

Candidates for Vice President of the Board



Susan Paasch

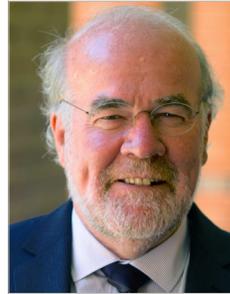
Principal
Rice Elementary School,
Sauk Rapids-Rice School District,
Sauk Rapids, MN

Views on Board Service and ILA: As a member of the ILA Board of Directors the past three years, one of the things that I am most excited about is the Children's Rights to Read campaign. The work of ILA must revolve around these rights. The strategic plan should reflect the plan, action, and resources that need to be allocated for this campaign to be enacted effectively all over the world. There needs to be a laser-like focus on these rights and ILA should be the front-runner, providing resources, professional development, and support to ensure that no matter where you live, the same opportunities exist.

Education: BS, Elementary Education, Minnesota State University; BS in Special Education, Minnesota State University; Master's in Educational Leadership (superintendent/principal licensure), St. Mary's University; Reading License Program, Bethel University

Contributions to ILA and On-the-Ground Literacy Efforts: I have served on the ILA Board of Directors from 2017 to 2020. During that time, I have served on the Evaluation Committee, the Professional Development Committee, was chair of the Governance Committee, and served as the liaison between the working committees and the Board of Directors. I was the keynote speaker for the Montana State Literacy Conference in 2018 and 2019 and also presented at the ILA Intensive in Nevada in 2019. I am the past president of the Minnesota Reading Association and have also been active in the local chapter, Central Minnesota Reading Council.

Contributions to the Profession: As a principal, still working in a school every day, my greatest impact is at my school. My greatest contribution is the support that I can provide for my teachers and students each and every day. I have taken what I have learned in my more than 30 years in education to become an advocate for both teacher and student learning. Outside of my school, I consult and do presentations on interventions, teaching social-emotional learning through read-alouds, and the love and joy of reading. Understanding and advocating for the teachers who teach our students is my greatest contribution to the literacy profession.



Rob Tierney

Dean Emeritus and Professor,
University of British Columbia;
Honorary Professor, University of
Sydney

Views on Board Service and ILA: My view is that ILA should foster literacy developments locally and globally in ways that are dynamic and organic and that respect diversity. I would want ILA's energies, decision making, and priorities (activities, practices, expenditures) to be judged by their reach and developments spurred. Above all, I would hope to contribute to ILA being a key trusted global leader in literacy for our futures. I would represent a consciousness that strives to respect the professionalism of educators in ways that are eclectic, ethical, and critical; support participatory engagements of various communities seeking to bridge cultural perspectives; accommodate pluralism, diverse peoples, and perspectives.

Education: I grew up in Australia where I studied and taught prior to pursuing a master's and doctorate in the United States (University of Georgia). My studies were followed by appointments at various universities in the United States, Canada, and Australia.

Contributions to ILA and On-the-Ground Literacy Efforts: My involvements with literacy extend across the United States, Australia, Asia, and Africa. For ILA, I have served as coeditor of *Reading Research Quarterly*, editorial board member (ILA journals), and chair/member (ILA committees). Indeed, my history of supporting others is multifaceted—as dean of education (University of British Columbia, University of Sydney), professor (The Ohio State University, University of Illinois, University of Arizona, Harvard University, and Beijing Normal University), and schoolteacher. Other professional roles have included president (Literacy Research Association), chair (National Assembly of Research [National Council of Teachers of English/National Conference for Research in the Teaching of English]), and consultant (e.g., Children's Television Workshop, Apple Computer, UNESCO).

Contributions to the Profession: I am a literacy education scholar with a record of collaborative classroom-based inquiries. My work on teaching reading comprehension, integrating reading and writing, student-led assessment, digital literacies, and global meaning-making represent classroom-based scholarship; I have strived to contribute to educational thinking in ways consistent with social justice and practices grounded in diverse literacies. In keeping with my sense of global responsibility, I endeavor to be a respectful ally to organic community-based developments and eclectic transformational change that respects pluralism. My orientation is toward international and indigenous approaches, knowledges, and epistemologies, and promoting ongoing situated changes emanating from and for others.

Candidates for At-Large Member of the Board



Julie Collins

Professor, University of Central Oklahoma

Views on Board Service and ILA: ILA is my professional home. My goal is to facilitate our mission of providing “resources...to make literacy accessible for all.” As a Board member, I will work to support four components that stand out to me: ILA’s international focus, advocacy for teachers and students, high-quality resources for teachers, and supporting ILA’s *Standards for the Preparation of Literacy Professionals 2017*. I would encourage the use of the classroom teacher standards in teacher education programs; support ILA’s continued advocacy for teachers, students, and research-based literacy instruction around the globe; and support use of ILA’s highly respected journals and other resources for teacher education and professional development.

