

Candidates for Vice President of the Board



Stephen G. Peters

Superintendent,
Laurens School District 55,
Laurens, South Carolina

Views on Board Service and ILA: As a member of the ILA Board of Directors for the past three years, I am excited about the strategic direction of this organization. Careful thought and skillful execution of a strategic plan, echoing the voices of membership, staff, and practitioners, will propel ILA from its present position to become the leading literacy authority in the world. As vice president, I'll bring positive energy and urgency to ILA's mission. As a servant leader, my focus will be to draw closer attention to equity and access for all while increasing membership and fiscal stability.

Education: BS, Hampton University; MEd, Old Dominion University; EdS South Carolina State University; EdD South Carolina State University; Certificate, Yale University Child Development Center; Certificate, Hampton Roads Education Leadership Academy

Contributions to ILA and On-the-Ground Literacy Efforts: I've served on the ILA Board of Directors for the past three years. While doing so, I was an active member of the finance, evaluation, and equity committees. In addition, I have been one of the most vocal supporters and promoters in the United States of ILA's Children's Rights to Read (CRTR) initiative and believe it has the potential to empower and change the landscape of literacy efforts in the world. Our local school board was one of the first to adopt a resolution to promote CRTR. Personally, I believe literacy is the vaccine for poverty. I am a living example of what literacy can produce.

Contributions to the Profession: I am the author of four books and the coauthor of a fifth. I have spent the last 39 years working to promote literacy as a classroom teacher, assistant principal, principal, director of secondary education, consultant, and superintendent of schools. Serving on the ILA Board has been rewarding to the degree we have a chance to turn present day challenges into opportunities. I live and breathe literacy and am convinced it is one of the greatest gifts we can give children and those teaching them. I would be honored to continue to serve ILA.



Shelley Stagg Peterson

Professor, Language and Literacies
Education, Ontario Institute
for Studies in Education of the
University of Toronto

Views on Board Service and ILA: Members' goals for their professional learning, opportunities for networking across the ILA membership, and enhancing ILA's already significant contribution to literacy worldwide should be at the heart of ILA initiatives. The networking can readily be facilitated through the affordances of digital technology, but the value of face-to-face meetings and conferences cannot be overlooked. I believe that "making literacy accessible for all" involves grassroots-level conversations and collaboration with ILA members, state/provincial and local chapters, international affiliates, and special interest groups (SIGs). An ongoing Board priority should be to create opportunities for these conversations using all available tools and forums.

Education: BEd Elementary Education, University of Alberta, Edmonton, Canada; MEd Educational Administration, University of Alberta; PhD, Elementary Education, University of Alberta

Contributions to ILA and On-the-Ground Literacy Efforts: While on the International Reading Association (IRA; now International Literacy Association [ILA]) Board of Directors, I chaired the evaluation committee and the task force that created the IRA/Canadian Children's Book Centre/National Council of Teachers of English Leisure Reading joint position statement. I also supported the Children's Choices committee in moving publication of the annotated booklist to an online platform. In 2002, I founded the Toronto Reading Council, a local council of the ILA, serving as president and in other executive positions. I was Local Arrangements Chair for the 2006 IRA Annual Convention and a representative for Ontario and Quebec on the Regional Conference Committee. I served on the Notable Books for a Global Society committee (under the Children's Literature and Reading SIG).

Contributions to the Profession: As a collaborative action researcher who is frequently in northern rural and Indigenous Canadian classrooms, I highlight experiences of teachers whose voices are often not heard in professional and academic literacy conversations. Through research grants, I sponsored 12 northern Canadian teachers' travel for presentations at ILA conferences. To highlight teachers' classroom practice, I founded the peer-reviewed *Journal of Classroom Research in Literacy* for teachers' classroom-based research. My elementary classroom experience informs my research, presentations and numerous publications in these areas: teaching and assessing writing, supporting young children's oral language, and enhancing students' cross-curricular learning through writing and children's literature.

Candidates At-Large Member of the Board



Kia Brown-Dudley

Director of Literacy and Development, The Education Partners, New York

Views on Board Service and ILA: Steadfast in our mission to make literacy accessible for all, I hope to contribute to the increasing representation of diverse social identities that embody our global society in ILA's membership, materials, and the broader field of literacy to dismantle system bias and expand the canon. My experiences working with large school districts on transforming literacy instruction and in the research, development, and fiscal management of diverse and equitable resources in educational publishing will provide ILA with a unique perspective on harnessing the power of public-private partnerships to achieve this goal. Together, we will advance equity transforming literacy for future generations.

Education: BA, Anthropology and International Relations, Syracuse University; MA, Psychological Foundations of Reading Instruction, New York University; Certified Teacher of Reading.

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

During my 20-plus-year career, I have been honored to celebrate trailblazers and serve fellow members at ILA conferences via the sponsorship of award ceremonies, research-based sessions, and networking events. On-the-ground efforts focus on making literacy learning transparent and equitable and include a commitment, particularly in underserved communities, to teaching, learning, and leadership coaching; the creation of community enrichment programs for African American and Latino boys; scholarship fundraising and award dispersal; family and community engagement workshops; and the distribution of thousands of free multilingual books to young people and their families for the creation of home libraries.

