



NATIONAL COUNCIL OF TEACHERS OF ENGLISH

2024 SECONDARY SECTION 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 Secondary Section Nominating Committee members are

Chair: Sawsan Jaber, High School English Teacher, East Leyden, IL

Melissa Alter Smith, High School English Teacher

Barrett Rosser, Graduate School of Education at the University of Pennsylvania

SECONDARY SECTION STEERING COMMITTEE

The Secondary Section Steering Committee is responsible for the governance of NCTE's Secondary Section and guides the affairs of the Section. All Steering Committee members serve four-year terms.

(Vote for four.)



Dan Stockwell (he/him). Assistant professor of English education at California State University, Bakersfield; Secondary Section Steering Committee. **Formerly:** High school English teacher for eight years; mentor for four preservice student teachers; co-sponsor of Genders and Sexualities Alliance club.

Specialty Area(s)/Area(s) of Expertise: Critical literacy pedagogy and disciplinary literacy. **Membership(s):** California Association of Teachers of English and Literacy Research Association (LRA). **Award(s):** Clemson University Graduate Student Award of Excellence in Teaching College Level 22–23.

Program Contribution(s): Presentations at the South Carolina

Council of Teachers of English, the Journal of Language and Literacy Education, and the LRA annual conferences.

How has NCTE provided a professional home for you?

I have found NCTE to be invaluable to my teaching. As a high school English teacher, I enjoyed finding new classroom activities from ReadWriteThink as well as learning from contributors to *English Journal*. As a professor, I use NCTE's position statements in my teaching. When I taught courses on children's literature, for example, my students read and applied NCTE's *Resolution on the Need for Diverse Children's and Young Adult Books* to their future 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?

In my teaching I emphasize disciplinary literacy and critical literacy pedagogies. I aim to help my college students become ELA teachers who will apprentice their students into the literacies valued in ELA. I recognize what is valued is a question of power and that adolescents need more than just access; they also need to be supported in challenging inequitable practices. I have contributed to the profession by encouraging my students to enact critical literacy pedagogies.

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

Service is important to me, and I serve the university and the community where I work and live, but I am also eager to serve the teaching profession. While in office, my goals would be to encourage NCTE membership, especially for college students studying to become secondary ELA teachers, and to engage more preservice teachers in using the resources offered by NCTE. I aim to increase readership of the *English Journal*, especially for preservice teachers.



Shawn Towner (he/him). Secondary ELA teacher specialist, Savannah-Chatham County Public School System; faculty associate, Arizona State University. **Formerly:** Elementary school custodian (2 years), high school English teacher (9 years), substitute teacher (1 year), university lecturer (2 years). **Membership(s):** NCTE, CEL, ALAN, ILA. **Award(s):** NCTE Community Ambassador (2019–2021); CEL Emerging Leader Fellowship (2022–present) **Program Contribution(s):** Presentations at NCTE (2023, 2016, 2015), CEL (2023), APAC (2016), NWP (2016), and AETA (2016).

How has NCTE provided a professional home for you?

NCTE has been an anchor throughout my career. I joined as a fairly new high school teacher in Arizona, I became a Community Ambassador while substitute teaching in Hawai'i, and when I got a district curriculum job in Georgia, my experiences with CEL and ALAN helped to support my career transition with resources for leadership and for getting books into classrooms. My involvement with NCTE has also provided me with many, many tote bags.

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?

A big part of my current job is making sure teachers have the support and resources they need to teach every student. My experiences with NCTE have helped me support teachers in things like using mentor text sets for more authentic writing experiences, teaching with Young Adult Literature, and using contemporary poetry to model thinking and writing.

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

I want to make sure all that NCTE provides is available to all teachers, regardless of if they can attend the convention. NCTE changed who I was as a young teacher, and every ELA teacher needs to be aware of and able to access what NCTE has to offer. And, as a lifelong introvert who was recently diagnosed with Parkinson's, I'd like to find ways to make the convention a little less stressful/overwhelming.



