



NCTE 2020 ELECTION RESULTS

Thanks to the 2020 NCTE Nominating Committee members: **Limarys Caraballo**, Queens College, Flushing, NY, chair; **Cameron Carter**, Slate Hill Elementary School, Worthington, OH; **Holly Genova**, Lewisville High School, TX; **Keith Gilyard**, Penn State University, University Park; **Amy Gutierrez Baker**, West Jefferson Middle School, CO; **Shashray McCormack**, Jefferson County Public Schools, Louisville, KY; and **Anna Roseboro**, Grand Rapids, MI

NCTE Executive Committee

For Vice President

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.



MARÍA E. FRÁNZQUIZ

Professor, University of Texas, Austin; coordinator bilingual/bicultural education; lead editor *Bilingual Research Journal*. **Formerly:** Deputy chief academic officer, dean, and professor, University of Utah; Maxine Foreman Zarrow endowed faculty, University of Texas, Austin. **Membership(s):** NCTE, AERA, NABE, LRA. **Awards:** NCTE Advancement of People of Color Leadership Award, AERA Division G, Mentoring Award; AERA Division K, Award for Innovation in Research on Diversity in Teacher Education, AERA Henry Trueba Award for Research, NCTE Latinx Caucus Cultural Mentor Award.

Publications: Articles in *Language Arts*, *English Leadership Quarterly*, *High School Journal*, *New England Reading Association Journal*, *Research in the Teaching of English*, *Journal of Second Language Writing*, *TESOL Quarterly*, *Theory into Practice*, *The Urban Review*. Chapters on Literacy and Teacher Education in *AERA Handbook of Research on Teachers of Color*, *Handbook of Research on Children's and Young Adult Literature*, *Handbook of Research on Teaching the English Language Arts*, *Handbook of Adolescent Literacy Research*. Books including *Latin@ Studies Reader*, *Scholars in the Field: The Challenges of Migrant Education*. **Program contributions:** NCTE, AERA, LRA, NABE, NWP.

Position Statement: Our responsibility as English language arts educators, researchers and leaders is to communicate and connect effectively with all of our students, colleagues, and communities. The language and literacy policy choices that we make are based on the principle that people learn to listen, speak, read, write, and visually represent in multiple modalities – not for us, but for themselves.

Although my first language and literacy experiences were not in English, my family and caring teachers, imagined a successful future for me as a bi/multilingual learner. Collaborating with teachers and researchers engaged in language policy advocacy, I continue to thrive as a language learner. An example of engaged advocacy occurred when I worked on the task force that authored the NCTE Position Paper on the Role of English Teachers in Educating English Language Learners. I believe the advocacy work in which NCTE engages has the power to *illuminate and eliminate* the stubborn residues of discrimination based on home language or dialect that prevails in some educational settings.

I am grateful my 25+ years as an NCTE member are enfolded in a culture of reciprocity – a culture requiring that we offer personal service to a community beyond our own. The resulting wider network has made me a better researcher, teacher, mentor and friend. Across years of reading conference and research proposals or serving on committees and task forces, I learned about the broad range of NCTE members' interests. As a mentor and former Director of NCTE's Cultivating New Voices Among Scholars of Color (CNV) program, I feel proud of, learn from, and remain indebted to this community. CNV's collective effort to take

up advocacy and leadership strengthens NCTE and other professional organizations like LRA, IRA, AERA. As the embodiment of a culture of reciprocity NCTE is second to none.

A perfect pairing with a culture of reciprocity is Paulo Freire's (1970) notion of humanizing pedagogy – a method/process where teachers engage in *mutual humanization* with students. In NCTE's efforts of building this humanizing vision, we must unequivocally refuse to yield to dehumanizing language and literacy policies that attempt to strip young, and not so young, learners of their cultural and linguistic roots, traditions, literacies and familial connections. As Sonia Nieto (2017) reminds us, "our work is most powerful when it is done in the service of the common good. After all, what is the purpose of research in particular, and education in general, if not to improve the human condition?" (pg. 3)

I urge illumination of oneself for what is possible. An enlightened educator recognizes how historically subjugated populations are systematically taught, both via education and in the broader society, to self-doubt and even, to self-hate. Once recognized, it is our responsibility to each other and our students to love them(our)selves by embodying and emphasizing forms of self-love in our own practices. While teaching self-love means investing in difficult pedagogical practice, NCTE provides spaces and platforms of loving support to sustain the work – work with potential to improve the human condition for every person, regardless of their race, language, religion, gender, ability or the neighborhood where they live.

