



## NATIONAL COUNCIL OF TEACHERS OF ENGLISH 2024 ELECTIONS

The biographical information concerning the nominees' past and present service to NCTE 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 NCTE Nominating Committee members are:

Chair: Henry “Cody” Miller, SUNY Brockport  
Renata Love Jones, Georgia State University  
Haeny Yoon, Columbia University  
Keisha Smith-Carrington, Princeton Public Schools, NJ  
Hui-Ling Malone, University of California, Santa Barbara

### NCTE VICE PRESIDENT

The candidate elected to the post of Vice President serves on the Executive Committee for four years, succeeding to the posts of President-Elect, President, and Past President. The Vice President works principally on affiliate relations and serves as liaison with several Council committees.

(Vote for one.)



**Detra Price-Dennis** (she/her). Professor of Teaching and Learning, The Ohio State University College of Education and Human Ecology; Executive Director of The Center for Digital Learning and Innovation, College of Education and Human Ecology; *Research in the Teaching of English*, Editorial Board; member of Standing Committee for Research. **Formerly:** Elementary school teacher; NCTE Member Gathering co-host; NCTEAR Chair, 2020–2022; Charlotte Huck Book Award Committee Co-Chair, 2014–2016; NCTE Elementary Steering Committee, 2012–2016; NCTE Research Foundation, 2016–2019. **Specialty Area(s)/Area(s) of Expertise:** Digital literacies, children’s and young adult literature, critical media literacy. **Membership(s):** NCTE, NCTEAR, AERA, LRA. **Award(s):** NCTE Cultivating New Voices among Scholars of Color (CNV) fellow; David H. Russell

Award for Distinguished Research in the Teaching of English; Outstanding Elementary Educator in the English Language Arts Award; Edward B. Fry Book Award; National Council of Research on Language and Literacy Distinguished Scholar Mid-Career Award; Janet Emig Award; AERA Division K Early Career Award.

**Publication(s):** *Racial Literacy: Implications for Curriculum, Pedagogy, and Policy* (Vol. 1); *Advancing Racial Literacies in Teacher Education: Activism for Equity in Digital Spaces*; *Black Girls' Literacies: Transforming Lives and Literacy Practices*; “I Don’t Even Know Why This Is a Monument’: Exploring Multimodal Making in Early Childhood” (*The Reading Teacher*); “Developing Curriculum to Support Black Girls' Literacies in Digital Spaces” (*English Education*). **Program Contribution(s):** Presentations at NCTE, NCTEAR, LRA, and AERA.

**How has NCTE provided a professional home for you?**

NCTE has served as an intellectual hub for my teaching and research. The organization has provided me with community, mentorship, and opportunities to learn practical skills that transformed how I engage in policy making, curriculum development, scholarship and pedagogy.

The organization fosters an environment where expertise is shared generously. I attended my first NCTE when I was an elementary teacher. I attended every session I could with presenters whose work inspired me to ask critical questions about literacy, learning, justice, and humanity.

I also found opportunities at NCTE for mentoring. For example, I was selected to be a Cultivating New Voices among Scholars of Color fellow, attended Advocacy Day events in Washington, DC with teachers from my research team, and served as mentor for the Professional Dyads and Culturally Relevant Teaching program. NCTE provided spaces for both receiving and offering mentorship throughout my career.

In short, NCTE cultivated a dynamic space for my intellectual and personal growth. Over the years, I have benefited from attending the annual conference, participating in leadership roles on committees and assemblies, and connecting with members through virtual events. I have developed meaningful relationships and gained invaluable knowledge about literacy teaching and learning.

**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 a professor of literacy education and the Executive Director of the Center for Digital Innovation and Technology, I bring a fusion of leadership, pedagogical imagination, and research expertise focused on equity and justice in literacy education. My work centers collaboration and social action with classroom teachers and their students that honor their agency and make visible the impact their ideas have on systemic issues in our community.

In addition, my work with preservice teachers focuses on reimagining literacy practices for the digital age. As part of this work, I have supported social justice inquiry groups, a students of color advisory committee, and developed a graduate student multimodal collaborative to produce media about topics that center marginalized voices. My personal and professional goals are connected to partnering with schools and community organizations to develop sustainable and reciprocal partnerships that support access to high quality literacy experiences for students and families.

Finally, my approach to strategic planning and collaborative leadership on NCTE initiatives, such as the Literacy in a Digital Age Task Force and our virtual Member Gatherings during the COVID-19 pandemic, have taught me the importance of uplifting voices and perspectives that inspire us to work together to advance the mission of this organization.

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

I am running for Vice President because of my commitment to bring people together to reimagine what could be possible in literacy education. Our society is at an inflection point fueled by partisan politics that is negatively impacting teaching and learning. My NCTE experience compels me to believe that we can demonstrate to leaders and members of our communities what is possible when we unite to work on behalf of everyone's children in ways that honor their humanity and dreams for the future.

Throughout my experience as an educator and researcher I have seen the power of bringing diverse groups of people together to have difficult conversations about topics we are passionate about, including literacy education. Reimagining literacy in the digital age provides an opportunity for us to work together to help members of our community understand the role of emerging technologies, reading, writing, and language policies that reflect our commitment to equity, access, and advocacy in literacy education. I seek this office to leverage my skills and experiences to champion literacy research, impactful classroom practices, and expand our audience to ensure NCTE remains at the forefront of literacy education, policy, and research.