HEATHER L. JONES (she/her). District High School English Instructional Lead, Jefferson County Public Schools (JCPS, Louisville, KY); World Languages Seal of Biliteracy Coordinator (JCPS); Site Mentor Bread Loaf Teacher Network NextGen. **Formerly:** Middle school English teacher, 11 years; high school English teacher, 5 years; mentor teacher. **Membership(s):** NCTE, Bread Loaf Teacher Network, Kentucky Education Association, Jefferson County (KY) Teachers Association, NEA. **Publication(s):** *Bread Loaf Teacher Network Journal*. **Program Contribution(s):** Presentations at NCTE multiple years, JCPS Deeper Learning Symposium, Louisville Writing Program Mini-Conference, JCPS school and district level professional development sessions.

How has NCTE provided a professional home for you?

The ideal home offers warmth, community, support, nourishment, and prepares you to be able to provide these to others. NCTE is that home. At NCTE conferences, I am able to reunite with educators from across the country to learn together, share stories/support, nourish our minds, and better ourselves to better serve others. Throughout the year, I find comfort in knowing this home is just a click away through the resources provided by NCTE.

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 our district's High School English Instructional Coach, I support and coach teachers to ensure students are provided with materials, lessons, and texts which affirm equity and justice. In a district of over 90,000 students with more than 70 native languages it is critical to develop lessons and classroom communities that support these values. As a mentor, I have supported students in hosting family literacy events which always support multiple languages, cultures, and generations.

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

After several years of being an NCTE member, attending conferences, and using *The English Journal* and other NCTE publications as resources, I would like to give back to the community which has given me so much. I admire the values of NCTE, the strength of their voice in their representation of teachers, and would love to not only support NCTE, but to also encourage more members of the educational community to become involved.



Tolly Salz (she/her/hers). English department chair (K–12), English teacher, The Episcopal School of Dallas. **Formerly:** High school English teacher; K–12 ELA curriculum coordinator.

Specialty Area(s)/Area(s) of Expertise: Curriculum and instruction, culturally responsive teaching, AP English.

Membership(s): NCTE, College Board (AP). **Award(s):** ESD Inspirit Accolade Award, 2023; HPISD Teacher of the Year, 1998; Texas Excellence Award for Outstanding Teachers, Nominee, 1998. **Publication(s):** Contributor to *Teach Living Poets* (Melissa Smith, NCTE, 2021); *College Board AP Vertical Alignment Guide*; *TEA Lighthouse Initiative*. **Program**

Contribution(s): Conference presenter; Texas Book Festival, Student Fiction Contest Judge; AP English Reader; UIL Judge (Poetry and Prose); Chair, 2020 DFW Interscholastic Colloquium.

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How has NCTE provided a professional home for you?

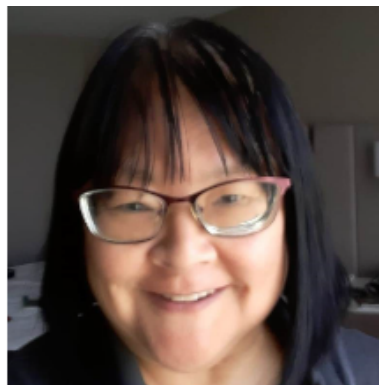
NCTE's seasoned leaders have guided me, with wisdom, conviction, and compassion, to effectively reach the diverse needs of the learners in my classroom, especially with regard to diversity, equity, and justice in reading selections and classroom practices. The best professional development of my career has been through NCTE; the members of this organization have fostered my growth and sustained my spirit, which has, in turn, positively impacted my students for over thirty years.

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?

We must use a lens of equity to facilitate hope and vision within our students. Through stories and language, with the power of voice and words, we have the potential to rediscover and reclaim the very essence of humanity amidst disinterest, division, and disheartedness. We need not avoid discussions of identity and belonging, but rather reimagine how to build better opportunities for all students to read and write with purpose, with authenticity, with courage.

