



NATIONAL COUNCIL OF TEACHERS OF ENGLISH

2024 ELATE ELECTIONS

The biographical information concerning the nominees' past and present service to NCTE/ELATE was supplied by the candidates. Names on the ballot are presented in random order. Each year, nominations are made by a nominating committee elected by the membership in the spring.

The 2023–2024 ELATE Nominating Committee members are:

Chair: Lakisha Odlum, State University of New York at New Paltz
Lakeya Omogun, University of Washington
Jennifer M. Higgs, University of California, Davis
Kisha Porcher, University of Delaware
Lucía Cárdenas Curiel, Michigan State University

ELATE EXECUTIVE COMMITTEE

The ELATE Executive Committee is responsible for the governance of NCTE's English Language Arts Teacher Educators and guides the affairs of the Conference. All Executive Committee members serve four-year terms.

(Vote for three.)



Jill Ewing Flynn (she/her) Professor/English Education Program Coordinator, University of Delaware. **Formerly:** English Education Student Teaching Coordinator (UD); NAME Nominating Committee; Founder, Collaborative to Diversify Teacher Education at UD; secondary teacher (9 years). **Specialty Area(s)/Area(s) of Expertise:** Critical multicultural teacher education, racial literacy. **Publications:** Co-edited book *Feminism and Intersectionality in Academia*; articles in *English Journal*, *Multicultural Perspectives*, *English Leadership Quarterly*, *International Journal of Qualitative Studies in Education*, *The ALAN Review*, *Thresholds in Education*, *Literacy Today*, *International Journal of Multicultural Education*; seven book chapters. **Membership(s):** NCTE, ELATE, NAME, AERA. **Award(s):** Teaching, mentoring, and advocacy awards at the University of Delaware. **Program Contribution(s):** Presentations at NCTE, AERA, NAME, ELATE, NCTEAR, LRA.

How has NCTE provided a professional home for you?

I have been a proud member of ELATE since 2009 and NCTE since 2000. NCTE truly is my professional home. I am at the NCTE Annual Convention every year, attending numerous ELATE-sponsored sessions and events and presenting my own work—as well as mentoring ten undergraduate students (thus far!) to present. Sharing teaching practices and reviewing the latest ELA teacher research, both through attending the Convention and through reading NCTE's publications, continually inspires me.

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

An enthusiastic, collegial teacher and scholar, I seek to recruit and prepare diverse candidates who teach English for social justice—a dedication nurtured through both ELATE and NCTE. As a white, cisgender, heterosexual, able-bodied, female teacher, I take responsibility for fostering understanding of systemic inequities in education, as well as helping teacher candidates (many of whom share identity markers with me) understand what we can do individually and collectively to disrupt them.

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

ELA teacher educators work in many different contexts, and our work is time consuming and labor-intensive. It is important for us to connect across institutions to foster continual growth and change, not only in our own programs, but nationwide. We need to rediscover and recenter the joy in teaching, as Muhammad (2023) urges; I seek to bolster the connections fostered by ELATE to support teacher educators' innovation and thereby positively impact the teaching profession.



Christine Feliciano-Barrett (She/Her/ella) Lead ELA teacher for KIPP: NYC. Former AP Language/literature teacher with the NYCDOE for 25 years; Adjunct professor of English at Pace University since 2022 and in English Education for the spring 2024 term at Teachers College, Columbia University. **Specialty Area(s)/Area(s) of Expertise:** The teaching of English (middle school and high school), teacher education, teacher mentorship, culturally responsive literature, Latina/Black feminisms. **Membership(s):** NCTE, NCTEAR, AERA, NYSEC. **Publication(s):** Publication in NCTE's *English Journal* (11/2023); coauthored an entry for the *Bloomsbury Encyclopedia of Social Justice* (release date TBA). **Program**

Contribution(s): Presenter on panels/symposiums for NCTE, ELATE, NCTEAR, NYSCEC, and AERA. Volunteer for NCTE's 2023 Convention. Community facilitator for Reimagining Education's Summer Institute (RESI) in 2023.

How has NCTE provided a professional home for you?

NCTE continues to serve as a sacred space for me to interact with educators and scholars through online workshops, publications, groundbreaking texts, and conventions to help further my personal teacher education and growth both inside and outside of the ELA classroom. As a presenter at several conferences, I had the opportunity to share the work I have engaged in with my students over the years inspired by all NCTE has provided for me throughout my 25 years of teaching.