**Tracey T. Flores** (she/her/hers). Associate Professor, University of Texas at Austin; NCTE Assembly on Research (NCTEAR) Chair; Elementary Section Steering Committee; Latinx Caucus Co-Chair; Assembly on Literature for Adolescents of NCTE (ALAN) Board of Directors; *Language Arts*, Writing Matters column co-editor; *The Reading Teacher*, editorial board; *English Journal*, editorial board; Founder, Somos Escritoras/We Are Writers. **Formerly:** 2<sup>nd</sup> Grade, 3<sup>rd</sup>/4<sup>th</sup> grade multiage ELD teacher, and 6<sup>th</sup> grade ELA/SS studies teacher for 8 years (AZ); Elementary Section Steering Committee Chair; Rainbow Strand Program Co-Chair, NWP Teacher Consultant (TC). **Specialty Area(s)/Area(s) of Expertise:** Writing; Latina girls writing; family and community Literacies. **Membership(s):** NCTE, NCTEAR, NWP, LRA, AERA Writing and Literacies Sig, Kappa Delta Chi. **Award(s):** NCTE Cultivating New Voices among Scholars of Color (CNV) fellow; NCTE Promising Research Award Recipient; Professional Dyads and Culturally Relevant Teaching (PDCRT); NCRL Early Career Distinguished Scholar; Divergent Award for Excellence in 21<sup>st</sup> Century Literacies; Emma S. Barrientos Mexican American Cultural Center Arts Educator Award of Excellence (TX); Landmark Elementary School Teacher of the Year (AZ); Glendale Elementary School District Teacher of the Year Runner-Up (AZ). **Publication(s):** *Cultivating Young Multilingual Writers: Nurturing Voices and Stories in and beyond the Classroom Walls*; Articles published in *Research in the Teaching of English*; *Language Arts*; *Voices from the Middle*; *English Journal*; *Journal of Adolescent and Adult Literacy*; *Theory into Practice*; *Bilingual Research Journal*; *Urban Education Multicultural Perspectives*; Blog posts in *#31DaysIBPOC Writers*, *Education Today LatinxKidLit*, *Education Today*; *Writers Who Care*. **Program Contribution(s):** NCTE, NCTEAR, ELATE, LRA, NAME, LRA, AETA.

### How has NCTE provided a professional home for you?

Since 2010, NCTE has been my professional home, where I found family, community, and my voice. As a classroom teacher, NCTE provided a space for me to attend my first professional conference and present classroom stories from the family writing workshop I designed for my 2nd-grade emergent bilingual students and their families. At this same Convention, I found family within the Latinx Caucus.

As a doctoral student, NCTE supported my growth as an aspiring scholar and expanded my vision for our work. Through my leadership in the Latinx Caucus, the Rainbow Strand, and as a Cultivating New Voices among Scholars of Color fellow, I learned with *and* from our leaders, mentors, and elders, the importance of “lifting as we climb,” mentorship, and community.

As an associate professor, NCTE continues to be my professional home and an essential part of my growth as a teacher, graduate student, and scholar. I cultivated my voice by participating in Professional Dyads and Culturally Relevant Teaching (PDCRT) and as the Elementary Section Chair. I seek to ensure that others can find their home within the NCTE community and that we can collectively experience and participate in this celebratory, generative, restorative, and joyous space.

**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 research, teaching, and community work are rooted in my experiences as a second-generation Chicana, educator, teacher educator, scholar, and mother to my daughter, Milagros. I draw on eight years of teaching in ELD and ELA classrooms in K–8 schools that serve culturally and linguistically diverse families. In addition, my work alongside my students and their families in multilingual family writing workshops, collaborative literacy workshops with las mamas campeonas, and Latina adolescent girls and youth in writing and art workshops inform my vision toward equity and justice.

I carry these dispositions and experiences in my work with *and* for our NCTE community. Through my leadership in the Latinx Caucus and Elementary Section Steering Committee, I have collaborated with NCTE members, leadership, and our author and illustrator community to organize mentoring sessions, cultural celebrations, gatherings, author meet and greets, and youth performances. Each of these spaces seeks to amplify the histories and experiences of our BIPOC children, youth, and communities; open humanizing dialogue; affirm expansive literacies; and foster community building.

In my work and service, I support all my students, colleagues, and community partners in finding and belonging to a community that sustains and nurtures their interests, hearts, and minds.

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

Historically and currently, our NCTE community has been an essential voice in its advocacy toward culturally sustaining, antiracist classrooms that center children, youth, and families' knowledges, languages, and literacies. Amid book bans, English-only policies, anti-LGBTQIA+ laws, and teaching and learning during the COVID-19 pandemic, NCTE continues to evolve to meet the needs and concerns of those that it seeks to represent and serve. During the pandemic, NCTE innovatively expanded our community, helping us stay connected, reflect on our experiences, and heal.

As Vice President of NCTE, I will strive to continue in the legacy and vision of our courageous elders and leaders who paved the way for our justice and equity-centered work. Drawing on the vast resources available from NCTE, I want to amplify the excellent work our NCTE community engages in daily in our Early Childhood and K–20 classrooms, alongside families and communities, and in teacher education programs to push the conversations and debates toward radical curricular justice. Now is the time, more than ever, to harness our collective passion and expertise to advocate for an equitable, transformative, and restorative language and literacy education for all and to teach toward new futures.

## **SECONDARY REPRESENTATIVE-AT-LARGE**

A Representative-at-Large serves for two years on the Executive Committee, advising on needs and interests of classroom teachers.

(Vote for one.)



**Juliet Reed**, (she/her). High school English teacher, Jackson Olin High School, Birmingham, AL; English Department Chair, Mentor Teacher, PBIS School Based Team Lead, Curriculum Writer for BCS. **Formerly:** Middle school teacher and adjunct professor. **Specialty Area(s)/Area(s) of Expertise:** Twelfth-grade curriculum development and writer, teaching writing and grammar, African American literature. **Membership(s):** NCTE, DST. **Program Contribution(s):** Presentations at College Board HBCU Conference and Birmingham City Schools professional development series.

**How has NCTE provided a professional home for you?**

NCTE is a great resource to gain a wealth of information about all things literacy-related. It provides many avenues to connect with professionals across the country, gives up-to-date knowledge about curriculum and instruction, and is a champion for diversity, equity, and justice. Exchanging ideas with colleagues through NCTE is invaluable. I am grateful to be a part of such an amazing community of educators.

**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 12<sup>th</sup>-grade English teacher in an urban school district, I prepare students for the world. I expose students to literacy, writing, and curriculum that will empower them for adulthood. Ensuring that students engage with diverse texts, which challenge their assumptions and beliefs, offers them an opportunity for positive change. NCTE supports the use of literacy as a powerful way to bring justice and equity into classrooms, and I intentionally provide literacy in that manner.

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

I can effectively serve as the Secondary Representative-at-Large because I am capable and committed to working with others to positively impact education and make decisions that will benefit classroom teachers. I am also a vocal educator that believes in advocating for teachers in the most beneficial way and will work to see that the collective ideas are shared. Rallying secondary teachers to be a part of NCTE is equally important.

