



ELATE 2020 ELECTION RESULTS

The [English Language Arts Teacher Educators](#) are governed by an Executive Committee made up of elected ELATE members as described in the ELATE Constitution and Bylaws and serve a four-year term. The Chair of the ELATE Executive Committee is automatically a voting member of the [NCTE Executive Committee](#).

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

Thanks to the 2020 ELATE Nominating Committee: **Tracey T. Flores**, University of Texas, Austin, chair; **Ashley S. Boyd**, Washington State University, Pullman; **Jennifer Dail**, Kennesaw State University, GA; **Sharonica Nelson**, University of Alabama, Birmingham; and **Jon M. Wargo**, Boston, College, Chestnut Hill, MA.

[ELATE Executive Committee](#)

(term to expire November 2024)

The ELATE Executive Committee is responsible for the governance of NCTE's English Language Arts Teacher Educators guides the affairs of the Conference. All Executive Committee members serve four-year terms.



KEISHA MCINTOSH ALLEN

Assistant professor of secondary education, University of Maryland, Baltimore County. **Formerly:** 9-12 English language arts and AP language teacher. **Membership(s):** NCTE, AERA, AESA. **Award(s):** CNV Fellowship. **Publication(s):** Articles in *Teachers College Record*, *Urban Education*, and *Journal of Multicultural Education*. **Program Contributions:** AERA, NCTE, LRA.

Position Statement: Given the current socio-political context, it is important that we are preparing all teacher candidates to position literacy, including disciplinary literacy, as a social justice issue that enables pK-12 students to pursue a variety of careers, engage critically in the world around them and be self-actualizing. As an ELATE executive committee member, I will advocate for critical and transformative research and policies that are inclusive and reflective of the breadth of pK-12 students, teachers, and pre-service teachers' lived experiences, skills and talents.



LINDY JOHNSON

Assistant professor, English education, William & Mary; director, Eastern Virginia Writing Project. **Formerly:** High school English teacher, Boston Public Schools. **Membership(s):** NCTE, ELATE-Graduate Strand Chair, ELATE Commission on Writing Teacher Education. **Award(s):** Steve Cahir Early Career Award for Research on Writing, AERA Writing and Literacies SIG; Divergent Award for Excellence in 21st Century Literacies Research. **Publication(s):** Articles in *English Education* (Special Issue: Professional Development for Equity and Social Justice), *English Teaching: Practice and Critique*, *English Journal*, *Theory into Practice*. **Program Contribution(s):** NCTE, AERA, LRA.

Position Statement: NCTE has been my professional home for 20 years and I am committed to sustaining and nurturing the critical work of English teachers and teacher educators. As a member of the ELATE executive committee, I would commit to collaborate with my colleagues to advance the work of the

organization by advocating for policies and practices that support teacher and student agency around issues of equity and diversity.



JUNG KIM

Associate professor of literacy, Lewis University, IL; co-chair, Asian American Caucus; Standing Committee on Diversity & Inclusion. **Formerly:** High school English teacher/literacy coach; Standing Committee on Research; ELATE Nominating Committee. **Membership(s):** NCTE, ELATE, ALAN, LRA, AERA. **Publication(s):** Bloomsbury Press, Rowman & Littlefield Press, *TESOL Encyclopedia of English Language Teaching*, *Journal of Language and Literacy Education*. **Program Contribution(s):** NCTE, AERA, LRA, ALAN.

Position Statement: As a former high school English teacher, literacy coach, and current teacher educator, I believe strongly in creating and supporting spaces for *all* people to belong and be celebrated, whether in pK-12 or post-secondary classrooms or in professional organizations. I believe strongly in working alongside others to dismantle systems of oppression and advocate for greater equity and social justice—particularly for the most vulnerable. I hope to use my voice within ELATE to help continue moving this work forward.

ELATE Nominating Committee

(term to expire 2021)

Members of the ELATE Nominating Committee choose candidates for the Executive Committee and the Nominating Committee for the following year. The person receiving the most votes serves as chair.



