ELEMENTARY SECTION 2021 ELECTION RESULTS

The Elementary Section Steering Committee (ESSC) members are elected each year to a four-year term. The chair is elected from with the ESSC for a two-year term and serves on the NCTE Executive Committee representing the interests of the elementary membership.

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

Thanks to the 2021 Elementary Section Nominating Committee: Tiana Silvas, P.S. 59, New York, NY, chair; Lori Czop Assaf, Texas State University, San Marcos; and Mukkaramah Smith, Richland School District One, Columbia, SC.

For Elementary Section Steering Committee

Term to expire in November 2025

WANDA JAGGERS

First-grade teacher, JB Atkinson Academy, Louisville, KY. Membership(s): NCTE ECEA, PDCRT Cohort 3, Louisville Writing Project, Kentucky Reading Project, Bellarmine Literacy Cohort. Membership(s): NCTE. Award(s): NCEA-The Vivian Vasquez Teacher Scholarship recipient, Jefferson County Public Schools The Model. Publications: The Reading Teacher, ECEA Newsletter, Theory into Practice (forthcoming). Program Contribution(s): NCTE, WLU, GA DOE, KY Link, KRA.

Position Statement: As an elementary school teacher, I strive to create an engaging and equity focused learning environment by implementing student-focused, hands-on, project-based instruction. I center my teaching in culturally sustaining practices; building on students' cultural, social, and linguistic references as they make sense of the world. I encourage my young students to find their voice through reading, writing, and drawing. As a member of the Elementary Section Steering Committee, I will continue to advocate for both students and educators whose voices and stories are unheard.

NANCY VALDEZ-GAINER


Position Statement: I am proud to be part of the NCTE community because here I have found a network of professionals who push me to examine my thinking always with an eye towards more equitable literacy practices in the classroom. I believe in culturally sustaining literacy education that centers the linguistically, racially and culturally diverse experiences and histories of students and families—where students use their voices to speak up for change in a society that continues
to be filled with injustice. If elected, I will advocate for continued dialogue around equitable literacy education.

For Elementary Section Nominating Committee

Term to expire in August 2022

ISLAH TAUHEED, CHAIR

Fifth-grade teacher, P.S. 567, Bronx, NY; District 11’s Culturally Responsive and Sustaining Education (CRSE) Team, NYC Department of Education. Membership(s): NCTE, Literacy Consultants Coalition. Award(s): Heinemann Fellow; digital innovator, PBS/WNET. Publication(s): Heinemann blog. Program Contribution(s): NCTE, Decolonizing Education Conference (NYU).

Position Statement: As an early childhood educator, I see students as leaders of their own learning. I believe that transformational leadership seeks to advance universal freedom from exclusion, oppression, and violence, by allowing all participants to engage in economic, political, cultural, religious and educational activities equally. I am committed to serving NCTE and the Elementary Section by ensuring that programs are designed, implemented, and evaluated by members of a diverse group in order to unlock the enormous potential of team collaboration and transformational leadership within this organization.

EMILY MACHADO

Assistant Professor of Early Childhood Education, University of Wisconsin-Madison; “Writing Matters” column editor for Language Arts. Formerly: First-grade teacher; second- and third-grade English as a new language teacher. Membership(s): NCTE, LRA, ILA, AERA. Award(s): Language and Social Processes SIG Early Career Award; Critical Perspectives on ECE Outstanding Dissertation Award; Second Language Research SIG Outstanding Dissertation Award. Publication(s): Articles in Research in the Teaching of English, Reading Research Quarterly, Journal of Literacy Research, Language Arts, Reading Teacher. Program Contribution(s): Presentations at NCTE, LRA, ILA, AERA.

Position Statement: As a former teacher and a current teacher educator, I seek to make early literacy classrooms more equitable, inclusive, and humanizing. NCTE has been such a meaningful space for me to learn from and with critical educators who share these goals. As a member of the nominating committee, I would work to uphold NCTE’s mission and vision of literacy as a tool for equity and justice.

PIA PERSAMPIERI


Position Statement: NCTE has supported my development as an educator by providing spaces in which to learn, collaborate, reflect, and push for change. In my roles as elementary dual-language bilingual teacher and adjunct instructor, my pedagogical approaches are antiracist, culturally relevant, and promote educational environments in which students feel seen. If elected to the Nominating Committee, I am committed to furthering the organization’s focus on pedagogy that centers our students’ experiences and identities.