I am interested in being on this committee because as an English teacher I feel that I can bring expertise and experience to the role. I have taught for 18 years in both secondary and postsecondary schools. My passion for preparing young minds to enter the early stages of adulthood, college, work, and life is deep. I understand the challenges of what students might face, and I have witnessed the triumphs of many students, no matter their life situations. I consider that we need support professionally and privately. Whatever resources, needs, or efforts that teachers seek I am sure to advocate for. Whether the requests are fulfilled or not, I still ask, email, take a stance, and voice the concerns of my colleagues.



**Susan G. Barber** (she, her). High school teacher, department chair, Midtown HS, Atlanta, GA; AP literature test development committee member.

**Formerly:** NCTE Secondary Steering Committee, College board advisor for AP literature, Mosaic Conference chair. **Award(s):** NCTE National Teacher of Excellence, GCTE Teacher of the Year, Coweta County Teacher of the Year. **Publication(s):** *The Norton Guide to AP Literature*, coauthor; *100% Engagement*, coauthor (forthcoming from Corwin); *English Journal*; Edutopia, MuchAdoAboutTeaching.com, *Atlanta Journal-Constitution*, *New York Times*, *Washington Post*. **Program Contribution(s):** Presentations at NCTE, GCTE, Poetry Foundation Summer Academy, Folger Institute, College Board AP Daily Instructor, multiple APSIs.

**How has NCTE provided a professional home for you?**

NCTE has given me a network of professionals who have made me not only a better teacher, but a better person. The emphasis on application grounded in theory and research continuously transforms my pedagogy as well as my classroom. In a time when educators are under scrutiny and unnecessary criticism, NCTE has provided avenues of support and resources that have challenged me in areas where I need to grow and made me feel less alone.

**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 spent much of my career encouraging other teachers through writing, speaking, and making myself available for collaboration. My most important work, however, is what happens daily in E 216. My classroom is a lab for expanding the canon and exploring relevant texts, teaching students of ALL ability levels to own and advocate for their learning, and helping students develop their voice so they can use it for the issues important to them.

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

My rationale for seeking Secondary Representative-at-Large is simple: this opportunity provides the platform to extend work that I'm already engaged in at a broader level with dedicated professionals. NCTE is solid in research, resources, and has a stellar Convention. I would like to explore how to build community among educators outside of the Annual Convention as well as explore different avenues to provide educators with resources in a quickly changing world.

**TRUSTEES OF THE RESEARCH FOUNDATION**

A Trustee of the Research Foundation serves for a three-year term, passes judgment on research proposals received from the field, and manages fiscal resources of the Foundation.

(Vote for one.)



**TAMARA T. BUTLER** (she/her) Executive Director (Librarian III), Avery Research Center for African American History and Culture, College of Charleston, South Carolina; NCTE CNV Mentor; NCTE Standing Committee on Diversity and Inclusivity. **Formerly:** Secondary English language arts teacher educator for 8 years; ELATE Executive Committee; NCTE Veal Seminar Mentor; NCTE Standing Committee on Research. **Specialty Area(s)/Area(s) of Expertise:** Critical literacies; Black girlhood. **Award(s):** Mellon Foundation (2023-2027), NCTE Promising Researcher (2016), NCTE CNV Fellow. **Publication(s):** Teachers College Press; articles in *Urban Education*, *Curriculum Inquiry*, *Equity & Excellence in Education*, *English Education* (guest co-editor), *Review of Research in Education*, *Theory into Practice*. **Program**

**Contribution(s):** Presentations at NCTE, ASALH and NWSA.

### How has NCTE provided a professional home for you?

NCTE has been vital to my development as a community-engaged teacher educator and researcher. The annual conference allows me to stay in conversation with professionals working at all levels in education. As a result, NCTE reminds me to keep my teaching and writing accessible, practical, relevant, and responsible. I am indebted to the mentorship and community that I found as a member of Cultivating New Voices among Scholars of Color fellowship program.

### 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 the leader of a Black archive, library, and museum, I have the honor of making engaging stories accessible to students and teachers—from studying primary documents to speaking with community members. I guide the Center (once a school for training Black teachers) back to its mission of developing community-focused teachers who advocate for social change. By working in the interstices of Black studies and English education, I encourage interdisciplinary approaches to teaching and learning.

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

I am interested in serving as a Trustee because they are the body responsible for “administering” Foundation resources to “promote more equitable educational environments for students and teachers.” Therefore, I would work with NCTE leadership to ensure that our conferences and the cities where we conference are “equitable educational environments.” Such work includes securing funding to ensure the attendance and participation of local K–12 students and educators, junior faculty, and community partners beyond volunteerism.



**Michael Domínguez** (he/him). Associate Professor of Chicana/o Studies, San Diego State University; NCTE Latinx Caucus leadership team. **Formerly:** NCTE Middle Level Section Chair; Middle Level Section Steering Committee; Middle school English/ESL teacher and department chair, Las Vegas, NV. **Specialty Area(s)/Area(s) of Expertise:** Teacher education; ethnic studies; Latinx education. **Awards:** CNV Fellow (2015–2017); NCTE Rainbow Strand Service Award 2023; 2015 Thomas Jefferson Award, University of Colorado. **Publication(s):** *Decolonizing Middle Grades Literacy* (2023, co-author); articles in *The Journal of Teacher Education*; *Voices From the Middle*; *Journal of Education for Teaching*. **Membership(s)/Program Contribution(s):** NCTE; AERA: ASA; NACCS (National Association of Chicana/Chicano Studies)

### How has NCTE provided a professional home for you?

NCTE has been my professional home since I stepped into my first middle school classroom two decades ago, connecting me with peers as a young teacher, and mentors as I transitioned to become a researcher/teacher educator. The colleagues, friends, and mentors I have gained from this organization, particularly through the Cultivating New Voices program and Middle Level Section, are truly a chosen family, nourishing my passion to advocate for asset-based approaches to ELA pedagogy.