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

My primary goals are to give back to the incredible community and educators that have facilitated my growth and to advocate the advancement of equity in education.



Byung-In Seo. Professor of Educational Leadership and Secondary Education (undergraduate and graduate students), Chicago State University. **Formerly:** Secondary-level ELA and math teacher (grades 6–12) for 15 years. **Specialty**

Area(s)/Area(s) of Expertise: Disciplinary literacy (ELA and STEM), Secondary-level and collegiate instruction.

Membership(s): IATE, ICTM, ILA, NCTM, NCTE, AERA, KAERA, WERA. **Award(s):** Faculty Excellence Award in Teaching, Chicago State University (2017); Fulbright Specialist Roster (2023–2028) **Publication(s):** *Disciplinary Literacy across All Content Areas* (forthcoming), articles in *English Journal*,

Disciplinary Literacy across All Content Areas (forthcoming), articles in *English Journal*,

Illinois English Bulletin, Kentucky English Bulletin, Critical Questions in Education Journal.

Program Contribution(s): Presentations at NCTE, NCTM, IATE, ICTM, WERA.

How has NCTE provided a professional home for you?

As a novice teacher, NCTE provided resources to help me with my lesson planning and lesson executions. Over the years, NCTE has become my go-to resource for all things ELA education. I depend on ncte.org to keep me up to date on the most recent research or different ways to approach writing and literature instruction.

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 1991, I was the only person of color in my School of Education (including students, faculty, staff, and administrators). At my first school, I was the only teacher of color and have had to endure subtle and overt racist behaviors and remarks. Currently, I am able to channel my positive and negative experiences into lessons for my students to learn and have learned to thrive within potentially negative school cultures and climates.

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

Even when I refer my students to NCTE, the majority of them don't understand its value. I'm in a unique position as an Asian/American who teaches African American students from underserved communities. As a Secondary Section Steering Committee member, I'd like to work with others to bring more underserved pre-service and current ELA into the NCTE family.



KRISTEN TINCH (she/her/hers). Secondary literacy consultant, Kentucky Department of Education; supplemental English instructor, Bluegrass CTC; Secondary Steering Committee. **Formerly:** High school English teacher; department chair. **Specialty Area(s)/Area(s) of Expertise:** Policy/advocacy, PL, adolescent & disciplinary literacy, intervention, DEIB. **Membership(s):** NCTE (OER Fellow), ILA, CCSO ELA, State Coordinators of ELA, Non-Voting Board Member for KCTE and KY Reading Association, website editor (KCTE), KDE Internal DEIB. **Award(s):** KDE Strategic Excellence Award, Murray State 22 Under 40. **Publications:** *Text-Based Writing Across Disciplines* & forthcoming Interdisciplinary Literacy Video Series (KYStandards.org). **Program**

Contribution(s): NCTE, CEL, CCSO, KCTE, KRA, Louisville WP, KY Principal EdCamp, KY Reads to Succeed Conference.

How has NCTE provided a professional home for you?

NCTE was always a place for me to recenter my vision as a classroom teacher. When I transitioned to my role at the state, like many leaders, I felt lonely and even distant from the soul of ELA despite meaningful work in policy/advocacy and compelling professional learning for teachers. Fortunately, at NCTE 2022, I connected with other leaders and teachers who share my goals for evidence-based practices with heart and humanity for all 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?

I support schools as they implement state policies which, unfortunately, do not always center equity and justice. I ensure teachers have resources, expertise, and advocacy tools to provide safe learning spaces so all students can access complex knowledge and texts to be literate citizens. Thankfully, I am still in the classroom as an ENG 101 adjunct at my local community college, and my students—fresh from KY high schools—daily renew my vision for ELA in KY.

