

Candidates for Vice President of the Board



Danielle V. Dennis

Dean & Professor,
College of Education,
University of Rhode Island

[in Danielle Dennis](#)
[@dr ddennis](#)

How would you like to see ILA grow, and how will you contribute to these efforts as a member of the Board? ILA has long served as a professional home for educators and literacy leaders. I would like to see us grow globally and further highlight the “I” in ILA. We have made great strides in this realm in recent years, and I would like to carry forward this momentum by partnering with our global affiliates to determine their most pressing needs and the ways that ILA can best support and learn from them. Additionally, I would like to support our organization as we realize our mission and contribution to equity, justice, diversity, and inclusion, and the ways in which our programs, publications, and membership opportunities reflect and educate those goals. Further, I would like to see greater opportunities for member involvement through conferences, workshops, special task forces, and subject matter expert programs. An organization is only as strong as its members, and ILA has some of the most dedicated literacy leaders in the world!

Education: PhD in Language & Literacy Education, University of Tennessee; Adolescent Literacy Certificate, University of Denver; MEd in Science & Environmental Education, University of Minnesota Duluth; BS in Elementary Education, Florida Gulf Coast University

What contributions have you made to ILA and the literacy profession? My contributions to ILA include serving on the Board since 2020; serving on several committees such as the Research Committee, Program Committee, Governance Committee, and Fundraising Committee; and chairing the Publications Committee. As chair, I oversaw the editorial search for two of ILA’s academic journals, *Reading Research Quarterly* and *The Reading Teacher*, and supported the implementation of transformative open access agreements for ILA’s journals. I was part of the team that published the ILA white paper *Frameworks for Literacy Education Reform*, and I have published numerous articles in ILA journals. I also served as the Policy & Legislative Chair for the Literacy Research Association.

Why do you want to serve ILA in this leadership position? Having served on the ILA Board of Directors for the last three years, I’ve had a front row seat to the many exciting changes and challenges we face as an organization. I believe that my calm and pragmatic leadership style will guide staff and Board members in building on the success we have experienced over the last few years. I believe in ILA, its members, and its leaders, and I would be honored to support further growth of our organization.



J. Helen Perkins

Professor of Literacy,
University of Memphis

How would you like to see ILA grow, and how will you contribute to these efforts as a member of the Board?: ILA and I have worked on enhancing our National Recognition program; we need to grow this program such as through digital events where I can serve as a presenter to inform universities and colleges about the benefits of receiving National Recognition. I will continue to work to increase involvement in the program as we strengthen our recognition of outstanding teacher preparation programs. As a literacy professor, I am engaged in working with educators to become effective literacy educators, and I will continue these efforts through the planning and implementation of global, impactful digital events and conferences. I desire to be involved with enhancing membership and revenue; my years of experience with an NGO and grants will inform this work as I meet with the financial and membership committees. As a former editor of ILA’s *The Reading Teacher*, I worked on diversity and inclusion; ILA needs to continue growth in these areas. We should continue to build our global connections and relationships with Historically Black Colleges and Universities as we develop diversity, equity, inclusion, and belonging efforts. I will work closely with staff and the Board to serve ILA’s members as we address their needs; we will listen to their voices.

Education: BS in Elementary Education, Southeastern Oklahoma State University; MEd in Elementary Education/Reading Specialist, Southeastern Oklahoma State University; Reading Recovery Certification, Texas Woman’s University; EdD in Curriculum & Instruction/Reading, Oklahoma State University

What contributions have you made to ILA and the literacy profession? I am a professor of literacy at the University of Memphis in the Instruction and Curriculum Leadership Department, and I currently serve as a member-at-large on the Board of Directors. I am the chair of the ILA National Recognition Commission and cochair of ILA’s Anti-Racism, Social Justice & Equity Committee. I currently serve and have served on several ILA committees such as the membership, financial, and nominating committees. In addition, I am a previous coeditor of *The Reading Teacher* and was a lead writer for ILA’s *Standards for the Preparation of Literacy Professionals*. I am also the advisor for the University of Memphis Student Chapter of the Literacy Association of Tennessee.