**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?** The very core of my work—my scholarship, writing/research, and community work with youth and educators—is advancing educational justice by supporting teachers in pursuing humanizing and decolonizing pedagogies in their classroom. As a teacher educator working in ethnic studies, my recent efforts with preservice and experienced educators have aimed at helping teachers navigate the turbulent political waters of the present, and advance liberatory ELA praxis in ways that fit their unique contexts and students.

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

As a young educator, NCTE allowed me to see the value of research to my praxis, and the CNV program helped me find my place as a researcher. NCTE's research mission is close to my heart, and this role is an opportunity to actively support that cause. As a Trustee, I would like to continue to support the incredible equity-oriented research NCTE encourages, particularly advocating for and supporting the advancement of teacher-research programs and initiatives.

### NOMINATING COMMITTEE

Term to expire in August 2025.

A Nominating Committee member gives regional and teaching-level representation to the elective processes of the Council and helps to choose candidates for other posts as well as the Nominating Committee for the following year. The person receiving the most votes serves as chair.

(Vote for one in each group.)

### GROUP A – ELEMENTARY SECTION



**Danelle Adeniji** (they/them). Adjunct Faculty, University of North Texas; NCTE Early Childhood Education Assembly (ECEA) Secretary. **Formerly:** Elementary teacher for six years; ECEA board member; University consult for Branch Alliance for Educator Diversity; NCTE LGBTQ+ Advisory Committee board member; NCTE conference proposal reviewer; AERA conference proposal reviewer. **Specialty Area(s)/Area(s) of Expertise:** Elementary education; Queer curriculum; Afrofuturism; Early literacy development. **Membership(s):** NCTE, AERA. **Awards:** Institute for Teachers of Color Committed to Racial Justice Fellow. **Publication(s):** Articles in *Multicultural Perspectives*; *Social Studies Research and Practice*; *Social Studies and the Young Learner* (forthcoming); and more. **Program Contribution(s):** Presentations at NCTE, NCTEAR, AERA, NCSS, Teaching Black History.

### How has NCTE provided a professional home for you?

I'm a Black, queer educator who's been fortunate to connect with like-minded individuals through NCTE. The organization has provided me with welcoming spaces where I can freely dream and work towards oppressive-free educational spaces. Thanks to my involvement with ECEA, the LGBTQ+ Advisory Committee, and other similar initiatives, I've had the pleasure of networking with other scholars who share my passion for early literacy and queer studies. These experiences have brought me immense joy and liberation.

**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 prioritize the joy and multifacetedness of Blackness and queerness in my scholarship and teaching, focusing on their intersection with early literacy. My background as an elementary teacher allows me to incorporate my queerness and Blackness into creating educational spaces free from oppressive ideologies and introduce young children to literacy practices that empower them. These practices align with NCTE's commitment to equity and justice for young children and teachers.

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

Having participated in educational initiatives, I'm enthusiastic to contribute to recognizing exceptional individuals within the literacy community. Joining the Nominating Committee presents a unique opportunity for me to help shape the selection of educators who embody innovation, dedication, and a passion for instilling a love for language and literature that lasts a lifetime. I am particularly committed to ensuring that the Committee reflects the rich perspectives in the literacy community by promoting diverse representation.



**Giselle Martinez Negrette.** Assistant Professor, Department of Curriculum & Instruction, University of Illinois Urbana-Champaign; member, Newsletter Working Group BER SIG-Bilingual Education Research Special Interest Group; AERA American Educational Research Association; member, Online Education & Outreach Committee, American Association for Applied Linguistics (AAAL). **Formerly:** English as a Second Language (ESL), early childhood educator. **Specialty Area(s)/Area(s) of Expertise:** ESL, Bilingual/Multilingual Education, Sociolinguistics. **Membership(s):** NCTE, AERA, AAAL. **Award(s):** NCTE CNV Fellow (2020); Public Engagement Faculty Fellow (2023). **Publication(s):** articles in *TESOL Quarterly*, *NABE Journal of Research & Practice*, *International Journal of Bilingual Education & Bilingualism*, *Linguistics & Education*. **Program Contribution(s):** Presentations at NCTE.

**How has NCTE provided a professional home for you?**

At NCTE I have found a community of critical, thoughtful, perceptive, and generous scholars, who have welcomed, mentored, and supported me in my personal and professional journey. I have learned during our gatherings, webinars, workshops, and conversations the significance of who I am as a person in the work that I do, but most importantly, I have become more aware of the relevance of my voice to advance equity and justice.

**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?**

One of my main goals, as a language scholar, is to advance educational equity and justice through research that can delve deeply into the effects that interrelated linguistic, racial, ethnic, and socioeconomic disparities have on the educational outcomes of language-minoritized students. Thus, in my career, through engagement

with the community, and pedagogical practices, I seek to provide new insights into the world of multilingual/multicultural/multiracial/multiethnic schools from the viewpoints of the students and teachers.

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

I am interested in serving as part of NCTE Nominating Committee because I want to give back to the NCTE community. I have greatly benefitted from the mentoring and support of this outstanding group of like-minded scholars and practitioners, and I would be honored to have the opportunity to serve them through my work in the office of NCTE Nominating Committee preparing a slate of candidates for different offices.



**Francisco L. Torres** (He/Him/His). Assistant professor at Kent State University in the Adolescent and Young Adult Education program; NCTEAR board member (media). **Specialty Area(s)/Area(s) of Expertise:** Decolonial theory/methods, social justice, popular culture. **Award(s):** Cultivating New Voices Fellow; 2019 ELATE Geneva Smitherman Cultural Diversity Grant **Publication(s):** *RTE, JLR, Language Arts, English Education*, etc. **Program Contribution(s):** Presentations at NCTE, LRA, AERA, and ILA.

**How has NCTE provided a professional home for you?**

I have been in academia for nine years now, and NCTE has been the only space I have seen truly attempt to engage with issues of inequities in our communities and schools. It is also in this space, through the Black and Latinx

Caucuses and CNV, that I have found colleagues/family that have supported me and my work more than any other organization I have worked with.

**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 Puerto Rican scholar, my work has always taken on issues of injustice in schools, especially for Latinx children. I have pushed the field to consider the political knowledge children/youth bring into our spaces and the issues of injustice they see in their lives that they want to change. Children/youth are more capable than we give them credit for, and we as researchers, teachers, and administrators could do more to recognize that.

