



LLA 2022 ELECTIONS

Candidates successful in their bid for the presidency begin by serving a one-year term as President-Elect, then proceed to President for a two-year term, and end with the one-year term of Past President.

Executive Board members serve three-year terms, with two Executive Board members being elected each year. The Executive Board members shall attend meetings of both the Executive Board and the Delegates Assembly as voting members.

Biographical information is supplied by the candidates. The deadline to vote is June 1, 2022.

PRESIDENT-ELECT CANDIDATE

(Vote for one of two.)

SALLY BROWN



Professor of literacy education, Georgia Southern University; National Board Certified Teacher. **Formerly:** *Talking Points* co-editor (two terms), early childhood teacher in S.C. public schools for 13 years, consultant. **Memberships:** NCTE, LLA, ECEA, CLA, ILA, LRA, CELT. **Publications:** *Multimodal Literacies in Young Emergent Bilinguals: Beyond Print-Centric Practices* (co-editor, April 2022). Articles in journals such as *European Early Childhood Education Research Journal*, *The Reading Teacher*, *English Teaching: Practice and Critique*, and *Early Childhood Education Journal*. **Program contributions:** presentations at LLA, NCTE, LRA, CELT, European Early Childhood Education Research Association (EECERA), and Bilingualism Matters; proposal reviewer for NCTE, LLA, and LRA; peer reviewer for *The Reading Teacher*, *Language Arts*, *Reading and Writing Quarterly*, *Talking Points*, and the *Georgia Journal of Reading*.

How has LLA/NCTE provided a professional home for you?

NCTE and LLA have been my professional home for decades. My early teaching days were supported by a wonderful principal who believed in authentic, meaningful literacy learning experiences and supported conference travel to NCTE. In addition, each year we would make trips to TAWL meetings that refreshed our commitment to children and extended our teaching practices. More recently, NCTE and LLA have been instrumental in pushing back against harmful policies and practices impacting students at all levels. The amazing resources from both organizations have helped me support practicing teachers as they navigate challenging contexts and mandates. My service as a board member of LLA and co-editor of *Talking Points* have been instrumental in influencing my beliefs about meaningful literacy practices, social justice, and a solid research-based foundation for supporting the joy of reading.

How does your current work in your career, community, and/or classroom contribute to LLA's purpose and demonstrate alignment with LLA's/NCTE's commitment to equity and justice? How have your personal strengths and experiences contributed to making positive change(s) in the profession?

A commitment to political and social action is no longer optional given recent trends with book banning, misnomers about the “science of reading,” and the dismantling of public education for corporate profits. Decades of research show the effectiveness of professional educators who create supportive environments where students use language to question their world and discover new ideas related to their interests. This cannot continue to be ignored. My research and practices have always focused on improving the learning experiences of emergent bilinguals in English-only environments. Supporting multilingual learners and providing opportunities for home languages in classrooms is certainly a social justice and equity issue. I co-edited a book that will be published in April that pushes back against print-centric practices that often marginalize emergent bilinguals. This publication, along with others, provides specific recommendations to impact the ways teachers engage their multilingual students. It is my hope that this work, in addition to teaching undergraduate and graduate students, creates more just learning spaces and asset-based perspectives about multilingual students and families.

What is your rationale for seeking this office? What would you like to accomplish while in office?

It is my intent to move LLA forward in becoming a more inclusive organization by recruiting members of diverse backgrounds and experiences including more international members while promoting the foundational principles of whole language. Part of this process will include the continued re-conceptualization of the organization to specifically attend to issues of social justice and equity. I would lead LLA in disseminating information to teachers who find themselves conflicted by state and school-level policies that ban books or enforce a closed interpretation of the science of reading. As president of LLA, I will support teachers as decision-makers, promote access to high-quality books dealing with a wide range of issues, and push for meaningful assessments that guide student literacy learning. The harmful effects of the current legislation being passed in many states and the systemic inequities impacting the out-of-school lives of students are at an all-time high. Let's work together to create meaning and authentic learning spaces for children, families, and teachers that embrace diversity and celebrate multilingualism. This can be accomplished in various ways including the annual summer institute, webinars, social media, etc. There is much work to be done in the coming years, and now is the time to act.