Contributions to the Profession: The most rewarding contribution to the profession is daily collaboration on literacy instruction with students, educators, organizations, and community members across North America, creating a spark that ignites a lifelong love of literacy and transforms student learning. Other contributions include U.S. initiatives, programs, and publications for young people, families, and teachers. I recognize the importance of working together to build capacity and drive sustainable change in literacy education and am grateful for the opportunity to serve as a steward of the organization's strategic goals: empowering, inspiring, and encouraging with resources to ensure literacy is accessible for all.



Pamela J. Farris

Distinguished Teaching Professor Emeritus, Northern Illinois University, DeKalb

Views on Board Service and ILA: Teachers and school administrators are under intense pressure, and ILA needs to offer conference presentations and resources (i.e. books, professional books, podcasts, blogs) to both support and assist these groups in meeting their students' needs. As such, ILA needs to broaden its membership, especially reaching out to new teachers and principals. ILA needs to be the organization that is deemed the "essential group" for teachers to have as their professional membership. We need to work closely with teacher education programs to provide pre-service teachers with professional development so that the ILA name will be recognized before they enter their own classrooms.

Education: BS, Elementary Education with Special Education minor, Indiana State University; MSED, Reading Education, Indiana State University; PhD, Reading and Other Language Arts, Indiana State University

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

A member of ILA since 1975, when the organization was still IRA, I've presented at several national, state (AZ, CA, IA, IL, IN, MI, MO, and WI), and local conferences and served on various state committees. I've served as an author and reviewer of articles for ILA's *The Reading Teacher* journal. I chaired the Midwest Children's Choices and Teachers' Choices projects. As a recipient of the ILA Arbutnot Award for Outstanding Professor of Children's Literature, I recognize the importance of quality literature. Each year, I donate a classroom library. As a board member of our local reading council, we give books and a bookcase to Habitat for Humanity homes.

Contributions to the Profession: Starting out as an elementary teacher and director of our school district's Title I Reading program, I moved on to Northern Illinois University where I taught reading and language arts methods. Then I went to Illinois State University. I've written over 225 articles published in journals such as *The Reading Teacher*, *Language Arts*, and *The Middle School Journal*. Recently, my 25th book was published, *Language Arts: Process, Product, and Assessment for Diverse Classrooms* (6th ed., with Donna Werderich). Other works include *Elementary and Middle School Social Studies: An Interdisciplinary, Multicultural Approach*, *Teaching, Bearing the Torch*, and three children's books.



Rachael Gabriel

Associate Professor of Literacy Education, University of Connecticut

Views on Board Service and ILA: ILA not only has worked to empower educators with research and professional development for nearly six decades but also has provided guidance and leadership where the right to read is challenged in the United States and around the world. As a Board member, I would contribute to the strength of ILA's growing global partnerships using my training and experience working across varied perspectives on teaching and research. Drawing on my understanding of politics, policy, and the media, I would clarify and amplify the voices of educators and researchers working to ensure the right to literacy in the U.S. and abroad.

Education: BA in English & Psychology from the University of Rochester; MAT in English from American University; PhD in Literacy Studies with graduate certificates in qualitative and quantitative research methods from the University of Tennessee

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

I have been a frequent ILA conference presenter as well as an author and reviewer for multiple ILA publications, grants, and awards. Beyond my work with ILA, I developed multiyear professional development partnerships with districts across Connecticut and with education organizations in Jamaica and in Norway to support learning and leadership at the classroom, school, and district levels. I also serve as the analyst for a U.S. networked improvement community focused on early literacy intervention. As a result of these partnerships, I was awarded the ILA Celebrate Literacy Award in 2016 and have generated research, publications, and presentations across the United States.

Contributions to the Profession: I am author of more than 40 refereed articles and author or editor of five books for literacy teachers, leaders, and education researchers. As a former reading teacher and literacy specialist, I currently serve as the director of the University of Connecticut's Reading/Language Arts Center, where I teach courses for teachers, literacy specialists, and doctoral students on literacy methods, assessment, and leadership. I also serve on the editorial boards of six major peer-reviewed journals focused on literacy, education research, and education policy and on the legislative and policy committee of the Literacy Research Association (LRA).

Candidates At-Large Member of the Board



Evan Ortlieb

Professor of Literacy and
Director of Manhattan Campus,
St. John's University, New York

Views on Board Service and ILA: As a Board member, I will support a renewed focus on state, regional, and international conferences to provide valuable professional development opportunities for literacy teachers and teacher educators. I will advance best-fit practices for diverse learners through a commitment to global literacy research and praxis by working with school leaders and ILA members in unified and transparent ways that promote the rapid sharing of information within our expert literacy community. And I will increase our digital footprint by promoting live webinars, virtual conference attendance, and archives of expert presentations accessible on demand to all ILA members.