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

As a Puerto Rican scholar/teacher, I wish to push the Nominating Committee to consider what's possible with slates that center diversity in all forms. During my time as the Chair of the Elementary Nominating Committee, my colleagues and I were able to create slates that were diverse across race, language, gender, and profession. I believe my experience as a researcher/practitioner and work at NCTE make me a good candidate for this work.

## GROUP B – MIDDLE SECTION



**Name:** Dr. Jon Mundorf (he/him) 8th grade ELA teacher (P.K. Yonge DRS at University of Florida). **Formerly:** UF COE Teacher-in-Residence; 4th, 5th, 7th grade. **Specialty Area(s)/Area(s) of Expertise:** UDL, practitioner research. **Membership(s):** NCTE, NAME, ATE, ASCD. **Award(s):** FGCU COE Teacher of Excellence, UF Teacher Researcher Excellence, Cuyahoga Falls (OH) Schools Friend of Education. **Publication(s):** “Three Playful hifts for Supporting New Teachers” (*ELQ*), “Superhero Graphic Novels as Disruptive Curricular Forces” (*OJELA*), “Implementing Identity-Based Information Literacy Instruction across the Content reas” (*MSJ*), “Envisioning Social Justice Teacher Leadership through Portraits of Practice” (*IJTL*). **Program Contribution(s):** Presentations at NCTE, *English Leadership Quarterly* Editorial Board.

### How has NCTE provided a professional home for you?

NCTE has served as my professional home since I began teaching secondary language arts in 2015. My involvement with NCTE has evolved over the years. I began by using NCTE resources to help me make the transition from elementary school teacher to middle school language arts teacher. I joined NCTE and attended conferences, first as an attendee and now as a presenter, contributor to NCTE publications, and member of the *English Leadership Quarterly* Editorial Board.

### 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 classroom-based research focuses on the practical application of inclusive, asset-based pedagogies. Combining three roles into one profession—teacher, leader, and researcher—has given me the opportunity to lead others by bridging the gap between educational theory and classroom practice. While each of my professional roles is significant in isolation, the synergy of teaching, leading, and studying my own methods allows me to amplify my impact by sharing knowledge, thereby enhancing outcomes for students worldwide.

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

Dr. Martin Luther King Jr. said, “Everybody can be great because everybody can serve,” I believe it is time for me to step up and give back to the organization that has given me so much. We teach in very challenging times, but all challenges provide us with opportunities, and I hope to support other educators in seizing these opportunities for the betterment of our students and the world we live in.



**Mario P. Worlds** (he/him/his) Alachua County public school teacher (English language arts/reading). **Specialty Area(s)/Area(s) of Expertise:** Language and literacy, English education, Black male literacy practices, literacy and incarceration, Antiracist education. **Membership(s):** NCTE, LRA, ILA, NAME, AERA. **Award(s):** Paul and Kate Farmer English Journal Writing Award, “Miles Morales: Spider-Man and Reimagining the Canon for Racial Justice,” National Council of Teachers of English. **Publication(s):** *Ohio Journal of English Language Arts*; *International Journal of Multicultural Education*; *Research on Diversity in Youth Literature*; *English Journal*; *The Dragon Lode*; Routledge, Rowman & Littlefield. **Program Contribution(s):** NCTE, LRA, ILA, NAME, AERA.

**How has NCTE provided a professional home for me?**

NCTE has been my professional haven as a former doctoral student and current English language arts teacher and educator. NCTE represents an institution that has and continues to provide invaluable resources, networking opportunities, and professional development. Through conferences, publications, and collaborative spaces, it has nurtured my growth, keeping me connected to evolving pedagogies and fostering a sense of community among fellow educators in the 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 a secondary ELA teacher and community leader, my goal is to always promote literacy, inclusivity, equity, and community engagement. I actively bridge classroom and community, fostering diverse perspectives in education. As a Black male literacy scholar, I bring unique insights that challenge systemic barriers, contributing to positive change in English education. My commitment to equity reflects NCTE's vision, amplifying underrepresented voices and advocating for a more just and inclusive educational landscape.

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

I aspire to transform English education experiences by prioritizing diversity, equity, and social justice. My goal is to amplify student voices and foster learning opportunities that prepare them for a globally diverse world. I strive to provide inclusive pedagogies, curriculum development, and teacher training, ensuring English education becomes a dynamic force in empowering students for educational excellence and active participation in an ever-evolving and diverse global community.



**Margaret A. Hale** (she/her/hers) Clinical professor, University of Houston College of Education CUIIN Department Director, Professional Leadership in CUIIN Director, Abydos Learning International. **Formerly:** Middle school ELA teacher; middle school literacy coach; President – TCTELA; Founder/Co-Director, Tweens Read; member – NCTE Middle Level Steering Committee; member – NCTE Journals Task Force. **Specialty Area(s)/Area(s) of Expertise:** Adolescent literacy, children's/adolescent literature, writing as a process. **Membership(s):** NCTE, TCTELA, TALE, ALAN. **Publication(s):** *Voices from the Middle*, *Texas Voices*, *English in Texas*. **Program Contribution(s):** NCTE, TCTELA, Abydos/NJWPT, TXLA .

**How has NCTE provided a professional home for me?**

NCTE has been my professional home for 20+ years. I was first introduced to the organization by a mentor and began attending any Annual Convention I could afford. Soon after, I began attending the ALAN workshop. Through NCTE I have learned directly from some of the leaders I studied in college. It has become an annual "homecoming" for me as I see colleagues from around the country. I leave Convention feeling affirmed and validated.

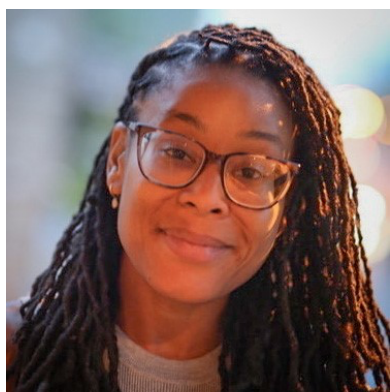
**How does your current work in your career, community, and/or classroom contribute to NCTE's mission and vision, and demonstrate alignment with NCTE's commitment to equity and justice? How have your personal strengths and experiences contributed to making positive change(s) in the profession?**

My work as an English educator reflects NCTE's mission by helping teacher candidates develop an understanding of the power of language. I model effective literacy practices, share our stories, and help them find their own agency and power through literacy. In addition, the work I do with inservice teachers helps them reflect on their literacy teaching, and using information from NCTE journals and publications supports their instructional improvements, thereby improving outcomes for their students.