GRACE D. PLAYER, CHAIR

Assistant professor of literacy, University of Connecticut; communications chair, NCTE Asian American Caucus; student-faculty liaison, Neag School of Education Equity and Social Justice Committee. **Formerly:** K-9 classroom teacher, literacy staff developer, community-based educator. **Membership(s):** NCTE, LRA, AERA. **Award(s):** NCTE Cultivating New Voices Fellow, Ralph C. Preston Award for Scholarship and Teaching Contributing to Social Justice and Education Equity, UPenn; Dean's Incentive Award, UConn. **Publication(s):** Articles in *LRTMP*, *Language Arts*, *LEARNing Landscapes*; chapters in *Handbook of Reading Research, Vol 5* (forthcoming); *Race, Justice, and Activism in Literacy Instruction*; **Program Contribution(s):** NCTE, LRA, AERA.

Position Statement: As a member of the ELATE Nominating Committee, I will offer my perspectives as a critical Woman of Color literacy scholar who is committed to partnering with youth and communities of color in my work as a justice-oriented educator, researcher, artist, and writer. I will work with the Nominating Committee to construct a slate of candidates representing a diversity of perspectives, particularly historically marginalized perspectives, that will enhance NCTE's commitments to equity and justice.



CHANDRA L. ALSTON

Assistant professor of English education, North Carolina State University, Raleigh. **Formerly:** High school English teacher; teaching fellow, Stanford Teacher Education Program (STEP). **Membership(s):** NCTE, ELATE, AERA. **Awards:** NAEd/Spencer Literacy Predoctoral Fellowship. **Publication(s):** *English Journal*; *Research in the Teaching of English*; *Journal of Teacher Education*; *Teachers College Record*.

Position Statement: As a member of the ELATE nominating committee, I will work with members to recruit diverse candidates who work across domains of English language arts toward anti-racist policies and practices in English teaching and teacher education.



BRIANA ASMUS

Assistant professor of education, ESL and bilingual program director, Aquinas College, MI. **Formerly:** Middle and high school English teacher, S. Korea, Japan, USA; lead teacher, Beijing Middle School summer program, Rottech Education; co-chair, ELATE-SJ. **Membership(s):** NCTE, ELATE, MITESOL. **Award(s):** OELA National Professional Development Grant. **Publication(s):** Co-editor, *Engaging the Critical in English Education: Approaches from the Commission on Social Justice in Teacher Education*; chapter contributor, *Queer Adolescent Literature as a Complement to the English Language Arts Curriculum*; article in *Language Arts Journal of Michigan*. **Program Contribution(s):** NCTE, ELATE,

MITESOL.

Position Statement: I believe that using socially just models in teacher preparation can change the world. I am committed to preparing the next generation of teachers to face challenges posed by the current political climate. As part of the ELATE Nominating Committee, I hope to lift up the voices of those who are committed to a progressive future of teacher education.



MARIA LEIJA

Assistant professor of early childhood education, University of Texas at San Antonio. **Formerly:** K–6 language arts, English language development, middle school English teacher. **Membership(s):** NCTE, LRA, AERA. **Award(s):** CNV Fellowship. **Publication(s):** Articles in *Theory into Practice*, *Bilingual Research Journal*, *The Reading Teacher*, *Social Studies and the Young Learner*. **Program Contribution(s):** NCTE, LRA, AERA.

Position Statement: As a teacher educator, I am committed to ensuring that teachers are prepared to serve all students in a manner that honors their knowledge and experiences through culturally sustaining practices. As an ELATE nominating committee member, I will collaborate with members to advance the mission of the organization.



JOAQUIN MUÑOZ

Assistant professor, Augsburg University, Minneapolis, MN. **Membership(s):** NCTE, LRA. **Awards(s):** NCTE Cultivating New Voices Fellow, Augsburg University Distinguished Award for Service. **Publication(s):** Chapters in *Where No Child Has Gone Before? Youth Agency in Science Fiction and Fantasy*, *Comic Connections: Reflecting on Women in Popular Culture*. **Program Contribution(s):** NCTE, LRA.

Position Statement: In my practice as a teacher educator, my goal has always been for my students to develop their skills to build relationships with students that are holistic and humanizing, with a mind towards equity and justice. As a member of the ELATE nominating committee, my goal will be to cultivate partnerships with members to develop goals of creating just, and equitable, education experiences for all students, through the selection and elevation of leaders committed to inclusion and equity. By building our capacity to work towards justice in education, we better our world.

Questions: Please contact [Linda Walters-Moore](#) at NCTE Headquarters.