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

I am a firm believer that we as English educators must remain teachable regardless of how much classroom experience we have. My classroom spaces honor the voices/lived experiences of my students who are primarily Black and Brown. Through critical love and embracing pedagogies grounded in anti-racist teachings, I strive to empower my students to become advocates for themselves, their communities, and those who are unable to speak for themselves.

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

After volunteering for NCTE as a proposal reader, a chairperson, and a recent volunteer at the 2023 Convention, I have come to recognize the wealth of experience I have gathered over my 25 years as a middle school, high school, and university educator in NYC. If allowed to serve as an ELATE Executive Committee member, I will use my voice and my vast experience to ensure that ELATE continues to serve the needs of the educational community and the students we teach.



Pauline Schmidt (She/her) Professor of English Education, West Chester University, PA; Director, West Chester Writing Project; Co-Advisor NCTE Student Affiliate. **Formerly:** High school English teacher; column editor, *English Journal*; Co-Chair, Commission on Arts and Literacies (COAL); Program Chair, Women in Literacy and Life Assembly (WILLA).

Specialty Area(s)/Area(s) of Expertise: Arts-based pedagogy; technology in the classroom. **Membership(s):** ELATE, COAL, PCTELA, NWP. **Award(s):** Lindback Distinguished Teaching Award, WCUPA; Buffalo State College English Education Alumni Award; Divergent Award for Excellence in Literacy for a Digital Age Research Award. **Publication(s):** *Reimagining*

Literacies in the Digital Age: Multimodal Strategies to Teach with Technology; Educators as Readers: Forming Book Groups as Professionals; NCTE position statement. **Program Contribution(s):** Presentations at NCTE.

How has NCTE provided a professional home for you?

This organization helps dispel the myth that teaching is an isolated/isolating profession. Since 2007, I have found community and support through the best and worst of my teaching experiences and I look forward to seeing those faces every year. Even further, this network has pushed my thinking, my teaching, and my writing as I've been afforded opportunities to publish in *English Journal*, collaborate on a position statement, and most recently, coauthor a practitioner-focused text in the NCTE Principles in Practice series.

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

As Co-Advisor of the NCTE Student Affiliate and Director of the West Chester Writing Project, I seek to make conference attendance accessible by seeking funding support. When we can't

bring a lot of students to the national conference, we encourage them to attend the state level conference in its place (PCTELA). In my courses, I frequently use virtual events and publications known to my students and I embed that material into my course assignments.

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

I would like to see more opportunities for universities to establish student affiliates; I am often asked *how* I bring preservice teachers year after year. It's not that challenging, but I think some teacher educators don't know about certain opportunities and support available through NCTE. I'd like to accomplish a streamlined system for supporting preservice and novice teachers in our profession.



Shelbie Witte (She/her) Professor, Oklahoma State University; Director, Initiative for Literacy in a Digital Age. **Formerly:** Associate Professor, Florida State University; Middle school English (OK, KS); Site Director, OSUWP, FSUWP. **Specialty Area(s)/Area(s) of Expertise:** Teacher education, literacy in a digital age **Membership(s):** ELATE Member; Coeditor, *Voices from the Middle* (2015–2021); NCTE Executive Committee–Middle-Level Rep-at-Large (2006–2009); Chair, NCTE Literacy in a Digital Age Definition Revision Group. **Award(s):** NCTE Richard W. Halle Award (2021). **Publication(s):** Articles in *English Journal*, *VftM*, *The ALAN Review*, *JAAL*; editor of *Writing Can Change Everything* (NCTE). **Program**

Contribution(s): Presentations at NCTE, ILA, LRA, ALA.

How has NCTE provided a professional home for you?

NCTE has been my professional home since 1995. I find within NCTE not only like-minded colleagues who inspire and guide my teaching and scholarship, but also critically minded colleagues to push my thinking and help me grow as an ally and teacher educator. As I've moved from teaching middle level students to teaching preservice teachers, I've found NCTE has held space for me at the different iterations and intersections of my interests and career trajectories.

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

I believe my experience and expertise has impacted NCTE through the *Literacy in a Digital Age* statements and our work on *Voices from the Middle*. In my current role and as the founding director of the Initiative for Literacy in a Digital Age, my work aligns seamlessly with NCTE's mission. Addressing equity and justice involves recognizing the historical persistence of racist ideas, often subtle and insidious. Declaring oneself "not racist" is insufficient; proactive measures are necessary to expose and eliminate racist presumptions, laws, and practices.