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

In seeking this office, my hope is to continue to support middle level educators across the country by seeking out motivated and knowledgeable members to nominate for offices in NCTE. We stand on the shoulders of giants in NCTE, but we also need to sustain the organization by promoting both trusted as well as new voices in the field.

**GROUP C – SECONDARY SECTION**



**Lauren Leigh Kelly** (she/her). Associate Professor of English Education, Rutgers University; CNV Mentor. **Formerly:** Chair, NCTE College Section Nominating Committee; NCTE Standing Committee on Research; Co-Chair, AERA Hip-Hop Theories, Praxis and Pedagogies SIG; high school English teacher. **Membership(s):** NCTE, LRA, AERA. **Award(s):** Harvard University Hip-hop Fellow; NAED/Spencer Postdoctoral Fellow; Teachers College, Columbia University Alumni Award; AERA Writing and Literacies SIG Steve Cahir Early Career Award. **Publication(s):** *Teaching with Hip Hop in the 7–12 Grade Classroom*, *Bloomsbury Handbook of HipHop Pedagogy*. Articles in *Equity & Excellence in Education*, *Journal of Literacy Research*, *English Teaching: Practice & Critique*, *English Journal*, *Journal of Adolescent & Adult Literacy*.

**How has NCTE provided a professional home for you?**

NCTE is a space that holds itself accountable to the students, teachers, schools, and communities that it serves. I find myself constantly drawn to its energy of innovation and humility that has persisted since the beginning of my teaching career and that has sustained me as a teacher educator and researcher. Communities such as CNV and BC, in particular, have welcomed me by providing support, mentorship, and opportunities to engage in action and leadership.

**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 teaching and research are rooted in cultivating students' critical literacies by engaging them in dialogue, action, and reflection regarding their sociopolitical worlds and dreams for their futures. This includes my research on youth-designed pedagogical frameworks and my co-development of the Hip-Hop Youth Research and Activism conference in collaboration with high school and undergraduate youth. This work aligns with NCTE's mission to use language to construct worlds, build futures, and achieve full participation in society.

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

It has been a gift to serve NCTE and its broader communities by organizing local teachers and youth through the Local Engagement Committee and the Standing Committee on Research, inviting in fresh ideas and diverse perspectives, especially regarding youth voice and leadership. I am eager to continue this work as a member of the Nominating Committee by seeking potential leaders whose work and experience reflect a commitment to community engagement, youth voice, and social justice education.



**RabiYatu Jalloh** (she/her/hers). High school English teacher at West Philadelphia High School; tutor at TEACH LLC; consultant at the Center for School Climate & Learning. **Formerly:** 8th-grade writing teacher at Young Scholars Charter School; educator at the Restorative Justice Initiative; DC Social Justice Fellowship. **Specialty Area(s)/Area(s) of Expertise:** Black girl literacies, urban literature, culturally responsive curriculum, writing instruction. **Membership(s):** NCTE, AERA, Delta Sigma Theta Sorority Inc. **Award(s):** NCTE Early Career Educator of Color Award (2023), Rock Ethics Institute Stand Up Award (2019), Ronald E. McNair Scholar (2016), Brook J. Lenfest Scholar (2014). **Program Contribution(s):** 2024 NCTE presentation (forthcoming)

### **How has NCTE provided a professional home for you?**

I recently joined NCTE as an Early Career Educator of Color Award winner, and this experience has allowed me to be in community with educators who aim to develop humanizing practices within our current oppressive spaces and are adamant about centering humanity, joy, healing, equity, and justice in their classrooms. I am excited to continue to learn from the transformative spaces NCTE has developed to apply them to my own personal goals.

### **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?**

Literacy has served as a form of resistance and a pathway to freedom for my ancestors, and I aim to replicate these pathways to freedom, healing, and resistance within my classroom. I currently serve as the Student Equity Association advisor at my school, where we strive to create positive change in our school community. As a high school English teacher working within an urban school district, I encourage my students to question everything, think critically, and create worlds they want to see.

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

I seek office because I want to be among changemakers, scholars, and thinkers. NCTE champions diversity, equity, and justice, and I hope to contribute to this mission by serving as a Nominating Committee member. Together, we can transform schools for the betterment of all of humanity.



**Jason D. DeHart** (he/him/his) English teacher, Wilkes Central High School (primary grades 10 and 11), Wilkesboro, NC; Teacher Leadership Committee (AMLE), Board member for the American Reading Forum. **Formerly:** Assistant Professor of Reading Education, Appalachian State University; English teacher, Ocoee Middle School (Cleveland, TN). **Specialty Area(s)/Area(s) of Expertise:** Multimodal literacy, comics/graphic novels. **Membership(s):** NCTE, AMLE, ARF. **Award(s):** Gary Moorman Early Career Literacy Scholar Award (2022), Graduate Teaching Award (Appalachian State University, 2020), Grade Level Teacher of the Year (2015). **Publication(s):** *Building Critical Literacy and Empathy with Graphic Novels* (NCTE).

### **How has NCTE provided a professional home for you?**

I have found NCTE to be a warm and welcoming community, and I am continually sharing about the resources and statements this organization offers. I have found a sense of invitation at the conference, as well as in the publishing divisions of the organization. Because of NCTE, I have benefited from professional connections and opportunities to share ideas with fellow educators in publication, at the conference, and in my daily work.

**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 am always seeking to create a welcoming and inclusive space where the power of literature and literacy can connect with and empower students. My work in research and writing has been focused on sharing ideas for ways to help students find books that reflect their experiences and challenge their perceptions. Compassion and criticality are foundational aspects of all that I seek to do as a professional, both in teaching and writing.