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

I know how state policies can make ELA teachers feel hopeless and paralyzed. While I, too, feel discouraged, I always prioritize the right all students have to read and write proficiently. The gaps we see in skilled reading among adolescents represent the greatest social justice issue of our time. I want to continue NCTE's restorative work while also ensuring students of every background are able to engage critically with text and meet their postsecondary goals.



BRIAN JAMES HANNON (he/him). HS English teacher, Hayfield Secondary School (HSS); founder, LMS Curriculum; Director of Secondary Curriculum, LMS Curriculum; Equity Lead, HSS; Interim Department Chair, HSS. **Formerly:** Founder, poetryN.O.W.; cofounder, Louder Than a Bomb DMV (team poetry slam); cofounder, HyperBole (individual poetry slam); Youth and Education Development Fellow, Split This Rock; middle school English teacher, HSS. **Specialty Area(s)/Area(s) of Expertise:** Contemporary poetry, media literacy. **Award(s):** Teacher of the Year, Fairfax County Public Schools (FCPS), Region 3; Teacher of the Year, HSS; Tennis Coach of the Year, FCPS, Region

HSS; Tennis Coach of the Year, FCPS, Region

3. Membership(s): NCTE, VATE. **Publication(s):** *Teach Living Poets*, *Much Ado About Teaching*. **Program Contribution(s):** Curriculum Contributor, Furious Flower; panelist, AP Literature Reading 2022; presenter, VATE.

How has NCTE provided a professional home for you?

I have committed my career to providing the most equitable/inclusive educational resources for my students, and NCTE has always provided me with the emotional nourishment, support, and inspiration to be an educator whom my students can openly engage with and trust. I consider those within NCTE "my people," people who selflessly dedicate themselves to the pursuit of social progress/betterment through teaching, and I am proud to stand beside educators whom I hold in such high esteem.

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 pedagogy lies in disrupting harmful narratives, nurturing introspection, and providing students an unfiltered platform to express themselves. So, naturally, my contributions to education have always revolved around the central tenets and fundamental mission of NCTE. Whether it be in a classroom setting, on-stage at a poetry slam, or in the midst of a public protest, I've always encouraged my students to be agents of change through the transformative power of language and storytelling.

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

Ultimately, I want to contribute back to an organization whose principles, philosophies, and pedagogies align so closely with my own. As an Asian American English teacher who never felt authentically represented during my own educational experience, I understand the colossal

importance of teaching texts that reflect the students we serve. Through NCTE, I hope that I can offer my expertise and personal experience to foster more conducive, enriching learning environments that teachers and students deserve.



Valerie A. Person. 9–12 NBCT-Renewed ELA/AIG teacher, Currituck County HS, Barco, NC. **Formerly:** Department Chair; National Board Certification Candidate Support, Currituck, NC; UNC-Duke Consortium Teacher Advisory Committee. **Specialty Area(s) of Expertise:** Creative student responsive pedagogy; poetry. **Membership(s):** NCTE, Review *English Journal* submissions; Past President of North Carolina English Teachers' Association (NCETA); National Writing Project. **Award(s):** Currituck County Schools' ELA Teacher of Year 2010; USHMM Fellow; Fulbright-Hayes Scholar, China; UNC-Duke Global Islam Arts Fellow (GIAT); NC Museum of Art Fellow; NEH Fellow (2). **Publication(s):** *NCTE Verse* (poet

Tyree Daye)

Program Contribution(s): Presentations at NCTE National Conventions; NCETA Conferences; AP National Conference .

How has NCTE provided a professional home for you?

NCTE provides shelter, refuge, retreat, and a haven for me. NCTE is people at their best, believing in the power of literacy to break barriers, affirming the humanity that lies with all. When I needed support for literature, I turned to NCTE's *Rationales for Challenged Books*. When I needed healing from attack over a poem I taught, I turned to the NCTE network. NCTE anchors me in the storms.

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?