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

I have been actively involved in NCTE committees for years. After a brief respite following the editorship of *VftM*, I would be thrilled to re-engage and continue to be of use to ELATE and NCTE. I believe I offer a spirit of collaboration and visioning, as well as the ability to innovate and be responsive to various partners and levels of membership.



Theresa Burruel Stone (she/they/ella) Assistant Professor of English, Sonoma State University (SSU), California; Chair, Faculty Subcommittee on Scholarly Activities, SSU. **Formerly:** High school English teacher (eight years) & Puente Program teacher (three years). **Specialty Area(s)/Area(s) of Expertise:** narrative; settler colonial studies; Latinx youth; place-based literacies.

Membership(s): NCTE, AERA, Latinx Studies Association (LSA), American Anthropological Association (AAA). **Award(s):**

Cultivating New Voices among Scholars of Color (CNV); Council on Anthropology & Education Delgado Gaitán Presidential Fellow.

Publication(s): articles in *Race Ethnicity and Education*; *International Review of Qualitative Research*; *California English*;

International Journal of Qualitative Studies in Education (forthcoming). **Program**

Contribution(s): Presentations at NCTE, AERA, LSA, AAA.

How has NCTE provided a professional home for you?

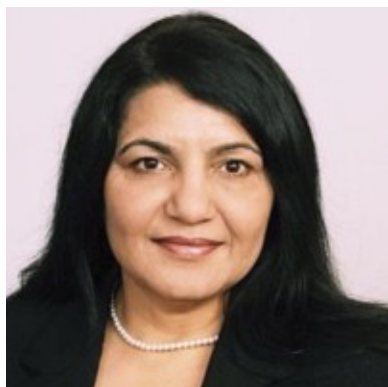
NCTE, especially CNV fellows and supporters across cohort generations, has provided a professional community that supports my scholarship and thinking about possibilities and limitations of education for social change broadly. Importantly, through NCTE and CNV, I have encountered orientations to the teaching of English that I desired but found in short supply as a teacher. Returning to English education as a teacher educator, I value the communally-created visions and resources for worlds-honoring English education.

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

In my work, I consider the ways that our efforts toward better lives affect other people/s. In preparing future English teachers and in my scholarship, this focus provides means for fine-tuning and, at times, rerouting, the ways we seek equity and justice. My Mexican-origin family's experiences as I reflect upon them cross-generationally have contributed to the ways I understand, teach, and write about language and literacy in relation to place-making as integral to educational practice.

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

I seek the service role of this office as a move of reciprocity for the support I've received for my own professional development. I am committed to creating and protecting spaces that facilitate the flourishing of historically racialized and marginalized people/s, NCTE educators and scholars and the communities we serve. In this role on the ELATE Executive Committee, I would advocate for resources and literacies that lend towards linguistic and social justice.



Ritu Sharma (she/her) Faculty, Purdue University; President, Global Indigenous People; DEI Committee; advisor PG American-Asian Cultural Association; Purdue Global Ambassador; NOSS board member; PG SLTeam, Editor. **Specialty Area(s)/Area(s) of Expertise:** Multimodal, retention, persuasive & trauma-informed heutagogy, diversity, culturally sensitive pedagogy. **Membership(s):** NCTE, ELATE, AWAC, NOSS, SAMLA, OATYC, NSF, NSCS, CEA. **Award(s):** Multiple excellence awards, Diversity award, Team of Twelve award, OATYC award. **Publication(s):** articles in academia, Black history, diverse writings, poetry, nonfiction, photography, DEIB. **Research:** Teaching pedagogy, diversity, student success, leadership. **Program Contribution(s):** presentations at NOSS, LILLY, PGV, GEC, NCTE, OCIE, NEXT, AWAC, SAMLA, OATYC, CEA, AGLS.

How has NCTE provided a professional home for you?

NCTE has served as an indispensable platform for professional growth, providing a wealth of resources and best practices. Students and countries changed, but NCTE remained an unwavering mentor. It facilitates continued networking with passionate professionals, fostering collaborations that enrich my teaching journey. Additionally, NCTE champions our cause, bolstering support through publications filled with effective teaching practices, insightful strategies, and empowering approaches. These resources not only enhance educators' abilities but also optimize student engagement.