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

I am always seeking areas to extend my service and become involved in meaningful ways. My service on the NCTE Nominating Committee will give me the chance to invite and highlight the work of other educators and to invite peers to be part of the work of teacher leadership—these are passions of mine that I have been able to explore in research and publishing.

## GROUP D – COLLEGE SECTION



**Gabriel T. Acevedo** (he/they). Assistant professor, Arizona State University. **Formerly:** Elementary and high school English teacher for ten years. **Specialty Area(s)/Area(s) of Expertise:** English education, young adult literature, pop culture pedagogies, LGBTQIA+ studies. **Membership(s):** NCTE, ELATE, LRA, AERA, PCA/ACA. **Award(s):** Reconocimiento de Mérito Bilingüe, Colloquium Del Otro Lao' Activist Writer Award. **Publication(s):** (2023) "A Critical Look at 'Pato' y 'Maricon': Puerto Rican Gay Teachers' Interventions with homophobic language," chapter 6 (107–123) in *The Weaponizing Language in the Classroom and Beyond*. (2023, DeGruyter). **Program Contribution(s):** LGBTQIA+ Advisory Committee; Presentations at NCTE, LRA, AERA, PCA/ACA, and ELATE.

**How has NCTE provided a professional home for you?**

As a teacher educator and former public school teacher, NCTE has become a professional home and a community of friends and family. NCTE's gatherings, conferences, committees, and assemblies have helped me map out and advance my commitment to engage with Latinx and Queer justice endeavors in 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 strengths and experiences contributed to making positive change(s) in the profession?**

As a Queer and Latinx scholar/educator, my work has always been centered around social justice issues, especially for Queer and Latinx identities in the classroom. If elected to serve on the Nominating Committee, I will utilize my years of experience as an educator and advocate to work with Committee members to create a team that advances NCTE's mission and enhances the organization on the national/international stage.

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

I have served NCTE in other capacities; I am interested in serving on the Nominating Committee to have a broader organizational impact. As a Latinx and Queer scholar/educator, I want to curate and center a diverse slate of educators in all forms that enhance English education and NCTE as an organization.



**Karla M. Zaccor** (she/her/hers) Assistant Professor of Language & Literacy, University of North Carolina, Wilmington. **Formerly:** Clinical Assistant Professor, Literacy & Urban Teacher Education, Indiana University-Indianapolis; 5<sup>th</sup>-8<sup>th</sup> grade teacher for 10 years. **Specialty Area(s)/Area(s) of Expertise:** Sociocultural perspectives, race and language, antiracist teaching, urban education, critical perspectives. **Membership(s):** NCTE, ELATE, NCTEAR. **Publication(s):** *Urban Education*; *Journal of Language and Literacy Education*; *International Journal of Qualitative Studies in Education*. **Program Contribution(s):** Presentations at NCTE, NCTEAR, ILA, AERA, ICUE, International Congress on Qualitative Inquiry Conference, CRSEA.

#### **How has NCTE provided a professional home for you?**

NCTE has been my professional home since I started graduate school in 2009. My advisor was active in NCTE and encouraged me to do the same. Through membership in NCTE I have connected with many like-minded scholars and met countless literacy researchers who have informed my work. Attending the NCTE Annual Meeting is like going to a class reunion. I have also been fortunate enough to get professional mentorship through my membership in ELATE.

#### **How does your current work 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 changes in the profession?**

My primary teaching and research concerns lie in the investigation of how issues of race, language, class, power, and education policy influence classroom interactions as well as teacher beliefs and pedagogy. My work aims to broaden the conversation about what effective teaching looks like (through an antiracist, justice-focused lens). I have also recently been interested in looking at the ways White teachers engage in antiracist teaching in predominantly White classroom spaces.

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

As teacher educators in precarious times, I believe we should be explicit about our critical, antiracist position on teaching, research, and teacher education. Teacher education cannot uphold the status quo. Part of this means nominating people who will move those conversations forward to leadership positions. I would like to see the ELATE Nominating Committee be unequivocal about the kind of leadership we want and take action that mirrors our beliefs.



**Christian M. Hines** (she/her/hers) Assistant professor, Texas State University, San Marcos, TX. **Formerly:** High school journalism/ELA teacher in Tampa, FL. **Specialty Area(s)/Area(s) of Expertise:** Comics and graphic novels studies, English teacher education, visual and digital literacies, diverse YA literature, and Black girl literacies. **Membership(s):** NCTE, ALAN, CLA, CHLA, JEA. **Awards:** CLA Research Award, ALAN Foundation Grant (22). **Publication(s):** rticles in *English Journal*, *ALAN Review*, *English Leadership Quarterly*, *Research on Diversity in Youth Literature*, *Ohio Journal of English Language Arts*, *Journal of Cultural Research in Art Education*, and book contribution: *Black Males in Secondary and Post-Secondary Education: Teaching, Mentoring, Advising, and Counseling* (forthcoming). **Program Contribution(s):** Presentations at NCTE, ICUE, CSS, MMC.

#### **How has NCTE provided a professional home for you?**

Being a part of NCTE I have been able to connect and foster relationships with a diverse group of educators around the world. This community has nurtured my personal and professional growth. Being an NCTE member has exposed me to collaborative and innovative ways to reimagine educational spaces for my students and it also has allowed me a place to share my thoughts and ideas for teaching for social justice with my peers.

**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 former K–12 teacher and a current teacher educator, I strive to continually advance and advocate for equitable teaching practices. Those practices align with NCTE's commitment to equity and justice as I consistently interrogate my approaches to curriculum by considering the totality of my students and actively working to disrupt and dismantle racist and oppressive structures and policies that may be harmful to them and ensuring they have access to a quality and equitable schooling experience.

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

I seek to work with educators and community leaders to advocate for more equitable and diverse literacy practices. I have a passion for supporting culturally and linguistically diverse students and creating a space where they feel valued and where they can thrive. I also want to continue to grow as a professional and work toward providing support for educators and advocating for change in meaningful and impactful ways.