"Keep your heart tender," I advise when asked by new teachers. Persevering in work I love rewards me in ways I never predicted. Like Madonna, I often reinvent the teacher-me. Finding respectful ways to engage students in standards-based literacy, ultimately most meaningful to students themselves, roots my work. Balancing is necessary. Teaching is like being in the circus: keeping students as THE focus centers my work and still offers joy to be mined.

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

I want to give back to the organization that's been my professional home for 31+ years; to be a part of the support network for both new voices entering the profession and the voices preceding me in this field. Like any English teacher, I have my Hall of Teacher Heroes. In serving, I want to honor the work of those heroes who laid the foundation and provided the way forward through tumultuous times.

SECONDARY SECTION NOMINATING COMMITTEE

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

(Vote for three.)



WYTINSEA JONES (she/her). High school ELA teacher, 10th grade PLC leader, TAC Teacher Advisory Committee, MCSD Muscogee County School District teacher-leader coach, DIP District Improvement Plan, and TSC Teacher Support/Coaching mentor. **Formerly:** 9th/10th grade honors ELA teacher, sophomore student council coordinator, and American Lit PLC leader. **Specialty Area(s)/Area(s) of Expertise:** Mentoring new teachers, creative writing, Black joy, personalized learning, love and logic teaching approaches, and dismantling colorism in education. **Membership(s):** NCTE. **Award(s):** Top 10th Grade Teacher at IB Buttons Awards. **Program Contribution(s):** Presentations at MCSD EmpoWEr Conference in 2022 and

2023.

How has NCTE provided a professional home for you?

NCTE has given me the opportunity to connect with brilliant educational advocates. I've learned valuable skills that I've implemented in my classroom. NCTE is the type of professional home any teacher would want to be a part of. When I attended my first NCTE conference, I became a part of a partnership that strives to equip educators with tools to thrive. Through NCTE, I have the support I need to have a long-lasting teaching career.

How does your current work in your career, community, and/or contribute to NCTE's mission and vision, and demonstrate alignment with NCTE's commitment to making positive change(s) in the profession?

I teach at a Title 1 public school of mostly Black teens; I strive for equity and improving academic achievement. I cultivate Black joy and strip down institutional barriers that keep disadvantaged students bound. I take part in communities that promote language and literacy, build strong writers, and create student-centered learning. I serve in leadership roles to advocate ways for students to overcome barriers, collaborate with district personnel to promote improvements, and mentor new teachers.

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

I would like to build professional relationships within the Nominating Committee. Furthermore, grant opportunities for marginalized and oppressed educators who are committed to fostering equity. I desire to help select educators to serve on the Committee that share the same value and mission statements of NCTE. I aspire to use my voice to dismantle racism, colorism, stereotypes, and institutional barriers in education. Ultimately, I hope to serve and support teachers in the best way possible.



ANGELA D. CRAWFORD (she/her). Assistant principal, School District of Philadelphia; Philadelphia Writing Project Board member; adjunct professor of literacy, Harrisburg University. **Formerly:** High school English teacher for 25 years; mentor teacher; academic coach; school-based teacher leader. **Specialty Area(s)/Area(s) of Expertise:** Antiracist education, disrupting text selection; influence of culturally responsive Black women school leadership on teacher's perception of humanizing pedagogy (doctoral research). **Membership(s):** NCTE, AERA. **Award(s):** Lindback Distinguished Teaching Award (2021). **Publication(s):** Contributor, *Equity & Excellence*; *Atlantic Magazine*.

How has NCTE provided a professional home for you?

I attended my first NCTE as a co-presenter, and the space's energy brought forth a more profound craving for learning and team building around ELA. As a lover of learning, NCTE served as a platform where I could grow as an educator and educational leader. Being a presenter and engaging with the participants to help other educators enhance their practice nourished the soul.

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

As an assistant principal, I contribute significantly to NCTE's commitment to equity and justice. Influencing teachers' professional learning, I foster equitable practices and model fairness in evaluating lesson plans. Leveraging my strengths, I advocate for strategies promoting diversity and justice in teaching. Through these efforts, I aim to create an educational environment aligning with NCTE's equity vision, ensuring every student experiences a fair and enriching learning environment.

