles.

Position Statement: Our students deserve adults who will be fierce in their pursuit of justice for every student of every identity. I celebrate that the NCTE has honored its position as a leader on the forefront of advocacy, policy change, innovation, and morality.

NIMISHA PATEL, Adjunct professor, English literature, Rutgers University. Formerly: High school English teacher. Membership(s): NCTE, NJCTE, NJEA. Award(s): Weiss Award Winner. Publication(s): Article in New Jersey English Journal. Program Contribution(s): UMCOL, NCTE, NJCTE.

Position Statement: English education is the culminating humanities—it is a study of who we are, the stories we tell, and the way in which we tell them. As a member of the secondary steering committee, I would like to share the stories of many voices across the discipline.

(three to be elected, term to expire November 2024)
ANGELA C. MOORE, High school English teacher, department chair, Wythe High School, Richmond, VA; VATE high school member-at-large chair. Formerly: NCTE First Timer Breakfast Host, NCTE Local Arrangements Chair (2019), NCTE Local Committee Volunteer (2014). Membership(s): NCTE, VATE, NAACP/ACTSO Co-Chair. Award(s): GWHS Teacher of the Year (2019), VATE Foster B Gresham Award (2019), VATE Heritage Award (2015). Program Contribution(s): VATE, VDOE.

Position Statement: I firmly believe if teachers are provided with a supportive and positive professional learning experience, they will be empowered to develop skills to assist with developing professional leadership skills. Working on the NCTE Secondary Steering Committee, will allow me to assist and support NCTE in providing positive and professional learning experiences to English teachers that will give them lifelong successes.

LISA SCHERFF, English and AP research teacher, Community School of Naples. Formerly: English education professor; co-editor, English Education; president, Alabama Council of Teachers of English. Membership(s): NCTE, ALAN. Award(s): McNair Faculty Fellow, ALA Immroth Award, District Secondary ELA Teacher of the Year. Publication(s): Teaching YA Lit Through Differentiated Instruction, co-author; New Directions in Teaching English: Reimagining Teaching, Teacher Education, and Research, co-editor; articles in English Journal, English Education, Journal of Literacy Research, The ALAN Review. Program Contribution(s): NCTE, LRA, AERA, NCTEAR.

Position Statement: NCTE has been my professional home and support network for nearly two decades, with colleagues from around the country who inspire me, assist me, and challenge me to be better and do better. Teaching English before, during, and after external systems (e.g., NCLB, Common Core, Florida’s A+ Plan, narrow curricula) imposed on the profession, I hope to use my voice to advocate not only for members but also for our colleagues and our students.

LAWRENCE REIFF, Humanities Teacher, Roslyn High School, Roslyn, NY; Digital Literacy Teacher, Roslyn Middle School, Roslyn, NY. Membership(s): NCTE. Award(s): Folger Teaching Shakespeare Institute Apple Distinguished Educator. Publication(s): If Shakespeare Could Tweet: Transforming Literature With iOS. Program Contribution(s): NCTE, SXSWedu, NYSCATE, NYSEC, CCIRA, LILAC.

Position Statement: Since the advent of digital media, we have needed to redefine literacy. Literacy is no longer confined to the written word. Our students absorb information in a wide variety of ways. While children may be reading fewer novels, they are consuming an enormous amount of information on a daily basis. As teachers we need to help our students to understand and analyze that information. NCTE leadership must recognize, encourage, and support the idea that digital literacy is a vital skill for the 21st century.

KIRSTEN POMERANTZ, English teacher, AP English literature reader; EF student travel group leader, mentor teacher (new teachers & student teachers); Schoolwide SEL Coordinator (Sources of Strength, PBIS), Poetry Out Loud site coordinator, Lake City High School, Couer d’Alene, ID. Formerly: Department chair, Idaho Coaching Network, Technology Advisory Committee. Membership(s): NCTE, APBS, CEC, CCBD, NEA, IEA, CEA. Award(s): District TOTY, NISTAR Honored Teacher, Top 10 Scholars’ nominated speaker. Publication(s): CEP biannual newsletter and press releases 2018-20. Program Contribution(s): NCTE, CCCC, NW Regional and Idaho PBIS, North Idaho STEM and Idaho Art Educators Conferences.

Position Statement: We must find ways to balance best practices with changes that respond to modern needs. Education can be so much more fair, equitable, and individually responsive than it is today, and English is a crux of this opportunity and need.
JIM KROLL, English educator, L’Anse Creuse High School North, Macomb, MI; executive director, Michigan Council of Teachers of English; Region 4 representative, NCTE Standing Committee on Affiliates. Formerly: Treasurer, Michigan Council of Teachers of English. Membership(s): NCTE, MCTE, Local 1 of Michigan Education Association. Award(s): MCTE Ray Lawson Leadership Award. Program Contribution(s): NCTE, MCTE.

**Position Statement:** Every student matter, every moment counts. We all must have courage to make mistakes and take risks in the ELA classroom so that our students see the light. As your NCTE Secondary representative, I will stay committed to amplifying diverse student voices through the work that you do in your classrooms.