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

As an educator, I advance NCTE's goals through literacy promotion, empowering students with language skills for societal engagement. My inclusive teaching fosters diverse perspectives, ensuring all voices are valued. Leveraging my passion for literature and experience, I innovate teaching methods, adapting to student needs. Advocating inclusive practices, I promote equity in education, sharing successes to encourage broader adoption. My commitment to literacy, language, and societal engagement directly aligns with NCTE's vision, driving positive change and equity in education.

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

Seeking a role aligns with my commitment to advancing literacy and DEIB. I aim to amplify diverse educator voices, advocating for professional growth and curriculum diversity. With a background in innovative teaching, I envision nurturing partnerships in the evolving educational landscapes. My goals encompass community-building, promoting equity, and expanding professional development. I seek to champion inclusive curricula, forge impactful partnerships, and advocate for policies ensuring accessible English education. This will boost positive change and advocacy.

ELATE NOMINATING COMMITTEE

The Nominating Committee prepares a slate of candidates for vacancies that occur annually on the ELATE Executive Committee and selects candidates for the succeeding year's ELATE Nominating Committee. The candidate who receives the largest number of votes in the election will chair the committee.

(Vote for five.)



Tala Michelle Karkar Esperat (she/her) Assistant Professor of Curriculum and Instruction, Eastern New Mexico University.

Formerly: Elementary English teacher, librarian, Graduate Student Senator, President of Graduate Student Association.

Specialty Area(s)/Area(s) of Expertise: Multiliteracies, new literacies, online learning, literacy coaching, pedagogical literacy practices. **Membership(s):** NCTE, ATE, LRA, ILA, and AERA. **Award(s):** 2023 Scholars of Color Transitioning into Academic Research Institutions Award for literacy-related research that addresses issues and opportunities linked to diversity (STAR 2022–2024), Literacy Practice and Research Article Award in the Knowledge Category (coauthored article),

C&I Faculty Member of the Year Award. **Publication(s):** *Teacher Educator, E-Learning and Digital Media; Literacy Research: Theory, Method, and Practice*. **Program Contribution(s):** Presentations at AERA, LRA, and ATE.

How has NCTE provided a professional home for you?

NCTE offers a home for scholars of color. I joined it in graduate school. It provides a space for professional and personal growth, especially with my background as an international teacher educator, former English teacher, and librarian. I have been able to collaborate with colleagues and learned about navigating academia.

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

I strive to enhance the ability of teachers to cultivate racially literate justice, oppose linguistic deficiencies, and empower racialized students through my research and teaching that contributes to NCTE's mission and vision of focusing on underserved bilingual and multilingual students. I am working with inservice and preservice teachers in co-constructing knowledge and capitalizing on their students' assets, cultures, language, and race through the pedagogical holistic model of new literacies and the pedagogical content knowledge of multiliteracies.

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

My goal is to continue to advance the organization's mission by advocating for humanizing academia, respecting and embracing equity and diversity among all races, and improving culturally and linguistically diverse student classroom experiences through teacher preparation and providing training for inservice teachers. I wish to contribute to the scholarship surrounding

racial inequalities in classroom contexts to empower teachers, schools, and communities to utilize the assets of learners and empower racialized students.



Jin Kyeong Jung (she/her). Assistant Professor in Language and Literacy, Texas Tech University. **Formerly:** English teacher in South Korea. **Specialty Area(s)/Area(s) of Expertise:** Language and literacy in immigrant communities, youth civic participation, digital literacy, global education. **Membership(s):** NCTE, LRA, AERA, AAAL. **Award(s):** LRA's STAR Fellowship, J. Michael Parker Award (2022); NCTE's 2023 ELATE Research Initiative Grant. **Publication(s):** *Literacy Research: Theory, Method, and Practice*; *Talking Points*; *Journal of Adolescent & Adult Literacy*; *Annual Review of Applied Linguistics*. **Program Contribution(s):** Presented at NCTE, reviewed and judged student writing awards and the art

& literary magazine program.

How has NCTE provided a professional home for you?

As a former English educator in South Korea, NCTE has become a community where I have learned new and diverse perspectives from its members and their work. NCTE has also provided me with great opportunities to engage with diverse educators, teachers, scholars, practitioners, and professionals in the field of English education across various contexts, enriching my professional growth, continuous self-reflection, and advocacy for both teachers and students.