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

I am seeking this office because of my experiences and strengths. I seek the NCTE office driven by a passion for advancing literacy education. With a background in education, I bring a fresh perspective, aiming to foster collaboration, promote innovative literacy approaches, and advocate for policies supporting educators and students. In office, I aspire to initiate impactful initiatives, facilitate inclusive discussions, and create a more equitable and enriching educational landscape within the organization's mission.



Bonnee Breese Bentum (she/her). High School Senior ELA-Science Leadership Academy at Beeber, Philadelphia; doctoral student - National University; Philadelphia Writing Project TC; Philadelphia Federation of Teachers, Executive Board. **Formerly:** Secondary Section Nominating Committee, WLU Executive Board; YNITI National Steering; TIP Teacher Rep.; JEA; Temple U Prime Movers. **Specialty Area(s)/Area(s) of Expertise:** Black girls in STEM; AI in HS literature; global education; poetry and spoken word; Ghana travel leader. **Membership(s):** NCTE Black Caucus; AFT & Black Caucus; NWP; Delta Sigma Theta Sorority, Inc.; PCTELA. **Award(s):** NEH; Fulbright TGC; Lindback; POTUS Obama White House. **Publication(s):** *Equity & Excellence in*

Education, 2023; Yale - On Common Ground, 2009. **Program Contribution(s):** NCTE 2010,

2022, 2023; WLU Convention 2010, 2011; PhilWP Celebration of Writing 2009, 2011, 2012, 2015, 2019 .

How has NCTE provided a professional home for you?

NCTE has been an invaluable professional home for me through access of engaging texts and dynamic panels that significantly deepen my understanding of ELA practices. The workshops offered are practical and innovative, fostering lifelong learning and enhancing my career knowledge. Networking opportunities have allowed me to connect with like-minded professionals, leading to lasting friendships and collaborations. Overall, it serves as a pivotal center for growth, fostering connections and sparking inspiration throughout my educational journey.

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

My approach to teaching cultivates learners, guiding them to become critical thinkers and proactive creators. My work ensures diverse voices are heard and respected integrating immigrant families, championing the vision of inclusive literacy, access, and representation. I promote power through advocacy of inclusive policies. My personal strengths, rooted in empathy and resilience, along with my political engagement, will drive NCTE initiatives, making a tangible difference in the profession with a commitment to equity and justice.

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

My rationale for seeking a position is driven by a desire to ensure diverse and equitable representation in leadership roles. My goal is to identify and nominate candidates who not only possess the necessary qualifications but also reflect the rich diversity of our ELA professional community. While in office, I aim to review nomination processes, promote candidates from varied backgrounds, and ensure that leadership positions are accessible to individuals who have traditionally been underrepresented. This commitment toward fostering an equitable and diverse organizational structure.



Adina Goldstein (she/her). Doctoral student in teaching, learning and teacher education at the University of Pennsylvania's Graduate School of Education; research assistant, Urban Teaching Apprenticeship Program at Penn GSE. **Formerly:** Middle school ELA teacher, School District of Philadelphia; mentor teacher; curriculum writer, SDP. **Specialty Area(s)/Area(s) of Expertise:** Teacher education; teachers of color. **Membership(s):** NCTE; NCSS; AERA.

How has NCTE provided a professional home for you?

NCTE has provided a crucial space for me to collaborate with, learn from, and create with other educators. In particular, NCTE has supported and encouraged my growth as an educator and scholar of color. The community of educators in NCTE push me and remind me every day that envisioning and fighting for equity in education requires collaboration of the many inspiring educators that make up this community.

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

My current work demonstrates alignment with NCTE's commitment to equity and justice because it centers and uplifts the experiences and assets of learners of color with and for learners of color. In particular, I am committed not only to giving voice to the experiences of and learning from teachers of color, I am committed to empowering and ethical research practices that build this body of knowledge with and for teachers of color. Supporting preparation for teachers of color directly advances equity and justice in education, not only for educators of color, but also for their students.