YANG WANG (she/her/hers)



Associate professor of language and literacy education, University of South Carolina; co-director, Center of Bilingualism Matters@UofSC; board member, Bilingualism Matters International Network; state ambassador, USBBY; board member, East Point Academy, Columbia, SC; founder & president, China-TAWL. **Formerly:** board member of LLA, 2017–2020; board member of East Point Academy Chinese Mandarin Immersion School, SC, 2019–2022; advisory board member, Carver-Lyon Elementary School Immersion Program, 2017–2020; editorial board member, Young Palmetto Books, SC, 2017–2018; editorial assistant, *Talking Points*, 2010–2013. **Areas of expertise:** reading comprehension, reading assessment, miscue analysis, eye movement miscue analysis, TESOL, and biliteracies. **Memberships:** LLA, NCTE, CELT, EMMA, LRA,

NABE, AERA, USBBY. **Awards:** CELT Research Award (2019, 2021); Reading Miscue Research Award (2019, 2020); Early Career Service Award, College of Education, UofSC (2019); Faculty Associate of the Year, Preston Residential College, UofSC (2019).

Publications: co-editor, *Enhancing Bilingual Education: A Transdisciplinary Lens for Improving Learning in Bilingual Contexts*; articles in *Talking Points*, *English Journal*, *Middle School Journal*, *Journal of Adolescent & Adult Literacy*, *Bilingual Research Journal*, *Journal of International Students*, *Multicultural Education*, *TESOL Journal*, *Mentoring & Tutoring: Partnership in Learning*. **Program contributions:** Presentations at LLA, NCTE, EMMA, LRA, AERA, NABE, BMRS, JOLLE, CAERDA, BM@UofSC.

How has LLA/NCTE provided a professional home for you?

LLA/NCTE has been an academic home for me for a decade. My first time attending the Literacy for All institute was at the University of Missouri to celebrate Dorothy Watson's 80th birthday. I was helping Dr. Carol Gilles hold this event. Being a newbie in the doctoral program, I was bedazzled by the big names that I read in articles and books. Since that time, LLA has been my North Star guiding my literacy education trajectory. I have attended the summer conferences since then. I joined the CELT and the EMMA group meetings as well. I served as the editorial assistant for *Talking Points* and as a board member in the past.

My research interest is in reading comprehension and assessment, particularly in miscue analysis and EMMA. LLA has been a real family in terms of my scholarly work and even my life. I co-presented at WLU with my mentor and colleagues in the early years, then I shared my work independently. Now I bring my own doctoral students, international visiting scholars, and colleagues to join and present at LLA. I am grateful for the mentorship that I received from LLA, and this academic family is definitely growing.

How does your current work in your career, community, and/or classroom contribute to LLA's purpose and demonstrate alignment with LLA's/NCTE's commitment to equity and justice? How have your personal strengths and experiences contributed to making positive change(s) in the profession?

My research expertise is on reading miscue analysis, EMMA, biliteracies, and TESOL. It aligns with the vision of LLA focusing on whole language as a dynamic philosophy of education. I embed whole language practices in my teaching, research, and service. I also embed social justice, critical literacies, digital and multimodal literacies, and inquiry learning in my teaching of preservice and inservice teachers.

One change in my miscue analysis seminar was that I used to have only monolingual students. However, the last two groups of doctoral students in my class could speak up to approximately ten different languages. These teachers and researchers work with learners from culturally and linguistically diverse backgrounds. Connecting in my seminar, they collaborated to promote whole language philosophy, critical literacy, and social justice. They use miscue analysis as a culturally relevant assessment and provide support for learners of color. These teachers are also the change agency to impact more children and learners in their positions.

My research extends to family literacy with bilingual families in the community. I co-lead a series of family workshops to help diverse bilingual children and their parents develop biliteracy skills. I also share bilingual resources with Chinese-speaking mothers in the community.

What is your rationale for seeking this office? What would you like to accomplish while in office?

LLA, my academic root, nurtured me as a teacher and a scholar. I want to return and serve more for LLA. My goals are to serve more teachers who struggle with teaching and interacting with children during the pandemic, more teachers of color, and teachers who teach students of color. I want to embrace more new scholars. LLA welcomed me, a female bilingual learner of color, and provided a platform for me to shine as a scholar in literacy and bilingual education. I would like to do the same for many other new rising scholars. I value family roots and that is why I want to return to the board. I would like to seek more opportunities to reconnect our senior LLA family members and connect them with new scholars, so we can keep growing our LLA family tree. I would like to promote LLA in the U.S. as well as internationally. We have a few LLA-TAWL groups in the U.S., Taiwan, and China mainland. I would want to support more LLA-TAWL groups or any subgroups to promote whole language beliefs around the world.

