SECONDARY SECTION 2021 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.

NATIONAL COUNCIL OF TEACHERS OF ENGLISH
SECONDARY SECTION—2021 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 2020. The Secondary Section Nominating Committee this year consists of Vanessa Perez, Clinton High School, OK, chair; Jennifer D. Morrison, University of South Carolina, Columbia; and Valerie Taylor, Westlake High School, Austin, TX. 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 English Journal 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, 2021. Please use the enclosed return envelope.

SECONDARY SECTION NOMINATING COMMITTEE
Term to expire in August 2022

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.)

JESSYCA MATHEWS

English instructor, Carman-Ainsworth High School, Flint, Michigan; Region 5 Teacher of the Year, Michigan, 2019–2020; racial, environmental & institutional activist. Formerly: MCTE Secondary English Teacher of the Year, Michigan Council of Teachers of English, 2018, NCTE Teacher of Excellence Award, 2018; NEA Social Justice Activist of the Year-finalist, National Education Association, 2018. Membership(s): NCTE, MCTE, NWP. Publication(s): The Washington Post, McSweeney’s, Teaching Tolerance, Time Magazine, MSNBC, NPR. Program Contribution(s): Presentations at NCTE, NEA, MCTE.

Position Statement: NCTE needs leaders and advocates who are focused on embracing and showing the necessary change in our educational spaces for our members and others for equality. In embracing change and moving others forward, NCTE can be the voice that education needs and will be in the front of the movement of pushing toward a new and better world in education that loves, supports, and celebrates all.
LINDSAY SCHNEIDER

High School English Teacher, North Carolina; AP Literature and Composition; NCTE Ambassador. Formerly: MAEd, Wake Forest University. Membership(s): NCTE, ALAN. Publication(s)/Presentation(s): book contributor: Moving Beyond Personal Loss to Societal Grieving, editor and columnist: Notes on American Literature; wrote curriculum and led professional development sessions for my school district (WSFCS); various blogs and articles; presentations at NCTE, ALAN, NCETA.

Position Statement: NCTE welcomed me as a pre-service teacher and supported my growth as an educator; moreover, NCTE has become a home, a respite, and a springboard for innovation. I believe the members of NCTE will serve as leaders as we create what English education will look like post-pandemic and in the current socio-political climate. As English educators, we have a unique opportunity to shape informed, empathetic, creative citizens who think critically and engage purposefully.

ROBERT GREENBERGER

Teacher, St. Vincent Pallotti High School. Formerly: English teacher for three years, Baltimore County Public Schools; managing editor, Weekly World News; director-publishing operations, Marvel Comics; manager-editorial operations, DC Comics. Membership(s): NCTE, ALAN, IRA, JEA, SFWA, IAMTW.

Position Statement: Coming from publishing and having written for various audiences on a wide range of subjects, I found the transition to education a revitalizing opportunity. The experiences I have gained in the “real world,” public, and now private school gives me a unique set of experiences and perspectives that I feel will enable me to help advance NCTE’s goals.

MANDIE DUNN

Assistant professor of English education, University of South Florida; co-chair, Early Career Cohort of NCTEAR. Formerly: 9th and 10th-grade English language arts teacher, Northview High School, Johns Creek, GA. Award(s): 2019 ELATE Research Initiative Grant. Membership(s): NCTE, ELATE, NCTEAR, AERA, LRA. Publication(s): English Journal; Journal of Language and Literacy Education; English Education. Program Contribution(s): NCTE, ELATE, NCTEAR, AERA, LRA.

Position Statement: NCTE has been my professional home since 2013 because of its focus on teachers. I am committed to developing understandings of teacher well-being that extend beyond suggestions for self-care and instead reveal the systemic pressures that undergird teachers’ actions and emotional responses. I will advocate for understandings of English language arts teaching that account for teachers’ experiences as professionals who respond to competing stakeholders, including standards, administrators, parents, students, and public discourses.

BYUNG-IN SEO

Professor of doctoral studies and teacher education, Chicago State University, IL. Formerly: Secondary-level (6-12) ELA and math teacher, ELA department chair; NCTE Nominating Committee; NCTE Secondary Section Nominating Committee; IATE Conference Planning Committee. Membership(s): IATE, NCTE, ILA, NCTM, ICTM. Award(s): Fulbright Scholar Specialist Roster Candidate, CSU Faculty Excellence Award in Teaching, IATE Paul Jacobs Research Grant. Publication(s): Articles in NCTE Notes Plus, English Journal, Illinois English Bulletin, Kentucky English Bulletin, Sage Research Methods Cases, Issues in Teacher Education; chapters in Proceedings for the South African Conference on Education, Teacher Education across Minority Serving Institutions, Differentiated Instruction: Content
Area Applications and Other Consideration for Grades 5–12, Transforming Early Readers into Superb Readers. **Program Contribution(s):** NCTE, IATE, NCTM, ICTM.

**Position Statement:** Literacy skills cut across everything our students learn, and NCTE has been at the forefront in working with other content areas. If elected, I will choose candidates who understand the necessity to work with others outside of the ELA department.

**AMANDA PALMER**

Secondary Language Arts Coordinator for Katy ISD, Texas; Texas Council of Teachers of English Languages Arts President-Elect. **Formerly:** NCTE Secondary Section Steering Committee, TCTELA Recording Secretary and Vice President, NCTE Local Arrangement Hospitality Co-Chair. **Membership(s):** TCTELA, CREST, ILA, ASCD. **Award(s):** ASCD Emerging Leader. **Publication(s):** *English Journal, Texas Voices, ASCD Edge*. **Program Contribution(s):** NCTE, ASCD, CREST, TCTELA.

**Position Statement:** The field of education has been forever altered, requiring English teachers to learn new concepts and adjust practices while maintaining high standards. Teachers are charged with using innovative and equitable approaches to ensure all students become readers, writers, and thinkers capable of moving the world forward. It is our responsibility as an organization to support teachers, provide an avenue for their voices, create opportunities to collaborate, and improve language arts instruction for all learners.