

## Candidates for Vice President of the Board



### ***Kathy N. Headley***

Professor of Literacy &  
Senior Associate Dean,  
Clemson University

**Views on Board Service and ILA:** As Vice President, I'll bring experience and knowledge to ILA's mission to "empower educators, inspire students, and encourage leaders...to make literacy accessible for all." During my Board term (2010–2013), directors dealt with radical economic changes, budgetary impacts, and an evolving membership. Our Board faced tough financial decisions and re-focused efforts toward recruiting and retaining members, issues the current Board also faces. My experiences, from my prior ILA Board service to my current position as senior associate dean, provide expertise advantageous to attaining/maintaining financial stability for ILA and its role as the leader in global literacy.

**Education:** BSEd, Elementary Education, University of Georgia; MEd, Elementary Education, University of Georgia; EdD, Reading, Auburn University

**Contributions to ILA and On-the-Ground Literacy Efforts:** During my three years on IRA/ILA's Board of Directors, I functioned as Treasurer and chaired the Evaluation Committee through major process revisions. I also participated on the Budget and Investment Committees, applying my financial experiences during times of economic challenge. My service also included appointed task forces such as Council/Affiliate Services and Membership, Publications, and Property. Prior to my Board tenure, I served one cycle as SCIRA's president and three terms as state coordinator. Across my educational career, I chaired and participated on numerous committees for IRA/ILA, SCIRA, and state departments of education. I currently chair ILA's Adolescent Literacy Committee.

**Contributions to the Profession:** My expertise includes adolescent literacy and writing with specialization in comprehension and vocabulary. Related professional development efforts involve instruction, curriculum, and policy efforts at the international and state levels. My articles on young adult and children's literature have been published in journals such as *Reading Teacher* and *ALAN Review*, along with motivation research in the *Journal of Adolescent and Adult Literacy*. Authored/coauthored chapters can be found in *Vocabulary-Enriched Classroom*, *Comprehension Instruction*, and *Comprehension Instruction: Building on the Past and Improving Instruction for Today's Students*. Coedited books encompass IRA/ILA's *Adolescent Literacy*, *Field Tested*, and *Guildford's Comprehension Instruction: Research-based Best Practices*, 3rd Edition.



### ***Julianne Scullen***

Teaching and Learning Specialist,  
Anoka-Hennepin Schools;  
Adjunct Professor, Hamline  
University, St. Paul, Minnesota

**Views on Board Service and ILA:** Membership organizations like ILA are operating in a different world than existed even 20 years ago, with technology changing educators' perceptions and expectations of professional development and advocacy. For ILA, this means maintaining relevance by providing resources in ways that will build and retain membership; grow tomorrow's literacy leadership at the grassroots local level by encouraging engagement and collaboration through in-person and virtual connections; and providing opportunities for all members to participate in the cause of literacy on the local, national, and global levels. These efforts will guide ILA to continued financial stability and maintain its status as the premier literacy organization worldwide.

**Education:** BS, Elementary Education and Reading Instruction, St. Cloud State University, Minnesota; MEd, St. Mary's University, Minneapolis, Minnesota; Administrative Licensure, K–12 Principal, St. Mary's University, Minneapolis, Minnesota; Education Specialist, St. Mary's University, Minneapolis, Minnesota (Emphasis in Disciplinary Literacy)

**Contributions to ILA and On-the-Ground Literacy Efforts:** ILA Board member (2013–2016); ILA Governance Committee Chair; ILA Network Taskforce; ILA Global Partner Taskforce and coauthor of the Frankfurt Declaration; IRA Leisure Reading Task Force; Member of Nominating, Rebranding, and Finance committees; ILA Ambassadors Chair; ILA Legislative Workshop; IRA Council Services Committee; IRA North American Councils' Committee; ILA Corwin Literacy Leader Award Chair; ILA ACT Chair; President, Minnesota Reading Association (2010–2011); President, Secondary Reading Interest Council (2008–2010); Chair, Minnesota Leadership in Reading Network; One of the authors of the Minnesota Department of Education Model Plan for Adolescent Reading Intervention and Development; ILA Annual Conference proposal reviewer

**Contributions to the Profession:** My contributions to the literacy profession include 24 years in K–12 public schools as a classroom teacher, literacy coach, literacy specialist, teacher educator, curriculum writer, and action researcher, as well as my roles as author and university professor. My work with teachers focuses on improving the literacy skills of at-risk readers, promoting leisure reading, and creating pathways for teachers in all disciplines to engage their students in authentic and strategic reading. I engage frequently in the PD of teachers outside of my own school district and state, and I chose to be an adjunct professor so that I'm always engaging with teachers and am consistently up to date with current literacy research.

