Under the constitution of NCTE, every spring each Section (Elementary, Middle Level, Secondary) elects members of its own Section Steering Committee and members of the Section Nominating Committee. The following nominations were made by a nominating committee elected by the section membership in spring 2016. The Elementary Section Nominating Committee this year consists of Denise Davila, University of Nevada, Las Vegas, chair; Jane Bean-Folkes, Rowan University, Glassboro, New Jersey; and Sanjuana Rodriguez, Kennesaw State University, Georgia. Names on the ballot are presented in random order. The biographical information concerning the nominee’s experience and service to NCTE was provided by the individual nominee. The committee’s nominations were printed in the March issue of Language Arts and posted on the NCTE website.

Please vote on the enclosed ballot and return it to reach NCTE, P.O. Box 3097, Champaign, IL 61826-3097, no later than June 1, 2017. Please use the enclosed return envelope.

**ELEMENTARY SECTION NOMINATING COMMITTEE**

Term to expire in August 2018

Members of the Section Nominating Committee choose candidates for the Section Committee and the Section Nominating Committee for the following year. The person receiving the most votes serves as chair.

(Vote for three of six.)

**KARLA J. MÖLLER**

Associate professor (children’s literature, elementary language/literacy), associate department head, C&I, University of Illinois, Urbana-Champaign; co-editor, *Journal of Children’s Literature*. Formerly: Elementary school and German teacher (US); ESL teacher (Germany). Membership(s): NCTE, LRA, CLA, IBBY. Award(s): Virginia Hamilton Essay Award; Spencer Dissertation Fellowship; Georgia Department of Education International Teacher Exchange; Fulbright Teacher Exchange Fellowship. Publication(s): *Language Arts; Journal of Literacy Research; Journal of Children’s Literature; Reading, Writing, Questioning; Studying Teacher Education; Reading Psychology; Chapters in Literacy in America; Reading Pioneers; Embracing, Evaluating and Examining African American Children’s and Young Adult Literature. Program Contribution(s): NCTE; NCTERA; LRA, ILA, IWL, AERA.

**Position Statement:** Supporting equitable learning opportunities for children and teachers has been my passion since I was a first-grade teacher’s aide 35 years ago. Atlanta 2002 was my first NCTE; Atlanta 2016 my most recent. In service to NCTE, I advocate for programming and outreach supporting critical (digital) literacy, social justice, and inclusion of global and local diversity.

**CHINYERE NGOZI HARRIS**

Pursuing graduate studies at Teachers College, Columbia University, New York. Formerly: Second and fourth grade teacher, grade level representative, school leadership team, Newell Elementary School, Charlotte, NC. Membership(s): NCTE, Early Childhood Education Assembly, Professional Dyads and Culturally Relevant Teaching, Affirmative Action Committee of ECEA. Publication(s): Professional Dyads and Culturally Relevant Teaching through the Eyes of a Beginning Teacher; Creating Supportive and Subversive Spaces as Professional Dyads Enact Culturally Relevant Teaching. Program Contribution(s): NCTE, ICUE.

**Position Statement:** I am committed to providing and promoting equity and equality in education. I am an adherent of curriculum and instruction students can see themselves, their communities, and their culture in and making instruction and content accessible to all students. The NCTE continually provides me with a means and platform for which I am able to advocate for these positions and my students. I look forward to my continued service.

**MELODY ZOCCHI**

Assistant professor of literacy education, University of North Carolina at Greensboro. Formerly: Bilingual elementary teacher. Membership(s): NCTE, LRA, AERA. Award(s): NCTE Cultivating New Voices among Scholars of Color, LRA Outstanding Student Research Award. Publication(s): *Journal of Literacy Research, Language Arts, Urban Education. Program Contribution(s): NCTE, LRA, AERA.

**Position Statement:** I love being a part of the vibrant NCTE community not only because it invigorates my own teaching and scholarship, but because the work we do is so important for teachers and students. Advocacy and transformation should be at the forefront of what we do, and I believe that being a member of the elementary section committee is one way I can help make a difference and promote the NCTE vision for leadership, equity, and growth.

**KINDEL TURNER NASH**

Assistant professor, language & literacy/urban teacher education, University of Missouri, Kansas City. Formerly: Classroom teacher; elementary literacy specialist. Membership(s): NCTE, LRA, AERA. Award(s): Early Childhood Education Assembly, International Conference on Urban Education. Award(s): Service in Reading Education, Local Investment Corporation, Kansas City; Spencer Foundation Research Grant. Publication(s): Culturally Sustaining Early Literacy Teaching: New Approaches, Strategies, and Practices; First Steps in Constructing Counter Narratives of Young Children and their Families; Rethinking and Raising Racism from Early Childhood to Young Adulthood: Implications for Early Childhood Education. Program Contribution(s): NCTE, LRA, AACTE, AESA, RECE, ILA.

**Position Statement:** As a former classroom teacher and literacy specialist and current language and literacy teacher educator, NCTE has always served as my professional home—a place to collaborate, generate cutting edge ideas, and spend time with like-minded literacy colleagues. As a member of NCTE’s elementary section nominating committee, I would be committed to sustaining and strengthening NCTE’s efforts to support students and teachers by advocating for equitable and culturally sustaining literacy pedagogies in early childhood and elementary classroom contexts.

**NATASHA A. THORNTON**

Assistant professor of literacy education, Kennesaw State University, Georgia. Formerly: Literacy coach and elementary classroom teacher. Membership(s): NCTE, ARF, AERA. Award(s): Southern Regional Education Board Doctoral Scholar. Publication(s): *Language Arts Journal of Michigan; Journal of Language and Literacy Education. Program Contribution(s): NCTE, LRA, ARF.

**Position Statement:** NCTE has been a source of mentorship, growth, and reflection for me in my journey as a literacy educator. I believe that valuing and building upon the linguistic resources and cultural identities of students in schools is a critical concern in education. This organization has been integral in shaping policies, research, and practices that advocate for such work. If elected to the nominating committee, I will continue to support NCTE’s mission and advocate for meaningful and relevant literacy experiences that provide a more just education for all students.

**NANCY VALDEZ-GAINER**

Dual language elementary teacher, Blazer Elementary School, Austin, Texas; dyad member ECEA, reviewer for submissions. Formerly: Second through fifth grade teacher (16 years). Membership(s): NCTE, ECEA, AAHE, Education Austin. Award(s): Vivian Vasquez Teacher Scholarship awarded at the Early Childhood Education (2014). Publication(s): Articles in Language Arts, The Reading Teacher; chapters in Transforming Practice: Critical Issues in Equity, Diversity, and Education and Diversity in Youth Literature: Opening Doors through Reading.

**Position Statement:** Over the years, NCTE has provided me with a network of educators who share my vision and philosophy about teaching and children. With NCTE’s support, the Early Childhood Education Assembly has allowed me to grow professionally and personally through collaboration with Dyad members over the past couple of years. I believe in advocating for practices that lead to equity in all classrooms and promote racially, ethnically, socially and linguistically diverse teaching.