Serving on the NCTE leadership team would be an honor extraordinaire that I would enthusiastically and lovingly embrace. I believe the light that NCTE offers at the local and national levels can be made brighter, advocacy that facilitates change can be augmented, service of the common good can be elevated, and the promise of mutual humanization can be achieved. Ultimately, I believe ¡si se puede! We can do this!

For Secondary Section [Representative-at-Large](#)

(term to expire in November 2022)

A representative-at-large serves for two years on the Executive Committee, advising on needs and interests of classroom teachers.



LAMAR TIMMONS-LONG

Teacher of English, New York City Department of Education. **Membership(s):** NCTE,

LGBTQ Advisory Committee member, NEA. **Publication(s):** NCTE/LGBTQ Blog post.

Program Contribution(s): NCTE.

Position Statement: NCTE needs leaders who are willing to serve a range of English Language Arts teachers, especially ones who have often not found their professional home yet. These leaders must be courageous, able to advocate and develop programs and to create inclusive, anti-racist spaces for all within the profession, especially members of the BIPOC and LGBTQ communities. These voices are pivotal to the flourishing of the profession and to the membership. Leaders should be responsive, collaborative, and innovative about decision-making that is geared towards the needs and growth of the profession of English teachers, especially those that have been historically underrepresented, who have valuable perspectives and experiences that help us understand and the needs and design instruction for and with our children and youth.

[Trustees of the Research Foundation](#)

(term to expire in November 2023)

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.



KORINA JOCSO

Associate professor of education, UMASS Amherst; editor-in-chief, *Equity & Excellence in Education*; NCTE/CNV Mentor. **Formerly:** Standing Committee on Research, Commission on Media; AERA Division G Affirmative Action Council, Section 1 Co-Chair, Division K Section 3 Co-Chair; Student-Teacher-Poet, June Jordan's Poetry for the People Program. **Membership(s):** NCTE, ELATE, LRA, AERA, AESA, CRSEA, AAA, NWSA, ASA. **Award(s):** Fulbright Scholar/Canada Research Chair; AERA/IES Postdoctoral Fellowship; NCTE Promising Researcher, CNV Fellow. **Publication(s):** *Youth Poets: Empowering Literacies In and Out of Schools; Cultural Transformations: Youth and Pedagogies of Possibility; Youth Media Matters: Participatory Cultures and Literacies in Education.* **Program Contribution(s):** NCTE, LRA, NCTEAR, AERA, ICQI, CRSEA.

Position Statement: My interest is in supporting NCTE's mission to promote quality research, pedagogical excellence, and more equitable environments for students and teachers. I would build on my professional leadership and research experiences across educational levels to advocate for key programming. As a former CNV fellow and returning mentor, it would be an honor to serve in this capacity.

NCTE Nominating Committee

(term to expire in August 2021)

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.



VAUGHN W. M. WATSON, CHAIR

Assistant professor of English education, Michigan State University; member, NCTE Secondary Section Steering Committee, NCTE Standing Committee on Research; treasurer, National Council of Research on Language & Literacy. **Membership(s):** NCTE, LRA, AERA. **Award(s):** NCTE Cultivating New Voices among Scholars of Color; Midwest Campus Compact (engaged scholar). **Publication(s):** *Research in the Teaching of English; English Journal; American Educational Research Journal; Teachers College Record; Review of Research in Education; Urban Education; International Journal of Qualitative Studies in Education (QSE); Literacy; Michigan Reading Journal; Citizenship Teaching & Learning; Journal of Global Citizenship & Equity Education; The Global Studies Journal; and the eJournal of Public Affairs.* **Program Contribution(s):** CCCC, NCTE, NCTEAR, LRA, AERA.