Why do you want to serve ILA in this leadership position? I have had a passion for literacy for over 40 years and I have been involved with literacy in many capacities. ILA continues to serve as the leader in literacy and I appreciate the work that ILA does. I have the knowledge, experiences, and motivation to serve ILA and its members, including global members, in many capacities. For many years, I have been and continue to be committed to ILA’s vision, strategic plan, and goals.

Candidates for At-Large Member of the Board



Danielle Hartsfield

Associate Professor of Literacy and Elementary Education, University of North Georgia

[in Danielle Hartsfield](#)

How would you like to see ILA grow, and how will you contribute to these efforts as a member of the Board? As a prospective Board member, I have several goals that I would like to work toward achieving. First, I believe in the power of making connections in our roles as literacy educators, and I would advocate for ILA to return to hosting an annual in-person conference. Along these lines, organizing and hosting regional conferences is another way to foster connections, bring together ILA's chapters and affiliates, and make ILA's resources more accessible to more educators. Second, I want to work toward placing greater emphasis on the "I" in ILA—that is, expanding ILA's reach to include more of our colleagues around the globe. Technology affords many opportunities for exchanging ideas to improve literacy instruction. For example, ILA may host monthly online "teacher talks," which would afford educators opportunities for meeting new colleagues and sharing best practices across national borders. Third, I would like to increase the number of undergraduate and graduate students within ILA. The students of today will become ILA's leaders of tomorrow. As a Board member, I would explore possibilities such as establishing a gift membership program for students and creating a student advisory panel to suggest innovative professional learning ideas and inform ILA's decision-makers.

Education: Doctor of Philosophy in Curriculum and Instruction, Old Dominion University; Master of Education in Curriculum and Instruction/Elementary Education, University of Massachusetts Lowell; Bachelor of Arts in Mass Communication/Journalism, Franklin Pierce College

What contributions have you made to ILA and the literacy profession? ILA has been my professional home since my first year as an elementary teacher, and since then, I have served ILA in multiple capacities. Recently, I completed my term as president of ILA's Children's Literature and Reading Special Interest Group, and previously, I served the SIG as president-elect and secretary. In addition, I have presented at ILA's conferences, published in *The Reading Teacher* and *Journal of Adolescent & Adult Literacy*, and guest edited an issue of *Literacy Today*. In 2020–2021, my colleagues and I successfully applied for ILA National Recognition With Distinction for our elementary education program.

Why do you want to serve ILA in this leadership position? I always have new ideas about helping an organization grow and reach more people, and I have the initiative and motivation to make these ideas a reality. My service to the Children's Literature and Reading SIG attests to this. As a SIG leader, I grew membership; increased

engagement opportunities, including establishing a virtual book club; reactivated committees and appointed new leaders; and opened new communication channels, including a newsletter. My drive to grow and improve is the greatest strength that I could offer to the Board, and I am excited about the possibility of bringing new ideas to ILA.



Caryn H. Henning

Managing Director of Content Development and Program Design, Children's Literacy Initiative

[in Caryn Henning](#)

How would you like to see ILA grow, and how will you contribute to these efforts as a member of the Board? ILA currently reaches educators, researchers, and policymakers in 128 countries. However, there are many potential opportunities to grow and expand:

- Further equity in education efforts by providing culturally responsive resources and trainings, promoting inclusive teaching practices, and advocating for policies that promote equity in education
- Partner with local literacy organizations in different countries to expand ILA's impact. Gaining a deeper understanding of the local context allows the tailoring of resources and programs to meet the specific needs of each community
- Expand the focus on early literacy by providing more resources and professional development for early childhood educators, parents, and caregivers
- Create more digital resources and platforms for educators and learners, including e-books, webinars, and online courses
- Expand efforts to support diverse learners, including students with disabilities, English learners, and those from marginalized communities

If elected, I would bring an expertise and knowledge of literacy as well as a commitment to identifying new partnerships and opportunities for growth. I would proactively advocate for policies and initiatives that promote literacy. Furthermore, I will be open to feedback and suggestions from members and stakeholders, and I will work collaboratively with others to achieve ILA's goals.