EXECUTIVE BOARD MEMBER

(Vote for two of four.)

GRACE Y. KANG (she/her)



Associate professor of elementary literacy, Illinois State University. **Formerly:** K–6 classroom teacher, reading specialist, enrichment teacher for eight years; member, LLA Language & Literacies Advocacy Day; member, LRA Ethnicity, Race, & Multilingualism Committee; **Area(s) of expertise:** culturally sustaining pedagogies, teacher agency, narrow definitions of literacy, anti-racist teacher education, specifically in writing. **Award(s) & recognition(s):** ISU University Teaching Award, ATE Clinical Fellows of Clinical Practice, ATE Emerging Scholars Program. **Publications:** *Written Communication, Language Arts* (forthcoming), *Reading Teacher, JOLLE, Multicultural Education, Language Arts Journal of Michigan, LRA Yearbook*. **Presentations:** NCTE, LLA (cancelled), LRA, AERA, ATE.

How has LLA/NCTE provided a professional home for you?

Since graduate school, I have seen NCTE as my professional home; however as I was getting acclimated into academia and became an assistant professor, I had more opportunities for involvement in LRA. I will continue to be active in researching/writing with the LRA Teacher Education Research Study Group, but I would like to take on more leadership roles in NCTE/LLA. I served on the LLA Advocacy Day Committee and as a proposal reviewer for NCTE/LLA conferences.

How does your current work in your career, community, and/or classroom contribute to LLA's purpose and demonstrate alignment with LLA's/NCTE's commitment to equity and justice? How have your personal strengths and experiences contributed to making positive change(s) in the profession?

My work in my research, teaching, and community aligns with NCTE/LLA's commitment to equity and social justice. My practice is centered on constructivist principles and deeply embeds critical literacies and anti-racist perspectives. I lead a Civic Engagement Cohort that centers issues of social justice, equity, and diversity. My strengths and experiences extend beyond the classroom walls, both in my advocacy work in my local community and in my critical orientations and perspectives in journal publications.

What is your rationale for seeking this office? What would you like to accomplish while in office?

My rationale for seeking this office is to not only be a member of the organization, but to contribute in leadership. I have benefitted from NCTE/LLA's leadership and guidance through the annual conferences, statements, and journals. Additionally, as a person of color, I would like to use my voice and perspective to not only be a recipient, but to be an active contributor and advocate to the larger organization and mission for equity, justice, and diversity.

ANTONIETA AVILA (she/her)



6th-grade dual language teacher with Los Angeles Unified School District. **Formerly:** dual language teacher at Anahuacalmecac International University Preparatory; assistant professor in second language program at University of Wisconsin Milwaukee; bilingual teacher with Austin Independent School District; bilingual education Instructor at University of Texas Austin. **Area(s) of expertise:** biliteracy/bilingualism; science education in elementary bilingual settings; bilingual teacher preparation. **Membership(s):** NCTE, LRA, CABE. **Award(s):** STAR Mentoring Program—LRA. **Publication(s):** *Theory into Practice; Childhood Education; Journal of Latino/Latin American Studies.* **Program contribution(s):**

presentations at NCTE, LRA, AERA, NSTA, NABE.

How has LLA/NCTE provided a professional home for you?

LLA/NCTE has provided a professional home for me by supporting my work as a bilingual language arts teacher and teacher educator. As an educator working with students of all ages, I have been able to learn from colleagues through journals and publications. During the yearly conferences, I am further able to continue advancing my learning by attending various

presentations. More recently NCTE has supported my work by awarding funds for books for my classroom.

How does your current work in your career, community, and/or classroom contribute to LLA's purpose and demonstrate alignment with LLA's/NCTE's commitment to equity and justice? How have your personal strengths and experiences contributed to making positive change(s) in the profession?

My current work in the middle school classroom contributes to LLA's purpose by providing a space where whole language practices are embedded in a dual language setting. Demonstrating alignment with LLA/NCTE's commitment to equity and justice, I advocate for access to dual language education for traditionally marginalized students. My personal experiences as a second language learner have contributed to making positive changes in the profession by highlighting the benefits of dual language education.

What is your rationale for seeking this office? What would you like to accomplish while in office?