Position Statement: My research, teaching, and teacher education in secondary and college-level contexts focuses on participatory and community-engaged approaches to examine the interplay of literacy practices and civic engagement across schools and communities.



JENNIFER-NE TOI CLAIBORNE

K-8 humanities coordinator, 8th grade teacher, Friends Community School, MD; chair, Capital Area Progressive Schools Steering Committee. **Formerly:** Upper elementary and middle school educator. **Membership(s):** NCTE, CEL, Capital Area Progressive Schools Steering Committee, Maryland Council of Teachers of English. **Program Contribution(s):** NCTE, CEL, Progressive Education Summit.

Position Statement: NCTE is one of the most important and influential organizations supporting teachers of language arts. As the organization grows and expands its ideas of inclusion and equity, it will need more diverse voices to be thought leaders and collaborators. I would love to serve the organization by finding those voices.



SAKEENA EVERETT

Assistant professor, language and literacy education, University of Georgia. **Formerly:** Director of Research & Outreach of the Black Male Early Literacy Project, University of Illinois, Chicago; AERA Division G (Social Contexts of Education) Graduate Student Representative. **Membership(s):** NCTE, LRA, AERA. **Award(s):** NCTE Alan C. Purves Award; AERA Critical Educators for Social Justice Outstanding Dissertation Award; NCTE CNV Fellow. **Publication(s):** *Research in the Teaching of English*; *English Education*; *Gifted Child Today*; *Literacy Research: Theory, Method, and Practice*; *Discourse & Society*; co-guest editor: *Urban Education Research & Policy Annuals*.

Program Contribution(s): NCTE, LRA, AERA.

Position Statement: Being an NCTE member since 2011 has expanded how I attend to the literacy advancement of racially, culturally, and linguistically diverse student populations and their teachers. Teaching and learning in 4 states across 3 regions of the U.S. inform my understandings of regional differences and needs in the field and would guide my service on the Nominating Committee equitable and just ways.



LUANN FOX

Secondary English instructor, Olathe School District, Olathe, KS; teaching students grades 10–12 at AP and Pre-AP levels and on-level classes. **Membership(s):** NCTE, Kansas Association of Teachers of English, NWP Greater Kansas City Writing Project, NEA. **Award(s):** NCTE High School Teacher of Excellence; KATE Outstanding High School ELA Educator of the Year; district grant recipient; Building level Teacher of the Year nominee. **Publication(s):** *Kansas City Star*, *No Wrong Answers* podcast (NPR affiliated); *Kansas English*. **Program Contribution(s):** NCTE, AP, GKCWP; College Board; Pre-AP National Faculty; GKCWP KC Storytellers co-founder/developer; Kansas State Department of Education Trainer of Trainers.

Position Statement: NCTE needs leaders who feel that pedagogy should be shaped by paradigms that lead teachers to challenge, change, even disrupt a stale atmosphere. Leaders should exemplify the dynamism needed to journey with practitioners in teaching the whole child in a complicated and fraught age.



JOANNA WONG

Assistant professor of Elementary Education, California State University, Monterey Bay. **Formerly:** Elementary teacher, district literacy coach, co-founder of Spanish-English dual-language immersion elementary school. **Membership(s):** NCTE, LRA, AERA. **Award(s):** NCTE Cultivating New Voices Among Scholars of Color Fellow, CSUMB Research, Scholarship, and Creative Activity Competition, CSUMB Faculty Incentive Grant. **Publication(s):** *Journal of Teacher Education*, *International Journal of Bilingual Education and Bilingualism*, *Bilingual Research Journal*. **Program Contribution(s):** NCTE, LRA, AERA.

Position Statement: As an elementary education literacy teacher educator with over 14 years of teaching and learning with diverse students in public elementary schools, I have worked in service of asset-based, socially just literacy education across multiple contexts. As a nominating committee member, I will work to ensure that leadership holds a strong vision for literacy teaching, learning, and research for equity and social justice.

A 2005 NCTE Constitutional Amendment provided for the NCTE Executive Committee to appoint two additional members to the NCTE Nominating Committee each year. The appointed members for 2020-21 are:



MOLLIE BLACKBURN, Ohio State University, Columbus



JOCELYN A. CHADWICK, Arlington, MA

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