Education: BS in Early Childhood Education, University of Maryland; certificate from the Equity and Education Leadership Program, Harvard Graduate School; certificate from the Institute for Ethical Leadership, Rutgers University

What contributions have you made to ILA and the literacy profession? I am grateful for my rich career in literacy as an early childhood and elementary teacher, literacy coach, school board member, project manager for two federal i3 grants, and presenter at several literacy conferences.

As a dedicated member of ILA for 15 years, our organization has encouraged colleagues to submit articles and blogs, resulting in the acceptance of several articles of mine over the years. Now, I seek to deepen my involvement by joining the Board, which would allow me to play a more active role in shaping the organization's future and contributing to its ongoing success.

Why do you want to serve ILA in this leadership position? As an ILA Board member, you have the opportunity to help shape the direction of the organization and make a positive impact on the literacy community worldwide. Working alongside other dedicated professionals to develop and implement policies, initiatives, and programs that promote literacy and advance the field would be an unparalleled opportunity. Serving on the ILA Board would provide a platform to share expertise, elevate the work of dedicated educators, help to connect and further literacy efforts globally, and contribute to the growth of a respected organization committed to improving literacy outcomes for all.



Young-Suk Kim

Professor and the Senior Associate Dean, School of Education, University of California Irvine

[in Young-Suk Kim](#)

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How would you like to see ILA grow, and how will you contribute to these efforts as a member of the Board? ILA has been successful in connecting research and practice in literacy education. However, I believe that ILA could further expand its reach and relevance by focusing on three key areas.

First, ILA should consider expanding global partnerships beyond English-speaking countries to promote literacy worldwide. I have leadership experience in collaborating with different organizations and would be honored to contribute to these efforts.

Second, ILA could increase attention to diverse learners and populations—including students with disabilities, English language learners and multilingual learners, those from low-income backgrounds, and adults with low literacy skills—developing resources and tools specifically tailored to their needs and advocating for policies and initiatives that promote equity in literacy education.

Finally, leveraging technology and online resources to increase relevance to diverse learners and populations is crucial. ILA has been using technology to promote literacy awareness and engagement. Expanding these resources and developing new ones could further promote effective literacy practices. I have participated in creating online resources and will support strategically expanding and leveraging these resources to serve diverse learners and educators.

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ILA has a solid foundation, and by expanding partnerships, increasing attention to diverse learners, and leveraging technology, it can have an even greater impact on promoting literacy worldwide.

Education: EdD from Harvard University; MEd from Harvard University; MA from San Francisco State University; California Preliminary Credential Multiple Subject

What contributions have you made to ILA and the literacy profession? I have had the privilege of contributing to the academic and practice-based communities in ILA. In the academic community, I have regularly published in the esteemed *Reading Research Quarterly* and currently serve on its editorial board. For the community of practice, I have acted as a special issue editor for *Literacy Today*. Additionally, I have been a featured speaker for an ILA Intensive and have contributed to the ILA Resource Collections.

Why do you want to serve ILA in this leadership position? ILA is a leading organization in the field of literacy, and I would be honored to have the opportunity to contribute my expertise to its Board of Directors. Working collaboratively with educators, researchers, and policymakers, I would like to empower individuals and communities to acquire the literacy skills they need. As a former classroom teacher, I am passionate about advancing literacy research and education, advocating for literacy policies and initiatives, and promoting equitable access to literacy outcomes. I have accumulated extensive leadership experience and a record of successfully stewarding organizations' strategic goals in both national and international contexts.