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

In my role as an educator and researcher, I fervently promote social justice and diversity in English language arts, aligning with NCTE's mission. By integrating multicultural perspectives and advocating for inclusive practices, I ensure diverse voices in education are heard and valued. My varied experiences across borders have fueled my commitment to equity, driving positive changes in the profession. Collaborating with fellow NCTE scholars, I strive to create a more inclusive and equitable educational landscape.

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

My primary goal is to foster greater diversity among teacher educators in leadership positions within NCTE. This effort is crucial to ensure that the perspectives of our future young leaders and diverse voices in society are adequately represented. Additionally, I aim to contribute to NCTE's mission by leveraging insights from collaborations. As an educator committed to social change, I believe in the power of shared knowledge to drive progress and innovation in our field.



Alicia Rusoja (she/her/ella). Assistant Professor of Education, University of California, Davis. **Formerly:** Education Director, English for Action (popular education/ESOL/family literacy and immigrant rights organization), Providence, RI. **Specialty Area(s)/Area(s) of Expertise:** immigrant rights; intergenerational literacies; social movement pedagogies; practitioner/participatory action research. **Membership(s):** NCTE, NCTEAR, AERA, LRA. **Award(s):** Alan C. Purves Award - Honorable Mention; Public Scholarship Faculty Fellowship and CAMPSSAH Fellowship (UC Davis); LRA's STAR Fellowship; Research Justice Fellowship (Mills

College). **Publication(s):** *RTE*; *Language Arts*; *International Journal of Qualitative Studies in Education*; *AERA Open*; *LRTMP*; *AMAE Journal*. **Program Contribution(s):** NCTEAR, AERA, LRA; Chair, J. Michael Parker Award (LRA).

How has NCTE provided a professional home for you?

NCTE's unwavering, transparent, and layered commitments to educational justice have been nourishing and inspiring as an early career activist scholar. The organization's publications, conferences, webinars, and facilitation of intergenerational communities of practice and inquiry have guided me in my ongoing journey to do work that matters and is consequential alongside oppressed/marginalized/minoritized and racialized communities in/out of classrooms.

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

My intergenerational justice-focused scholarship and participatory educational work for equity aligns well with NCTE's mission of "teaching and learning of English and the language arts at all levels of education" and its vision of an advanced "access, power, agency, affiliation, and impact for all learners." I co-create knowledge and educational spaces with/alongside intergenerational oppressed communities who have been traditionally positioned by K–16+ educational institutions as uneducated and disengaged. I aim to contribute to communal efforts for positive change.

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

I am grateful for the opportunity to contribute to NCTE's mission and vision through direct service to the organization via the ELATE Nominating Committee. I would be poised to help center, in our organization, the intergenerational participation, related leadership, knowledges, and educational expertise of oppressed and racialized communities whose literacy and pedagogical work takes place outside of preK–16+ institutions and within social movements.



Shamaine Bertrand (she/her/hers). Associate Professor of Urban Elementary and Early Childhood Education, The College of New Jersey; ELATE Nominating Committee candidate.

Currently: Co-Communications Chair for Critical Educators of Social Justice SIG AERA. **Specialty Area(s)/Area(s) of Expertise:** Centering Blackness in elementary education, addressing race/racism in education. **Membership(s):** NCTE & AERA. **Award(s):** 2023 NCTE George Orwell Award for *Black Gaze* Podcast; 2021 ISU David A. Strand Diversity Achievement Awardee; 2020 ISU Teaching Initiative Award Recipient.

Publication(s): Articles in *The Reading Teacher*, *Language Arts*, *Multicultural Education*, *Talking Points*, *JULTR*, *JGER*,

PDS Partners, *Equity & Excellence in Education*. **Program Contribution(s):** Presentations at NCTE, AERA, NAPDS.

How has NCTE provided a professional home for you?

NCTE has provided me with an opportunity to meet and build community with educators and scholars that are committed to doing real work around equity, centering Blackness, and creating spaces where Black children can feel free and thrive. Through attending the annual convention, I have been able to build relationships with scholars and educators from different institutions and collaborate with them on various projects.

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

I have been able to work alongside my colleague and get our work around centering Blackness in teacher education into various NCTE outlets. This has proven that the work that I do around centering Blackness is necessary and in alignment with NCTE's commitment to equity and justice. My colleague and I are focused on creating a *Blackprint* that can be used by all educators to center Blackness in not just literacy, but all content areas.