**Secondary Section Nominating Committee**

(three to be elected, term to expire August 2021)

JENNIFER D. MORRISON, Instructor, language and literacy, University of South Carolina; secretary, Literacy in the Disciplines 6–12; NBCT; board of directors, Charlotte Bilingual Preschool. Formerly: Secondary English teacher, department chair, staff development teacher; NCTE Awards in Writing state coordinator; teacher consultant, Maryland Writing Project; Folger Library Teaching Shakespeare Institute. Membership(s): NCTE, LLA, AERA, LRA, ILA. Award(s): NCTE Paul & Kate Farmer *English Journal* Award; AERA Research in Teacher Induction Dissertation Award. Publication(s): *English Journal, SCCTE Journal, International Journal of Critical Pedagogy, Educational Leadership*; book contribution: *More Ways to Handle the Paper Load*. Program Contribution(s): NCTE, LRA, LLA.

**Position Statement:** In my experience, I have seen the teaching narrative become controlled by media, legislators, and the public who tell a story of failure and ineptitude, leading to extensive disregard for the profession. It is imperative we be the keepers of our stories; NCTE can be at the forefront of shifting the dominant narrative from one of deficit to one of pride.

ALLISON HOGUE, English teacher, Auldern Academy, NC; graduate student, East Carolina University, Multicultural and Transnational Literature. Formerly: 9th, 11th, 12th, AP Lit, Pre-AP, drama teacher, Wagoner HS, OK; OKLAED ELA Standards Implementation Task Force. Membership(s): NCTE, NCETA.

**Position Statement:** Students deserve the opportunity to not only study rich and diverse literature but also to see themselves represented in the literature that they study. As educators, we have the task and honor of bringing these voices to the classroom while also creating a space where our students’ voices can be heard. I hope to see NCTE leadership continue to promote diversity, equity, and advocacy for all students and educators.

TERRY CUOZZO, AP English teacher, Hanalani Schools, HI; 10th grade English teacher. Formerly: Middle and high school English teacher, English department chair, instructional rounds participant. Membership(s): NCTE, ILA. Award(s): Secondary Teacher of the Semester. Program Contribution(s): Florida Association of Christian Schools.

**Position Statement:** My most important work happens in the classroom. I want my students to know what it means to hold the attention of an audience because it is convinced of the importance of their messages and because it has heard a reasonable, ardent voice.
VALERIE TAYLOR, Westlake High School, Austin, TX. Formerly: Secondary Representative-at-Large; NCTE Nominating Committee; Standing Committee on Affiliates Region 6 Representative. Membership(s): NCTE, TCTELA, ILA, TALE, ASCD. Award(s): TCTELA: Ed Farrell Lifetime Achievement Award and High School Teacher of the Year; Educator of the Year at Westlake High School. Publication(s): Articles in English in Texas, Texas Voices. Program Contribution(s): NCTE, TCTELA, Texas ASCD.

Position Statement: In the years I have been a member of NCTE, I have found the relationships I have formed across the nation have shown me the value of the many voices we need representing our section and our whole organization. To tap into these voices, we need to recruit leaders to represent them and to bring a variety of perspectives to our decisions, to our publications, and to our presence as a secondary section and as an organization. I look forward to participating in that effort.

VANESSA PEREZ, Technology Integration & Library Media Specialist, Clinton High School, OK. Membership(s): NCTE LGBTQ Advisory Committee, Oklahoma Library Association, Oklahoma School Library Advisory Committee. Program Contribution(s): NCTE, ISTE, TXLA.

Position Statement: I believe the purpose of education is to produce students who understand their power and have the agency to use it; the only way to achieve this liberation for all students is for teachers to intentionally disrupt a system that is oppressive by design. NCTE has transformed itself into a leader of anti-racist, anti-homophobic, identity-affirming work that I haven’t seen in my experience in educational technology and I want to help ensure it thrives.

DANA JACOBSON, NBCT, Instructional transformation specialist, AP coordinator, debate coach, Shades Valley High School, Birmingham; co-director, Red Mountain Writing Project Summer Institute, teacher consultant; PD facilitator, National Writing Project's C3WP Grant; NCTE/CAEP program reviewer. Formerly: High school English teacher; English teacher, Japan. Membership(s): NCTE; founder, Superintendent’s Teacher Advisory Council; founder, Alabama Teacher’s Advisory Cabinet; AEA/NEA. Award(s): Alabama Teacher of the Year; UAB School of Education Outstanding Alumna. Publication(s): Articles, blog posts. Program Contribution(s): NCTE, ACTE, SREB, ACT State Conference.

Position Statement: Supporting teachers and improving teacher sustainability are key to improving student learning and teacher retention. Through our practice, research, and reflection, NCTE must amplify all voices by focusing on literacy and its power to connect, affirm, renew, change, and heal. As a member of the Secondary Section Steering Committee, I will be courageous in searching for innovative ways to engage students and teachers in learning that shapes a better world.

Important Information Regarding the 2020 Election

NCTE, ELATE, TYCA, and Section election ballots will be sent by email to current members in April. If NCTE does not have an email for you on file and you would like to receive a ballot by email, please visit “My Account” and add it to your membership record. (You may also use “My Account” to change your email address and update your member profile.) You can contact our NCTE Customer Service Department (877-369-6283) and speak with one of our representatives to update this information as well.

Elections will close at 11:59 pm Central Time, Monday, June 1, 2020. Results will be posted mid-June.

Questions: Please contact Linda Walters-Moore at NCTE Headquarters.