Jacqueline (Jackie) Lynch

Associate Professor,
Florida International
University

How would you like to see ILA grow, and how will you contribute to these efforts as a member of the Board? I will support ILA in its continuation of excellence in practices and resources to educators that are built on rigorous research. I will collaborate with the directorate and guide literacy standards and policies that are disseminated to meet the changing developments in society. By learning more from voices of the membership, I plan to advocate for further diverse resources that support literacy instruction. The increased focus on a broader definition of literacy, including multiliteracies (digital literacies), and related necessary resources post-pandemic will be imperative. My research with diverse socioeconomic and culturally diverse families, along with my teaching experiences, can impact further reports and webinars on best practices. I will support the joy of reading across age groups and continue to advocate for diversity in literacy engagement, including the advancing of essential research studies and resource accessibility. In my workplace, I have contributed to the design of summer literacy camps along with developing a

new university degree track for literacy educators. My experiences in other national educational organizations, along with local nonprofits, will support the knowledge that I bring on evidence-based practices in curriculum, instruction, assessment, and leadership to the ILA Board.

Education: Bachelor and Master of Education degrees from Memorial University of Newfoundland. I worked as an educator locally and abroad. My PhD (Language and Literacy Education) is from The University of British Columbia. I completed a two-year, post-doctoral research fellowship at Michigan State University (Department of Teacher Education).

What contributions have you made to ILA and the literacy profession? I have three publications in ILA journals, including two in *The Reading Teacher* and one in the *Journal of Adolescent & Adult Literacy*. As an ILA member for approximately 20 years, I presented at annual conventions, the World Congress on Reading, and an ILA Intensive (Equity and Access to Literacy). I was a member of an early literacy task force for ILA, a role that contributed to policy document dissemination. Many of my contributions to the literacy profession include research and practice-based work in family literacy, shared book reading, and educator professional learning. I hold leadership roles in local nonprofits.

Why do you want to serve ILA in this leadership position? I wish to contribute to policy document design and professional learning opportunities for educators. I have a strong interest in collaborating with other ILA Board members on improving teacher educator programs and inservice resources. This includes putting the needs of the literacy learner first and listening to educators' voices. I am interested in working with the Board and ILA members on new research-based literacies initiatives and related resources that support educators in leadership opportunities in their school and districts. My research experiences with diverse students and their families, along with international teaching experiences, can contribute to new and existing initiatives.



Zoi Traga Philippakos

Associate Professor,
University of Tennessee

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How would you like to see ILA grow, and how will you contribute to these efforts as a member of the Board? I have a strong belief that literacy is for all. The International Literacy Association recognizes that literacy is a human right and that the ability to read and write are a matter of social justice. I share the same beliefs, and my research and service strive for the citizens of tomorrow to be readers, writers,

and critical thinkers! ILA has been an advocate for literacies for all and promotes the call for equitable practices. I would like to contribute to the work of ILA as artificial intelligence expands and as economic disparities affect access to literacy. Further, I could contribute to ILA's work to support teachers' instructional practices as those relate to writing and reading connections that promote critical thinking. I can serve ILA on its mission and vision and bring notice to its work in conferences, districts, and schools. Further, because of relevant experiences, I can contribute to the organization's strategic plan, task force, and financial planning. Overall, as a researcher, teacher educator, and teacher myself, I have a strong commitment to the teaching profession and to literacy. It would be a privilege to contribute to ILA's mission of literacy for all!

Education: PhD in Literacy with specialization in writing; MEd in Reading; BS Primary Education

What contributions have you made to ILA and the literacy profession? I serve as a reviewer for all three of ILA's journals, the *Journal of Adolescent & Adult Literacy*, *Reading Research Quarterly*, and *The Reading Teacher*, and I am a member of the review board for the *Journal of Adolescent & Adult Literacy*. I serve as a reviewer for the ILA National Recognition for the Preparation of Literacy Professionals and as an area chair and a member of the Albert Kingston award committee and the LRA Student Outstanding Research Award Committee for the Literacy Research Association (LRA). I coauthored the ILA research advisory [Teaching Writing to Improve Reading Skills](#), and I have been organizing the Writing Research Study Group at the LRA since 2010.