Education: BS, Elementary Education, Louisiana State University; MEd, Elementary Education, Louisiana State University; PhD, Curriculum & Instruction, Louisiana State University

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

As a former teacher and literacy specialist turned author, researcher, professor, and advocate, I remain focused on empowering youth through literacy. Spreading the word about literacy learning has been central to my important work in school partnerships in the United States, Singapore, and Australia as well as to my contributions to ILA such as serving as a section editor for the *Journal of Adolescent & Adult Literacy*, committee member of the Adolescent Literacy Task Force, president of the Specialized Literacy Professionals SIG, editorial review board member, and regular presenter and speaker at IRA and ILA events for the last 15 years.

Contributions to the Profession: Not having developed the love of reading and writing until college fueled me to share my experiences widely without reserve, engage with youth in rural and urban communities, and participate in collaborative research that has been published and cited widely across ILA journals and beyond. From large-scale projects such as redefining the roles and responsibilities of specialized literacy professionals to the annual What's Hot in Literacy survey, my contributions are both pioneering in vision and contextualized in rich traditions. Highlighting areas of literacy has also been the focus of my ongoing edited book series, *Literacy Research, Practice and Evaluation*.



Zoi A. Traga Philippakos

Assistant Professor, University
of Tennessee, Knoxville

Views on Board Service and ILA: ILA work seeks to transform lives through literacy. I believe in the power of literacy and see it as a human right. The ability to read, write, speak, and think using traditional and digital tools is a goal for all students and all teachers. Through my research and my work as a researcher and practitioner, I strive to identify ways to make literacy attainable by all. Thus, I hope to support the application of evidence-based practices in classrooms and effective professional-development, emphasize reading-writing, and examine literacy and its role within a technologically evolving world.

Education: BBSEd, Primary Education, University of Thrace, Greece; MEd, Reading Specialist, University of Delaware; PhD, Literacy, University of Delaware. My dissertation examined revision and the application of practices to support critical reading for evaluation.

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

I have served as the chair of the Writing Task Force. With my colleagues, we developed a position statement on handwriting, a position statement on writing instruction, and a related brief. Further, I serve as a committee member for the Erwin Zolt Digital Literacy Game Changer Award. I conduct research on reading and writing and on professional development in schools, and through design-based methodologies and experimental designs, I collaborate with teachers. I believe in teacher empowerment and know that together, through our collaborations, we make a difference.

Contributions to the Profession: I serve the LRA as a member of the P. David Pearson Scholarly Influence Award Committee. Since 2010, I have been the proposal writer and organizer for the Writing Research Study Group at the LRA. I am a board member for a charter school and the chair of its Curriculum Committee. Recently, I joined the dyslexia advisory council for Knox county in Tennessee. I review for journals (e.g., *Journal of Writing Research*, *Journal of Adolescent & Adult Literacy*, *Reading and Writing Quarterly*, *Reading Research Quarterly*) and serve on their editorial board (e.g., *Journal of Adolescent & Adult Literacy*).



Laurie A. Sharp

Dr. John G. O'Brien
Distinguished Chair in
Education, West Texas A & M
University

Views on Board Service and ILA: Over the past several years, ILA has engaged in rebranding efforts to convey and elevate the breadth and scope of the organization more effectively. In addition to fulfilling all Board member duties and responsibilities, I would engage in efforts to identify potential funding sources and seek ways to increase value among ILA members and beneficiaries of ILA's mission. I would also support ILA membership recruitment and retention efforts and assist with strategic planning for engaging ILA members. Moreover, I am committed to providing ongoing support for the continued development and dissemination of evidence-based, relevant resources for all literacy stakeholders.

Education: BS (2004) and MEd (2005) in Elementary Education at University of Central Florida. EdD in Educational Leadership with a specialization in reading from Tarleton State University

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

I have been an active IRA/ILA member for 15 years. I have served on various ILA committees and held leadership positions in two special interest groups: Professors of Literacy and Teacher Education and Specialized Literacy Professionals. Since 2013, I have been a leader within ILA's Texas chapter, the Texas Association for Literacy Education (TALE). I served as a Board member, vice president, president-elect, and chair and am the current past chair. I also worked collaboratively to plan and implement two successful TALE conferences that provided high-quality professional learning activities for hundreds of preservice and practicing literacy professionals.

Contributions to the Profession: My greatest contributions to the literacy profession have been through teaching, scholarship, and professional service. I have had the distinct privilege of teaching children and adult learners for 15 years. I previously served as a classroom teacher for elementary- and intermediate-level students and currently serve as a teacher educator for aspiring teachers and other education professionals. Additionally, I am an active scholar and have contributed over 80 publications to the literacy community that address elements of literacy. Literacy has the potential to unlock greatness among every individual, and I would be honored to engage in continued professional service with ILA.

The opportunity to nominate and vote for candidates in the ILA 2019 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, 2019**. Election information appears on ILA's website at 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, 2019**.

Ballot Count Procedures

The ILA 2019 Board Election will be conducted online. This means that individual ILA members in good standing with valid email addresses will receive an emailed link to vote using their online ballot. Members in good standing who do not have email addresses or whose email addresses are not current may find voting instructions at literacyworldwide.org/vote.

The ILA 2019 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, the International Literacy Association 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.