My rationale for seeking this office is to participate more fully with LLA/NCTE while applying my leadership skills. As a teacher leader, I am in a position to encourage teachers new to the profession to join LLA/NCTE and find a supportive professional home. Additionally, as a member of the Executive Board I would like to bring bilingual/dual language scholarship and experience to LLA.

CHRISTOPHER HASS (he/him/they)



Assistant professor of education, James Madison University. **Formerly:** elementary teacher for twenty years; adjunct professor, University of South Carolina; community organizer/political advocate, SCforEd. **Area(s) of expertise:** social justice teaching, teacher advocacy, student advocacy. **Membership(s):** member, Standing Committee on Assessment (NCTE); LRA, NAME, AERA. **Award(s):** Model Teacher, CEEAAS; Reclaiming the Joy in Teaching Award, LLA. **Publication(s):** *Social Justice Talk*, author; *Language Arts*. **Program contribution(s):** presentations at NCTE, LRA, WLU, Equity in Education (CEEAAS), PSLA, SCCTE.

How has LLA/NCTE provided a professional home for you?

When I first began attending the Annual Conference in 2007, NCTE quickly became *the* community where I found the inspiration, knowledge, and courage I needed to not only grow as a teacher but speak with greater authority when forcibly pushing back against harmful school and district mandates. Since those first years, I've developed rich relationships and taken on roles that continue to feed me as a veteran educator while also giving back to this profession.

How does your current work in your career, community, and/or classroom contribute to LLA's purpose and demonstrate alignment with LLA's/NCTE's commitment to equity and justice? How have your personal strengths and experiences contributed to making positive change(s) in the profession?

I feel my greatest contribution has been a willingness to learn alongside my students as we push at the boundaries of what education can be. Most recently, my students' growth as readers and writers has served as a vehicle for creating positive change within our community—advocating with parents, teachers, principals, social boards, city councils, and state legislatures. My investment in advocacy has led me to reimagine what we can accomplish in our literacy classrooms.

What is your rationale for seeking this office? What would you like to accomplish while in office?

I want to work alongside colleagues that are rooted in strong theoretical beliefs about literacy, learning, and justice and are dedicated to supporting classroom teachers as they continue to fight for autonomy to make the classroom decisions their students and communities deserve. One of my first goals would be to think collectively about how we can better support and scaffold preservice and inservice teachers to advocate for authentic and justice-oriented literacy practices.

MUKKARAMAH M. SMITH



Educator / 27 years, Columbia, SC, 1st-grade teacher RSD1, cooperating teacher student interns, lead mentor Columbia College (APEC), CEEAAS (Center for Education and Equity for African American Students) Hope Teacher, ECEA/NCTE, PDCRT/NCTE, Delta Sigma Theta Sorority Incorporated. **Area of Expertise:** early childhood education; Culturally Relevant Sustaining Educator. **Award(s):** 2020 Donald H. Graves Writing Award, Teacher of the Year 2022–23 AJ Lewis Greenview ES; **Publications:** *Journal of Literacy Research*, NCTE.org (Blog), *Language Arts*, 11/21; **Contribution(s):** *Theory in Practice*; *Black Mother Educators: Advancing Praxis for Access, Equity and Achievement*, NCTE presentations; CEEAAS presentations.

How has LLA/NCTE provided a professional home for you?

NCTE/PRCRT/LLA has provided a platform for me as an educator to continue my love for literacy and language within a community of educators. I joined the NCTE family six years ago, and it has extended my opportunities to learn new skills, as well as teach others about classroom research and teaching practices that elevate literacy and learning. I have made new connections with educators who share many of the same experiences.

How does your current work in your career, community, and/or classroom contribute to LLA's purpose and demonstrate alignment with LLA's/NCTE's commitment to equity and justice? How have your personal strengths and experiences contributed to making positive change(s) in the profession?

My knowledge of self is a deep connection to my ancestors. My African American Language (AAL) is the Black American grit between my ancestral motherland and this American land where we currently find ourselves occupying. This self-awareness guides my teaching as I serve a classroom of majority foundational black students. It was through this experience that I vowed to never make my students feel inferior due to their home languages.

What is your rationale for seeking this office? What would you like to accomplish while in office?

I want to be a part of an organization that is dedicated to the plight of communities of color and multilingual/bilingual communities. These communities are consistently marginalized because of socioeconomic status. LLA has allowed educators like me to collaborate with likeminded educators. I make a choice every day to do the work, to dismantle the system of injustice, and replace it with a system of justice and equity for all humankind.