# Candidates At-Large Member of the Board



## Juli-Anne Benjamin

Veteran English Educator in NYCDOE; currently Instructional Coach, Leadership Mentor, Newark, New Jersey

**Views on Board Service and ILA:** I hope to contribute to ILA's efforts to broaden its geographic reach and global network while deepening its cultural identity outside of the U.S., most specifically in Africa and Asia. If I were to be honored with the role of at-large member of the Board, my focus would be to use ILA's reach to apply its resources on both a global and local scale. As an ILA member with Indian and West Indian heritage, my hope would be to actively promote ILA's mission and vision of literacy for all across the globe, especially in village, rural, "on the reservation," and often forgotten realms. I would also work to push ILA's strategic agenda in local and urban spaces for educators who have never heard of ILA.

**Education:** BA, English Liberal Arts and Education, Lincoln University; MS, Instructional Technology, Mercy College, Bronx, NY; MS, School Leadership, Touro College, New York, NY; Master of Science School Leadership; MA, Culturally Responsive Literacy Instruction, Harvard University, Cambridge MA; pursuing EdD in Instructional Leadership, expected graduation May 2020.

### Contributions to ILA and On-the-Ground Literacy Efforts:

My contributions span the life of my membership, during which I've advocated for ILA and its mission and vision. I consistently unpack membership and its benefits in my mentoring and in my work with aligned literacy teacher teams. I am a regular attendee of EdCamp Literacy at ILA's annual conference, currently serve on ILA's Children's Right to Read Task Force, and am a frequent participant and big fan of #ILChat on Twitter. In addition, I often use social media to engage with teachers of color, teachers of indigenous students, and teachers in traditionally and historically underserved urban spaces, all of whom could benefit from ILA's vast reach and resources.

**Contributions to the Profession:** Nationally, my contributions lie in service to some of the American's poorest urban schools and, internationally, in working in village schools in Africa and in India's Delhi Public Schools (DPS). While in New Delhi, I also collaborated with teachers facilitating professional development sessions and workshops by using resources from ILA. My passion for reading, student-centered learning, and teachers stepping into their own leadership spaces all keep me grounded in the framework of my service to the literacy profession itself. My literacy work with teachers has focused on ensuring their advocacy and agency for their craft and revolves around books: the depth and breadth of reading, the effective instructional strategies necessary to expertly teach, and the need to maintain culturally relevant and sustainable libraries which speak to responsiveness in schools.



## Wendy Carss

Lecturer in Literacy Education, University of Waikato, New Zealand

**Views on Board Service and ILA:** As an ILA member who has held positions of responsibility at national and international levels, I would bring extensive knowledge, expertise, and a global perspective to the Board. The establishment of an international federation is a priority if ILA is to continue to grow its global presence and provide value for all members. International groups must be acknowledged for their strengths and such expertise shared to increase awareness of ILA. Utilizing my experiences in leading a strong international affiliate and an active ILA regional committee, I believe I can assist in promoting increased collaboration and open communication within the international community. My collaborative leadership style and experiences working constructively alongside those from diverse backgrounds will assist in facilitating this process.

**Education:** BEd Education/Geography, University of Waikato, New Zealand; MEd, University of Waikato, New Zealand; PhD near completion, University of Waikato, New Zealand

### Contributions to ILA and On-the-Ground Literacy Efforts:

Member (2005–2015) and Chair (2012–2015), International Development in Oceania Committee; cofacilitator IDOC teacher workshops Samoa (2011, 2012), Fiji (2012, 2014); presented at ILA, ALEA, and NZLA conferences; reviewer of ILA conference proposals 2010–present; reviewer ILA Elva Knight Research Grant submissions 2013–present; publications in *Reading Today* (2011, 2013); planning committee for 2010 IRA World Congress on Reading, Auckland, NZ; President NZRA/NZLA (2008–2012); member NZRA Executive Committee (2002–2012); Editorial board of *Literacy Forum NZ* journal (2008–present); NZLA conference planning committee (2008 & 2017); developed and maintained the NZLA website (2005–2012); cofacilitator NZLA leadership workshops (2008–2013)

**Contributions to the Profession:** Teaching literacy has always been a passion, and I strive to develop inclusive practices promoting student responsibility for learning. I taught for 18 years in New Zealand elementary-equivalent schools at a variety of levels, mostly in socioeconomically challenged areas. I have lectured in literacy education at the University of Waikato, NZ, for the last 15 years, teaching at undergraduate and postgraduate levels, through in-person and digital mediums. My current research interests include the beliefs and practices of first-year literacy teachers, the use of digital technologies to support literacy learning, and using teacher-created information texts to support cultural and linguistic diversity. I collaborated on the Oceania Information Text Project with colleagues from Australia and Fiji. Recent publications reflect these interests.



