



National Council of Teachers of English®

NATIONAL COUNCIL OF TEACHERS OF ENGLISH 2021 ELECTION RESULTS

Thanks to the 2020–2021 NCTE Nominating Committee members: **Vaughn W.M. Watson**, Michigan State University, East Lansing, chair; **Mollie Blackburn**, Ohio State University, Columbus; **Jocelyn A. Chadwick**, Arlington, MA; **Jennifer-Ne Toi Claiborne**, Friends Community School, College Park, MD; **Sakeena Everett**, University of Georgia, Athens; **LuAnn Fox**, Olathe School District, KS; and **Joanna Wong**, California State University, Monterey Bay.

For [Vice President](#)

Term to expire in November 2022

ROCHELLE (SHELLEY) RODRIGO



Senior Director, Writing Program; Associate Professor, Program in Rhetoric, Composition, and the Teaching of English; English, University of Arizona, Tucson, AZ. **Formerly:** Residential Faculty (9 years), English Department, Mesa Community College (MCC), Mesa, AZ; Executive Committee, NCTE; Chair, College Section Steering Committee, NCTE; Parliamentarian, CCCC; Executive Committee, CCCC; Chair, TYCA-West; Executive Committee Member, TYCA; Treasurer, TYCA-West, Chair, NCTE LGBTQ+ and Disabled Leadership Award Development Committees; Chair, NCTE Advancement of People of Color Leadership Award Committee. **Membership(s):** NCTE, CCCC, TYCA-West,

TYCA, Global Society of Online Literacy Educators (GSOLE), Online Learning Consortium (OLC), Council of Writing Program Administrators (CWPA), EDUCAUSE, Arizona Technology in Education Association (AzTEA). **Award(s):** Ruth Catalano Friend of Technology Innovation Award, AzTEA; Inclusive Leadership Cohort Certificate Program, UArizona; Teaching with Technology Award, ODU, Adobe Education Leader, Google Certified Teacher/Innovator; Residential Faculty Excellence Award, MCC; K. Patricia Cross Future Leaders Award, Association of American Colleges and Universities. **Publication(s):** Coauthored three editions, *Cengage Guide to Research*. Coedited *Rhetorically Rethinking Usability*. Articles in *Composition Forum*, *Composition Studies*, *Computers and Composition*, *Enculturation*, *Technical Communication Quarterly*, *TETYC*, and *readwritethink.org*. **Program Contribution(s):** NCTE, CCCC, TYCA-West, TYCA SE, TYCA NE, GSOLE, Computers & Writing, OLC, CWPA,

Position Statement: As literacy educators, it is our job to teach about the power of language. Reading and writing, in all modalities, changes lives. NCTE, as the oldest literacy organization in the United States, is one place where we both recognize and challenge one another for doing this critical work.

NCTE has been my professional home for 20+ years. Events hosted by NCTE and its related organizations allow me to collaborate with professional “family” members, connect to new colleagues, and recharge as a scholar and instructor. I value NCTE’s focus on supporting teaching and learning through a variety of lenses and frameworks. As someone:

- with the last name “Rodrigo” (my grandfather moved from Spain) who attended junior high and high school in Southern California, but does not speak Spanish nor identify as Latinx;
- who is happily married to a man, but has had a long-term relationship with a woman and comfortably identifies as bisexual; and
- who regularly conducted, presented, and published research while full-time at a community college for nine years and who has earned job security at two different institutions (Mesa Community College and University of Arizona) without earning tenure in the classic sense of the term;

I embody a complexity (intersectionality) of both visible and invisible identity markers and experiences that impact my role as a learner, teacher, researcher, and administrator. But I’m not alone. All of NCTE’s members, and their students, embody and/or are interested in a variety of identities, interests, and

experiences that inform their personal and professional identities and literacy practices. At the same time, many members and students face great inequities entrenched by cultural and societal frameworks. By sharing these realities and how they impact our teaching and our students' learning, we can support one another as we engage in the difficult work of teaching in socially just ways. In particular, we must help one another as we develop effective and equitable practices for teaching people to listen, learn, and communicate with one another in both respectful and critical ways.