## GROUP E – COLLEGE SECTION



**Alexis McGee** (She/Hers) Assistant Professor of Research at UBC's School of Journalism, Writing, and Media. **Formerly:** Nominating Committee Chair. **Specialty Area(s)/Area(s) of Expertise:** Composition and rhetoric, Black feminist rhetoric, voice. **Membership(s):** NCTE, CCCC, RSA, NWSA, MLA. **Publication(s):** *From Blues to Beyoncé: A Century of Black Women's Generational Sonic Rhetoric* (SUNY, 2024), *Rhetoric Review*, *Pedagogy*, *CCC*, *RSQ*. **Award(s):** Early Career Educator of Color, Cultivating New Voices among Scholars of Color. **Program Contribution(s):** NCTE, CCCC, RSA, NWSA, CLA, MLA, South/West Pop Culture, IWCA .

**How has NCTE provided a professional home for you?**

NCTE/CCCC provides me with an academic home and chance to grow my career in meaningful ways—from connecting me with advanced scholars/mentors to providing leadership opportunities in the Black Caucus and granting me experience with understanding the evolution of the field (e.g., being a stage 1 reviewer). Resources and opportunities provided by NCTE/CCCC, like various position statements and the Nominating Committee, help guide my growth and everyday practice as a scholar and educator.

**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 experience with being Chair of the College Section Nominating Committee has opened other opportunities for me to give back to NCTE/CCCC and continue pushing for representation, collaboration, and innovation, which are three components I believe are integral in promoting NCTE's mission statement. These three attributes drive my own use of language and literacy to challenge the field's awareness (and use) of multiple knowledge practices just as NCTE strives to do with its commitment to programing and professional leadership.

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

I seek this office to ensure future ballots remain committed to diversity and inclusion. There is an urgent need

(as always) to continue recognizing the work of marginalized scholars, and I am committed to prioritizing such representation remains in the forefront of NCTE's practices.



**Cheryl Hogue Smith** (she/her) Professor of English and Coordinator of Writing and Reading Across the Curriculum, Kingsborough Community College of the City University of New York. **Formerly:** Lecturer, CSU Bakersfield; Secretary/Chair, Two-Year College English Association (TYCA); Executive Committee, NCTE; Executive Committee, CCCC; Fellow/Teacher Consultant, South Coast Writing Project. **Specialty Area(s)/Area(s) of Expertise:** Composition/rhetoric, teaching college reading, writing and reading across the curriculum, multimodalities/multiliteracies. **Membership(s):** TYCA/TYCA-NE, NCTE, CCCC, NWP. **Publication(s):** *TETYC*, *JBW*, *California English*, *English Journal*, *JAAL*, and *JTW*; chapters in *What Is "College-Level" Writing?* (vol.2, NCTE); *Deep Reading, Deep Learning* (NCTE); *When Challenge Brings Change* (NWP/TC Press); and *Challenging Antisemitism* (Rowman & Littlefield). **Program Contribution(s):** TYCA-MW/NE/PC/PNW/SE/SW/W, NCTE, CCCC, CATE.

#### **How has NCTE provided a professional home for you?**

Roughly 25 years ago, I was among the early group of scholars integrating English ed scholarship into comp/rhet research and attended NCTE to learn from some of my academic heroes (e.g., Sheridan Blau, Carol Booth Olson, Bob Probst). Later, during one of my presentations, I discovered TYCA. Through TYCA, I joined a community of teacher-scholar-activists who have been my professional (and personal) anchors as we collaborate, commiserate, and celebrate teaching our incredible population of 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?**

100% of my research and publications reflect my dedication to the success of educationally underserved and underprepared students who struggle with college reading/writing. As a two-year college (2YC) teacher whose diverse students often work full-time, travel long distances on public transportation, have extensive family obligations, are food and/or housing insecure, and often deal with life circumstances that understandably take precedence over their learning, I am constantly looking for ways to make my class more equitable.

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

As Mike Rose attested, the 2YC offers the last and best educational hope for underserved and educationally marginalized students. 2YC teachers also live in transitional spaces with high school and 4YC teachers. We fight for democratic and equitable classrooms, yet the 2YC voice is often missing from NCTE committees. By serving on the NCTE Nominating Committee, I can help tap into the expertise of 2YC teachers to advance and promote NCTE's social justice mission.



**Rae L. Oviatt** (she/her). Assistant Professor of Teacher Education, Eastern Michigan University; NCTE Genders and Sexualities Equality Assembly (GSEA) Chair; Michigan Council of Teachers of English (MCTE) Diversity, Inclusion, Justice, and Equity (DIJE) Co-Chair. **Formerly:** AERA Writing & Literacies New Media Scholarship Coordinator (2019-2021); 6–12 ELA. **Specialty Area(s)/Area(s) of Expertise:** Secondary literacies, multimodal literacies, racial literacies. **Membership(s):** NCTE, MCTE, AERA. **Publication(s):** *Journal of College Orientation and Transition*, *Michigan Reading Journal*, *Language Arts Journal of Michigan*, *English Leadership Quarterly* (in press), *Teachers College Press* (forthcoming). **Award(s):** NCTE ELATE Graduate Research Award (2018). **Program Contribution(s):** NCTE, MCTE, NCTEAR, LRA, AERA.

**How has NCTE provided a professional home for you?**

Across the last two decades of my career, NCTE has been a space that provides me with opportunities to gain knowledge, get inspired, and grow connections. As an educational researcher, teacher educator, and former (and forever) ELA teacher, NCTE is now a space where I seek to give back all that has been given to me. As I continue to grow in my field, NCTE supports my emphasis on centering intersectional justice in critical literacy.

**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 is at the cross-sections of intersectional justice and secondary literacies engaged and enacted by youth and educators across school and community spaces. This includes supporting teachers in affinity groups in Michigan (2021–present), which will be launched nationally this coming year in collaboration with other NCTE leaders. My scholarship, service, and teaching move collectively to create platforms that highlight the brilliance of 2SLGBTQIA+ and (QT)BIPOC youth and educators as central to NCTE.

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

My MCTE DIJE Co-Chairs and I support our Executive Committee to engage monthly in the critical self-work that has transformed our organization and has given rise to our affinity groups for Teachers of Color, 2SLGBTQIA+ Teachers, and Teachers in Solidarity. The opportunity to serve on the Nominating Committee and extend my service to our diverse and dynamic communities is an honor. I am deeply committed to cultivating leaders who transform organizations and embody intersectional justice.