## Janet Condy

Professor, Cape Peninsula University of Technology, South Africa

**Views on Board Service and ILA:** My commitment to the theory and practice of teaching literacy and inclusive education has been the focus of attempting to transform fragile local and international school communities in Cape Town, Mauritius, Zambia, Bangladesh, and Sri Lanka. The ILA Global Volunteer Award demonstrates this commitment to transforming international literacy practices. To enact sustainable teaching practices, the importance of dynamic interaction between teacher education systems and the education context cannot be overemphasized. This is evident in the 22 published papers, seven chapters in books, two edited books, six keynote speeches, and the graduation of eight master's students and one doctoral student.

**Education:** BS, Johannesburg College of Education; MSc, Wheelock College (U.S.); PhD with focus on research into international literacy practices

### Contributions to ILA and On-the-Ground Literacy Efforts:

Being a member of ILA for the past 27 years has played a critical role in my commitment to educational transformation. I am the founding member and current national chairperson of the Literacy Association of South Africa (Litasa), as well as the manager of its online *Reading & Writing Journal*. The organization, which aligns with ILA's mission, empowers all South African and neighboring country citizens to become literate, with our largest journal readership segment coming from Asia. In addition, being elected to and serving as Chair of the International Development Countries - Africa (2010–2012) created a valuable opportunity to become more involved with the international literacy community.

**Contributions to the Profession:** My experiences working to transform educational opportunities for fragile communities made me a concerned literacy leader who has fearlessly taken up the charge of offering to be a Board member for ILA. Founding a literacy organization in South Africa, managing the *Reading & Writing Journal* for the past 12 years, conducting international literacy projects for ILA, and being an acknowledged researcher demonstrates my commitment to ensuring effective organizational planning and promoting ILA's core mission. These experiences provide me with skills to participate at the highest level of decision making for ILA.

# Candidates At-Large Member of the Board



## Diane Kern

Associate Professor, University of Rhode Island

**Views on Board Service and ILA:** The International Literacy Association's *Standards for the Preparation of Literacy Professionals 2017* (Standards 2017) has the potential to transform literacy teaching and learning worldwide. I am cochair of the Standards 2017 Committee, and along with Dr. Rita M. Bean, the 26 standards writers, and talented ILA staff, we are producing an invaluable resource that will advance ILA's strategic direction and its advocacy for literacy advancement. In-depth knowledge of Standards 2017 and Standards 2010, for which I was a lead writer, is one key way I will contribute to ILA's Board of Directors.

**Education:** BA, Elementary and Secondary Education (concentration in English), University of Rhode Island; MA, Reading, University of Rhode Island; PhD, Education, University of Rhode Island

### Contributions to ILA and On-the-Ground Literacy Efforts:

Since 2004, I have worked collaboratively with a team of ILA members to review nationwide reading specialist/literacy coach preparation programs. Our charge is to award national recognition to exemplary literacy professional preparation programs as part of the Council for the Accreditation of Educator Preparation (CAEP) program review and national recognition process. I have fostered and maintained collegial relationships with over 75 ILA members dedicated to literacy educator excellence. As ILA reenergizes and advances its Certificate of Distinction, the expertise I developed in the ILA/CAEP process will serve as a resource to advance ILA's strategic direction to honor and support literacy professionals.

**Contributions to the Profession:** ILA has been centrally important to my professional development as a classroom teacher, literacy coach, teacher educator, and life-long learner. As a public school teacher in rural, urban, and suburban schools for 14 years, I developed a keen interest in student access to literacy, especially for those from under-represented groups. This interest led me to teach reading teacher education courses at Rhode Island College (Reading and Elementary Education) and the University of Rhode Island (Reading and Secondary English Language Arts Education). I hold certifications as an elementary teacher (K–6), secondary English teacher (7–12) and reading specialist/literacy consultant (K–12).



## Kenneth Kunz

K–12 Supervisor of Curriculum & Instruction, Middlesex, NJ Public Schools; and President, New Jersey Literacy Association

**Views on Board Service and ILA:** ILA is committed to ensuring that ALL learners are provided opportunities to flourish as readers and writers, and I couldn't be more excited about an opportunity to help fulfill that promise. Aligned with ILA's strategic plan, my goal is to help ILA form even stronger networks that inspire teachers from everywhere to get involved. We must make a real difference, and my beliefs are simple: Every student deserves a well-prepared literacy teacher who is kind to kids. It is my belief that my experience in various roles working towards this mission will allow me to contribute significantly to ILA.