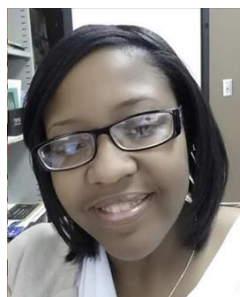
Trained in rhetoric, I've always appreciated Quintillian's definition of a rhetorician as a "good [person]" and a "good speaker." "Good" not only meant appropriateness but also embraced the moral perspective of the rhetoric. Literacy educators are the same; we tend to be civic-minded people trying to improve the common good through literacy education. The call as literacy educators is not an easy one to answer. We balance the dedicated time and energy supporting all of our students and colleagues with the self-care required to stay healthy and functional (especially in this pandemic era). We show up, listen, and speak out during the tough conversations we have with our students, colleagues, and the larger public. We are kind to ourselves and others when we make mistakes, because we all do. We make our commitment to continuous improvement public so that our students, colleagues, and the larger public see the time, energy, and humility required of this work. NCTE offers a professional commons within which we can work together to negotiate these realities.

Returning to serve with the NCTE Executive Committee would be an honor. It would be a privilege to continue working with my colleagues across the nation, providing opportunities for members to learn from one another while expanding NCTE's impact on local and national educational policies.

For Elementary Section Representative-At-Large

Term to expire in November 2023

JANICE R. BAINES



Second-grade teacher, PhD candidate Columbia, SC. **Membership(s):** NCTE, ECEA, IRA, PSTA, SCEA. **Award(s):** *Early Career Educator of Color Leadership Award* (2011). **Publication(s):** *We've Been Doing It Your Way Long Enough: Choosing the Culturally Relevant Classroom*. **Program Contribution(s):** Presentations at NCTE, AEEC, MEC, Sankofa, ISAAC.

Position Statement: As a teacher-activist, I support NCTE's work to create spaces welcoming to educators of color. As our country seeks to dismantle white supremacy, I bring a focus on African Diaspora literacy as critical to building an equitable society, and pledge to support NCTE in leading this work.

For Middle Level Section Representative-At-Large

Term to expire in November 2023

LAKISHA ODLUM



Eighth-grade English teacher, New York City Department of Education (NYCDOE). **Formerly:** Middle Level Section Nominating Committee; NCTE Lead Ambassador; NCTE Middle Level Reviewer; Curriculum Developer for the Digital Public Library of America (DPLA); English Education instructor, Teachers College, Columbia University; ELA Curriculum Evaluator (NYCDOE); ELA Curriculum Coach (NYCDOE). **Membership(s):** NCTE, LRA. **Publications:** *Icons of African American Literature: The Black Literary World*; New York Public Library Learning Blog; DPLA Primary Source Sets; Education Week Blog. **Program Contribution(s):** Presentations at NCTE and LRA.

Position Statement: NCTE teachers deserve leaders who understand the everyday realities of the 21st-century classroom. This includes the need for programming that challenges teachers to continually confront and dismantle their racist ideologies, supporting teachers in developing curriculum that is meaningful to the demographic they teach, and incorporating multiple voices in decision-making. I would be honored to serve the Middle Level Section as Representative-at-Large.

For [Trustees of the Research Foundation](#)

Term to expire in November 2024

JUSTIN GRINAGE



Assistant professor of Literacy Education, University of Minnesota; English education program coordinator. **Formerly:** High school English teacher for 11 years, AERA Division B Section 3 Cochair, AERA Postcolonial Studies SIG Secretary.

Membership(s): NCTE, AERA. **Award(s):** NCTE Cultivating New Voices among Scholars of Color Fellow, NCTE/ELATE Janet Emig Award, *Curriculum Inquiry* Writing Retreat Fellow. **Publication(s):** articles in *English Education*, *Journal of Language and Literacy Education*, *Harvard Educational Review*, *Curriculum Inquiry*, *Journal of Curriculum Theorizing*; book chapters in *White Teachers, Diverse Classrooms*; *Talking about Race: Alleviating the Fear*. **Program Contribution(s):** NCTE, AERA.

Position Statement: I am passionate and dedicated to promoting equity and antioppressive policies and practices within my teaching, research, and leadership roles. My goals are to build upon these experiences to advocate for similar actions within the Research Foundation as is consistent with NCTE's overall mission of equity. As a former CNV fellow, I would consider it an honor to work in this capacity.

For [Nominating Committee](#)

Term to expire in August 2022

DIANE WAFF, CHAIR



Professor of Practice, Penn GSE, Philadelphia Writing Project director. **Formerly:** English teacher; NCTE Nominating Committee; associate general chair, 2009 NCTE Annual Convention; Secondary Section Steering Committee (chair 2006–2008; associate chair 2005–2006). **Membership(s):** NCTE, NWP, BLTN, AERA.