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

I am seeking this office in the hopes that I can contribute to maintaining the NCTE community as it continues to grow and expand. Additionally, I hope to recruit and support a Nominating Committee that is well rounded and diverse, representative of the diversity of the NCTE community and the students that we teach.



GROVER CLEVELAND WINFIELD III (he/him). English 11 teacher, Richmond County Public Schools. **Formerly:** Adjunct professor, Rappahannock Community College; English instructor, RCC Upward Bound; member, William & Mary's School University Research Network's College and Career Readiness Power Team. **Specialty Area(s)/Area(s) of Expertise:** Hip hop verse, poetry, and performance; cultural topics; teaching film as literature. **Membership(s):** NCTE, VEA. **Award(s):** Inaugural district teacher of the year, 2014. **Publication(s):** Educator's vignettes, *We Do Language: English Language Variation in the Secondary English Classroom*; poem, "The Healing Power of the Circle: A Collection of Spiritual Awakenings." **Program Contribution(s):** Presentations at SURN, NCTE.

How has NCTE provided a professional home for you?

NCTE has reignited a professional spark in me that I have not experienced since I served on William & Mary's SURN CCR Power Team. NCTE has given me a renewed sense of self and purpose within a community of passionate and sincerely supportive, encouraging, and grateful educators who have produced a platform that shines lights we can see and live by as we explore and work to elevate English language arts education to new heights.

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?

Inspired by NCTE, my English course and classroom environment respectfully explore the power of language and various human experiences via diverse literary works. As an MFA graduate, I utilize writing assignments and a classroom open mic to provide opportunities for students to find, develop, and strengthen their voices; stake claim to self-affirmation; discover their topical/thematic passions and possibly creative talents. Ultimately, I use writing, literature, and self-expression to engage my students in culturally responsive discourse.

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

I aspire to be part of elevating and guiding a community where ELA educators equally value academic and cultural integrity, as well as embrace historical truth. I want to help NCTE evolve as an organization where people from diverse backgrounds, experiences, insights, and skill sets genuinely feel respected and are truly embraced as seriously focused and innovative educators. I want to help NCTE provide models of creative and effective ELA education in the 21st century.



Liz Shults (she/her). 12th grade English teacher at Homewood High School, Homewood City Schools **Formerly:** 10th grade English and AP seminar teacher at Oak Mountain High School; 9th, 10th, and 11th grade English teacher at Briarwood High School. NCTE Lead Ambassador (2017–18); Secondary Section Nominating Committee (2019); NCTE Task Force to Address Mentorship Programs within NCTE (2019). **Membership(s):** NCTE, ALAN, Alabama Council of Teachers of English (ACTE), AEA, NEA. **Award(s):** 2023 Outstanding Graduate Student in Teacher Leadership, University of Montevallo. **Publication(s):** *English Journal*, NCTE Statement on Independent Reading. **Program Contribution(s):** Presentations at NCTE, ALAN,

ACTE .

How has NCTE provided a professional home for you?

I cannot overstate the importance that NCTE has had on my career. As a preservice teacher, it showed me what was possible in the world of education. As an early career teacher, it energized and stabilized me when I was overwhelmed. Now, later into my career and having served in various leadership roles and committees over the years, I know the importance of professional community outside your specific school because of NCTE.

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?

NCTE recognizes the teacher as a whole person, and I have tried to carry that ethos into my classroom. I teach students, not content, and where NCTE gives me access, power, and agency, I try to make sure I am providing those same opportunities for my students in large and small ways. I am a very relational person, and that is what moves me forward in my classroom and professional endeavors.

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

Having held this office previously, I recognize the importance of nominating a diverse ballot of educators for the various leadership positions and steering committees of the secondary section and NCTE overall. I want to continue giving back to the organization that has given me so much.