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

I have been attending the NCTE's Annual Convention for quite a few years now, and I have benefitted so much from my engagement in the NCTE community. It is my time to contribute to this organization and lift as I climb. I hope to work with folx in the ELATE community to make sure that there is representation on the ballots from members of diverse backgrounds and that the Committee is continuing to promote equity.



Darius Phelps (he/him) Assistant Director of Programs, NYU School of Professional Studies, NCTE Early Childhood Assembly Chair. **Formerly:** ELATE Graduate Strand Co-Chair; NCTE ECEA Co-Chair, NCTE ECEA Board of Directors.

Specialty Area(s)/Area(s) of Expertise: Early childhood education, poetry, BIPOC narratives, trauma, literacy.

Membership(s): NCTE, ELATE, ALAN, NCTE ECEA.

Award(s): NCTE EC-EOC Award, TEDxUGA speaker, Georgia Childcaregiver of the Year Award. **Publication(s):** *Teachers College Press, SL Journal, English Record, NCTE's English Journal, English Leadership Quarterly, Language Arts, Talking*

Points. Program Contribution(s): NCTE, NCTEAR, YAL Summit, LLA, ALAN.

How has NCTE provided a professional home for you?

As a male educator of color, specifically an early childhood educator, there aren't many spaces where I don't feel marginalized or non-existent. NCTE has been a life-changing experience for me. As both an educator and a writer, I am determined never to become stagnant, and crave an opportunity to increase my knowledge, experience, and love. From attending the Conventions, whether in person or virtual, I have been fortunate to make lifelong connections; expand my knowledge, professional growth, and mentorship; and find a safe haven to call home.

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

As a male educator of color, I am determined to inspire, embolden, and encourage those who come from backgrounds similar to that of my own. Aligning with NCTE through my work, I am committed to sharing diverse narratives, emphasizing the power of vulnerability through both poetry, diverse, and racial literature. We do not have to be forced to exist within the margins; for we deserve to embrace all of our hues.

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

As a member of the ELATE Nominating Committee, I hope to work in coalition with all English educators to cultivate a true brave space, advocate for opportunities for the ELATE membership holders, preservice teachers, and the field participants to be able to engage in work that honors their true selves and pedagogical practices. Our narratives, especially as people of color, deserve to reflect the same, for this is the vision that I bring and will advocate to make sure it happens.



Diana Liu (she/her). 9th/10th Grade ELA/ENL Teacher; PhD Student in English education at Teachers College, Columbia University; Board Member of Committee Against Racism and Bias in the Teaching of English; and NCTE Standing Committee on Diversity and Inclusivity.

Formerly: Adjunct Instructor at Teachers College Columbia University; Institute for Teachers of Color Committed to Racial Justice Fellow (ITOC) 2022–2023. **Specialty Area(s)/Area(s) of**

Expertise: Secondary ELA teacher education; YA literature; curriculum development; Asian American literacies.

Membership(s): NCTE/ AsAm Caucus, AERA, New York State English Council (NYSEC). **Award(s):** BTHS Most Influential

Teacher (2020–2023); L. Ramon Veal Fellow (2022); NCTE Early Career Educator of Color (ECEOC) Fellow Award (2021–2022). **Publication(s):** NCTE Build Your Stack, *English Journal*, *English Education*, *Language Arts*, *The Teacher Advocate*. **Program Contribution(s):** Presentations at NCTE, NYCWP, AERA, NYSEC, NCTEAR.

How has NCTE provided a professional home for you?

I have been a member of NCTE since 2019. This organization is crucial to my development as a high school English teacher because it provided me with a community of English teachers and curriculum and pedagogy support. The Asian American Caucus and ECEOC cohort have helped support my development as a teacher professionally and as a teacher-leader. Through them, I have met so many wonderful teachers and scholars in the English education field.

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

As an Asian American female secondary educator, I am committed to building solidarity among marginalized groups of color and to continuously engage in reflective praxis to improve the humanizing and culturally affirming pedagogy practices of our secondary ELA preservice and inservice teachers. In particular, I work in teacher communities to build deeper empathetic understandings of one another and how that may be reflected in our literacy practices and cultural competency skills.

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

I have received so much support from NCTE that I am honored to always give back to this organization and its members. As a member of ELATE Nominating Committee, I am committed to ensuring that the ELATE board continuously reflects the diversity of English educators/ teacher educators and to ensure that the leaders embody equitable, culturally sustaining, social-justice-oriented practices in their respective field.