Award(s): Penn GSE William B. Castetter Alumni Award; Scholastic Art and Writing Awards Service Award; NWP Hechinger Award. **Publication(s):** *On Teacher Inquiry: Approaches to Language and Literacy*, coauthor; *Reconceptualizing the Literacies in Adolescent's Lives*; coeditor; articles in *English Journal*, *Language Arts*, *Educational Action Research*. **Program Contribution(s):** NCTE, AERA, ILA.

Position Statement: Teaching and learning in today's times requires educators who recognize the importance of critical literacy and leadership at every level. I will work to recruit educators who will pay attention to issues of race, identity, and relevance as we grapple as an organization with what it means to teach, learn, and lead through and beyond crises in the field of ELA.

DAVENA JACKSON



Assistant professor of urban education with a focus on English, language, and literacy education, Boston University. **Formerly:** Secondary English teacher and department chair. **Membership(s):** NCTE, LRA, NCTEAR, AERA. **Award(s):** NCTE Cultivating New Voices among Scholars of Color. Excellence-In-Teaching Citations Award; The Ray Lawson Excellence in Teaching Award, Michigan Council of Teachers of English. **Publication(s):** *International Review of Qualitative Research*; *Teachers College Record*; *Journal of Literacy Research*. **Program Contributions(s):** NCTE, NCTEAR, AERA.

Position Statement: Our responsibility as English language arts educators is to model pedagogy that is justice-oriented and provide curricular choices that support and affirm all our students' full humanity. NCTE needs leaders who desire to work in solidarity and advocate for cultural, linguistic, and racial justice while working with practicing and future teachers. It

would be my honor to serve on the Nominating Committee to support NCTE's vision for equity, justice, and growth.

JOLIVETTE MECENAS



Associate Professor of English and Composition Coordinator, California Lutheran University. **Formerly:** Associate Professor and Writing Program Director, University of La Verne; Visiting Faculty and Interim Writing Program Director, English Department, CSU Los Angeles. **Membership(s):** NCTE, CCCC Asian/Asian American Caucus, Council of Writing Program Administrators, Rhetoric Society of America. **Award(s):** NCTE/CCCC Scholars for the Dream. **Publication(s):** Chapters on NCTE history in *Writing and Working for Change* and *Building a Community, Having a Home*; chapter in *Representations: Doing Asian American Rhetoric*. Articles in *Open Words: Access and English Studies*; *WPA Journal* (forthcoming); *National Public Radio*. **Program Contributions:** NCTE, CCCC, CWPA, RSA.

Position Statement: My teaching and research focuses on equity, access, and culturally relevant curricula in writing, rhetoric, and teacher education programs in private and public minority-serving universities. I am committed to building coalitional dialogue and action across NCTE members and the communities we teach.

SANDRA LUCIA OSORIO



Associate professor, school of teaching and learning, Illinois State University; chair, NCTE Early Childhood Assembly; incoming NCTE *Language Arts Journal* coeditor. **Formerly:** NCTE Latinx Caucus chair, NCTE Elementary Section Steering Committee. **Membership(s):** NCTE, LRA, AERA, NABE, NAME. **Award(s):** NCTE CNV, AERA CPECE Dissertation Award. **Publication(s):** Articles in *Reading Teacher*, *Urban Education*, *Multicultural Perspectives*, *Bilingual Research Journal*; *Race, Ethnicity and Education*. **Program Contribution(s):** NCTE, AERA, NABE, NAME.

Position Statement: I have been a member of NCTE for over 12 years and consider it my professional home because it invigorates my own teaching and scholarship. I believe that being a member of the Nominating Committee is one way I can support the NCTE vision for leadership, equity, and growth.

NADIA BEHIZADEH



Associate Professor of Adolescent Literacy, Georgia State University, Atlanta; Editorial Review Board, *Journal of Adolescent and Adult Literacy*. **Formerly:** ELATE Nominating Committee; Middle school English and history teacher. **Membership(s):** ELATE Executive Committee; ELATE Commission on Social Justice in Teacher Education; Awards Committee, Writing and Literacies SIG (AERA); NCTE; ELATE; LRA; AERA. **Award(s):** U.S. Department of Education, Supporting Effective Educator Development grants (2018; 2020); Spencer Foundation grant (2016–2017). **Publication(s):** Articles in *English Journal*, *Educational Researcher*, *Journal of Teacher Education*. **Program Contribution(s):** NCTE; ELATE; LRA; AERA.

Position Statement: Through my scholarly contributions, I have worked to improve access to powerful writing pedagogies for middle school students, particularly linguistically and culturally diverse students in urban, public middle schools. As a nominating committee member, I will help recruit diverse, powerful practitioners and scholars in middle level education who can help the field improve theory, research, and practices that support equity and justice.