**Education:** BA, Elementary Education and English, Kean University, NJ; EdM, Reading Specialization, Rutgers, The State University of NJ; EdD, Teacher Leadership, Rutgers, The State University of NJ; Certified Elementary Teacher, English Teacher, Reading Specialist, & Supervisor

### Contributions to ILA and On-the-Ground Literacy Efforts:

As proud president of the New Jersey Literacy Association (NJLA), I have worked diligently over the last five years to spread our mission of promoting literacy by revitalizing our state chapter and working with colleagues to bring literacy best practices to all corners of our state and beyond. Passionate about addressing the need for access to books, my efforts have focused on quality PD, working alongside amazing teachers, and putting books in the hands of our kids. As a literacy advocate, I am excited that this work with teachers is now featured in a coauthored book published through Guilford.

**Contributions to the Profession:** In addition to coauthoring our latest book on literacy best practices, I received the 2014 Edward Fry Fellowship in Literacy at Rutgers University and was nominated for the 2007 Governor's Teacher Recognition Program in New Jersey. My work in the field started in my third-grade classroom, expanded to preparing future literacy teachers at the college level, blossomed into exciting opportunities for coaching teachers in classrooms, and evolved into leading NJLA while advocating for children in my K–12 district as a school administrator. I am humbled to know that this path directly impacts readers and writers. No work is more rewarding!



## Eric MacDonald

Teacher and Assistant to the Middle School Head, Benchmark School, Media, PA

**Views on Board Service and ILA:** My vision for ILA is that of a vibrant global network working together to promote literacy, research, and quality classroom instruction that transforms the literacy lives of students around the world. Building on ILA's strong traditions, we must embrace new possibilities that will position ILA to be the organization to which teachers, administrators, parents, businesses, and political leaders turn when they think of literacy. ILA should be the empowering agent working with a variety of partners to support and encourage teachers and ensure all students are prepared for increasingly complex literacy demands and discover a passion for the many aspects of literacy.

**Education:** BA, Elementary Education, Westminster College, PA; MEd, Reading and Reading Specialist certification, West Chester University, PA; EdD in Reading/Language Arts, Widener University, PA

### Contributions to ILA and On-the-Ground Literacy Efforts:

2016–present, ILA Global Network Task Force; 2015–2017, ILA US Network Task Force; 2015–2017, ILA Technology & Literacy Awards Committee; 2013–2019, ILA Coordinator for Keystone State Reading Association (KSRA); 2008–2013 KSRA Regional Director; 1999–2000, KSRA President; 1993–2004 and 2008–present, KSRA Board of Directors; 1998 KSRA Annual Conference Chair; 2000–2016, KSRA Website Coordinator; 1991–1992, Delaware Valley Reading Association (DVRA) President; 1987–present, DVRA Advisory Board; currently DVRA Bylaws Chair and Website Coordinator; ILA conference speaker; frequent speaker at KSRA conferences, local councils, and other groups; contributor to *Literacy Daily's* "Teaching With Tech" blog, and the *Pennsylvania Reads* journal. Technology in Literacy Education SIG member.

**Contributions to the Profession:** As a classroom teacher for 33 years, I am challenged and inspired daily to help students who find learning challenging discover their potential. A commitment to improving and innovating the student experience brought the additional opportunity of serving as Assistant Middle School Head. I have also had the opportunity to reach beyond my school through involvement in ILA and its councils, serving as an adjunct professor at West Chester University, contributing articles to a variety of publications, and presenting at conferences. I consider my greatest contribution to be the students whom I have impacted and who have impacted me.

The opportunity to nominate and vote for candidates in the ILA 2018 Election is open to every individual member of the International Literacy Association whose membership was in good standing at the start of the election at 9:00 a.m. ET on March 27, 2018. Election information appears on ILA's website at [literacyworldwide.org/vote](http://literacyworldwide.org/vote).

Please review the information about each candidate carefully, discuss the merits of the candidates with other members, and then make your decision and vote. Ballots must be submitted by 5:00 p.m. ET on May 8, 2018.

### **Ballot Count Procedures**

The ILA 2018 Board Election will be conducted online. This means that individual ILA members in good standing with valid e-mail addresses will receive an e-mailed link to vote using their online ballot. Members in good standing who do not have email addresses or whose email addresses are not up-to-date may find voting instructions at [literacyworldwide.org/vote](http://literacyworldwide.org/vote).

The ILA 2018 Board Election will be handled by Intelliscan, an independent firm whose staff members oversee the distribution of electronic ballots, receive the electronically returned ballots, count the ballots electronically, and certify the results.

**As an organization, ILA disallows campaigning for office by candidates, other individuals, or councils or affiliates. All candidates in this election have agreed to this policy. If you received campaign materials or solicitations, please keep this in mind when you vote.**