Why do you want to serve ILA in this leadership position? Research-wise, I examine what works, for whom, when, and under what conditions. Thus, I initially employ design-based research and work with classroom teachers on instructional practices while being responsive to the context and recognizing the uniqueness of each collaboration. Then I proceed with experimental studies to examine effects on literacy performance and the efficacy of professional development models. My goal is to translate research to practice and provide teachers, in a responsible manner, feasible and sustainable practices. I believe that literacy is a human right and is for all. Thus, I would be honored to serve ILA's mission!



James Darin Pope

Deputy Superintendent,
Tuscaloosa City Schools, &
Adjunct Instructor,
University of Alabama

How would you like to see ILA grow, and how will you contribute to these efforts as a member of the Board? I see ILA being the hub of literacy for ALL. As a Board member, I will promote ILA's mission statement to connect all school districts, state-level agencies, and global literacy leaders. In order to do this, all

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stakeholders must have an awareness of how “ILA connects research and practice to improve the quality of literacy learning across the globe in ways that are respectful, responsive, and ethical.” My vision is to lead with teamwork, excellence, integrity, and joy to position ILA as the premiere education resource for teachers, leaders, learners, and community stakeholders. Having served at all education levels, I have the experience, knowledge, and communications skills to enhance and promote the mission of ILA.

Education: Bachelor of Science in Early Childhood Education; Bachelor of Science in Elementary Education; Master of Science in School Counseling; Master of Science in Management and Administration of Educational Programs; Master of Science in Instructional

Leadership; Educational Specialist in Reading; Doctor of Education in Reading

What contributions have you made to ILA and the literacy profession? During my 26 years as an educator, I have served as a teacher, reading coach, literacy specialist, instructional specialist, elementary principal, reading coordinator, turnaround middle school principal, director of elementary education, director of student literacy, and adjunct instructor for preservice teachers for the University of Alabama. I am currently working as the deputy superintendent. In these roles, I relied heavily on the research and practices promoted by ILA. These practices have proven evident to ensure successful literacy learners. I have served on the Strategic Planning

Committee on Teaching Reading and the Literacy Task Force of the state of Alabama.

Why do you want to serve ILA in this leadership position? I am a passionate instructional leader with a focus on foundational reading skills and literacy across the content area. I believe that all learners should have access to equitable literacy strategies and resources. I am an advocate for literacy for ALL, and ILA’s mission statement aligns with my educational philosophy. I am a proven leader with success in literacy, and this position will afford me the opportunity to collaborate with others and support the vision of ILA. Being an ILA Board member will foster my beliefs and practices globally.

**INTERNATIONAL
LITERACY
ASSOCIATION**

ABOUT THE ILA 2023 BOARD ELECTION

The opportunity to nominate and vote for candidates in the ILA 2023 Board 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, 2023**. 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 5, 2023**.

Ballot Count Procedures

The ILA 2023 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 2023 Board Election will be handled by Election Buddy, 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 chapters 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.

ABOUT THE INTERNATIONAL LITERACY ASSOCIATION

The International Literacy Association (ILA) is a professional membership organization of literacy educators, researchers, and experts spanning 112 countries. For more than 65 years, ILA has set the standard for how literacy is defined, taught, and evaluated, connecting research and practice to improve the quality of literacy learning across the globe. Through its *Standards for the Preparation of Literacy Professionals*, ILA provides an evidence-based benchmark for the development and evaluation of literacy professional preparation programs. ILA collaborates with partners across the world to develop, gather, and disseminate high-quality resources, which include three peer-reviewed and edited journals—*The Reading Teacher*, *Journal of Adolescent & Adult Literacy*, and *Reading Research Quarterly*. Learn more at literacyworldwide.org.



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