William Visco Assistant Professor of ELA Education, University of Akron. **Formerly:** High school English teacher for 15 years in Florida and Texas. **Specialty Area(s)/Area(s) of Expertise:** Language and literacy, popular culture. **Memberships:** NCTE, OCTELA, PCTELA, ATE, SCCTE.

Award(s): 2023 Outstanding Teacher of the Year Award (OCTELA), 2023 Outstanding Teacher Award (University of Akron). **Publication(s):** Discourses of globalization, cultural diversity, and active citizenship education (2024); *From Tatooine to Your Classroom: What the Star Wars Saga Can Teach Future Teachers about Teaching Philosophy*; *Hollywood or History? An Inquiry-Based Strategy for Using Film, Television, and Documentaries to Explore the Teaching Profession* (Chapter 1); *I Believe in Believe: How Ted Lasso Can Change Your Thinking and Your Classroom*; *Fringes* (NCTEA).

How has NCTE provided a professional home for you?

NCTE has allowed me the ability to share my learning and also to meet so many new and interesting people. I have made so many connections, taken in so many new ideas, and honestly learned more from NCTE than I ever thought possible.

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

I think that I've been able to cultivate my teaching and lessons to not only help myself, but to make students (who will be future English teachers) more aware of equity and justice. I have used my strengths in pop culture knowledge to develop easily alterable lessons to meet the needs of all learners, no matter who they are or where they are from. Additionally, my students who will be future teachers are learning those strategies, which will in turn help more and more students.

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

My rationale is to give back to the community that is and has given so much to me. I think that it is only right to give of myself and give back to NCTE as I know what it has done for me. I want to help more and more get what they can out of such an amazing organization.



Jenell Igeleke Penn (she/her) Clinical Assistant Professor of Education, The Ohio State University; Director of Teacher Education, The Ohio State University; Judge, We Need Diverse Books Walter Dean Myers Awards Committee. **Formerly:** Secondary ELA teacher for nine years; Member of the 2020 Selection Committee, NCTE LGBTQ+ Advocacy and Leadership Award. **Specialty Area(s)/Area(s) of Expertise:** Critical pedagogies, critical literacies, young adult literature, teacher education. **Membership(s):** NCTE; OCTELA; ALAN. **Award(s):** Cultivating New Voices among Scholars of Color (CNV) Fellow (2020–2022); 2024 Ohio Council of Teachers of English Language Arts Outstanding English Language Arts Educator Award. **Publication(s):**

article in *English Journal*; chapter in *Teaching Black American Speculative Fiction and Beyond: Equity, Justice, and Antiracism*; chapter in *Growing Writers: Principles for High School Writers and Their Teachers*; chapter in *Race, Justice, and Activism in Literacy Teacher Education*.

Program Contribution(s): presentations/proposal reviewer for NCTE, NCTEAR, AERA, LRA, and ELATE; editorial review board at *RTE*.

How has NCTE provided a professional home for you?

I joined NCTE as a high school ELA teacher. Not only did I find the sessions and the mentorship available re-energizing and inspiring, but I found a space to also share my practices with others. As a doctoral student, I presented several presentations at the Annual Convention and was met with so much critical love and support. Most recently, the CNV fellowship program has provided me the support, mentoring, and networking necessary to navigate and find loving community in the academic landscape.

How does your current work in your career, community, and/or classroom contribute to NCTE's [mission and vision](#), and demonstrate alignment with 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 stands directly on the shoulders of so many NCTE scholars. My research, teaching, and service centers on carving out spaces for the literacies, languages, histories, and bodies of marginalized peoples. I intentionally (re)create loving, critical school spaces that encourage students to explore not only how multiple oppressions are endemic to school spaces, but also how they can take up justice-oriented pedagogies in their classrooms.

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

I welcome the opportunity to contribute to the ongoing success and growth of the ELATE community. I believe it is important to have passionate, deeply engaged teacher education leaders on the ELATE Executive Committee. As a member of the ELATE Nominating Committee, I would bring a passion for collaboration, a keen eye for identifying leadership potential, and a commitment to diversity, equity, and inclusion. I firmly believe that diverse and representative leadership is essential for ensuring that ELATE continues to thrive and effectively serves the interests of its members.