Education: BS, Elementary Education; MEd, Reading; PhD, Instructional Leadership and Academic Curriculum, Literacy, all from the University of Oklahoma

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

I have been an active member of ILA for 25 years and have presented multiple times at ILA and European Literacy conferences. I have served on multiple committees: the Timothy & Cynthia Shanahan Outstanding Dissertation Award; Government Relations; Literacy, Leadership, and Advocacy; Leadership for Literacy; and Classroom Teacher Awards and Grants. I am on the Board of the LEADER special interest group, which awarded me their Literacy Award in 2019. I have been an active member of the Oklahoma Literacy Association for 16 years, serving on multiple committees, in multiple offices, including two terms as president, and as coeditor of *The Oklahoma Reader*. My multiple leadership experiences have taught me to value diverse viewpoints in conversations and decision making.

Contributions to the Profession: My career began as an elementary classroom teacher. I also worked as a reading specialist and a district elementary language arts director. I served at the Oklahoma State Department of Education as a Title I reading director and reading curriculum director. I draw on these experiences in my current job as professor of reading, where I am the coordinator of the MEd in Reading program and teach graduate students and teacher candidates. I have served the profession in Oklahoma in a variety of roles including writing state standards; planning conferences; and developing, reviewing, and standard setting for certification exams.



Danielle V. Dennis

Professor, Literacy Teacher Education, and Director, School of Education, University of Rhode Island

Views on Board Service and ILA: ILA is uniquely positioned to meet its mission of making “literacy accessible for all.” Throughout my career, I have worked closely with teachers and school leaders to build capacity for literacy teaching and learning so that all children have access to great teaching. My experiences in schools, both nationally and internationally, will allow me to amplify voices from the field. Having served on several Boards, I am familiar with nonprofit financials and have led strategic planning initiatives to build organizational capacity. I will contribute what I learned from these experiences to help ILA continue to move forward as an organization.

Education: BS, Elementary Education, Florida Gulf Coast University; MEd, Science and Environmental Education, University of Minnesota Duluth; PhD, Literacy Studies, University of Tennessee

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

From 2014 to 2016, I was a member of the ILA Literacy Education Reform Task Force that developed the *Frameworks for Literacy Education Reform* white paper. Since 2015, I have served as an editorial board member for *The Reading Teacher (RT)*. A regular presenter at ILA conferences, I have also written for *RT* and the *Journal of Adolescent & Adult Literacy*. Working with ILA affiliates, I served as a Board member of the Florida Literacy Association and am a regular presenter at the UK Literacy Association annual conference. Outside of ILA, I am chair of the Literacy Research Association’s Policy and Legislative Committee.

Contributions to the Profession: As a literacy teacher educator, my focus on building strong school–university partnerships has created sites where teacher candidates and veteran teachers are afforded professional development to support knowledge of literacy teaching and learning. These partnerships, both nationally and in the UK, are designed to build teacher capacity in literacy by providing access to research and opportunities to practice with feedback through coaching. Much of my research studies teacher knowledge development through coaching and access to student data to make informed instructional decisions. I publish and present research with teachers/leaders at these sites and work closely with the partner schools.



Shea Kerkhoff

Assistant Professor of Education, University of Missouri-St. Louis

Views on Board Service and ILA: I believe in the mission of ILA and have witnessed the important difference ILA makes in the lives of children and educators all over the world. My interest is grounded in my passion for literacy education and my experience as a leader in international nonprofits. I believe literacy holds transformative potential. However, what it means to be literate is constantly changing. As a Board member, I would support the teaching of multiple literacies, including critical, digital, and global literacies. I am committed to advancing and promoting ILA’s vision for social justice, locally and globally.

Education: BS, English Education, Ball State University; MEd, International Education, Vanderbilt University; PhD, Literacy and Language Education, North Carolina State University

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

Through the ILA Constance McCullough International Research Grant and the Elva Knight Research Grant, I have facilitated literacy professional development with teachers in Kenya. My relationship with teachers in Kenya grew from my role in Going Global as education director. I also serve on the Board of 4 the World. Through these two nonprofits, I have worked with teachers in Belize, Guatemala, India, Myanmar, and the United States. I serve the field as assistant editor of *English Education*, a National Council of Teachers of English (NCTE) journal and as a reviewer for grants, conferences, and literacy journals, including the *Journal of Adolescent & Adult Literacy (JAAL)*.

Contributions to the Profession: My contribution to the profession began as a high school English teacher in North Carolina and Washington, DC. From that foundation, I became a literacy teacher educator and researcher, focusing on critical, digital, and global literacies. For my dissertation study, I was named an ILA Outstanding Dissertation Award Finalist. My work has been published in *JAAL* and *Reading and Writing: An Interdisciplinary Journal*. I have served on various committees and initiatives, such as the Literacy Research Association’s Student Outstanding Research Award and NCTE Twitter chat on digital literacy. I would be honored to continue service with ILA.

Candidates for At-Large Member of the Board



Annette Mpuga Kiberu

Librarian, GEMS Cambridge International School Kampala

Views on Board Service and ILA: The strategic direction of growth in totality in regard to strengthening the literacy resources, engaging, and finally assessing the impact is a wonderful and thoughtful path that will lead to the promotion of literacy across the world through ILA. I will gladly contribute to the engagement plan in order to widen the base. At the end of every activity, I will endeavor to evaluate the impact. Creativity in pursuit of a literate community is necessary if our work is to bear fruits, and I am good at it.

Education: I have both a certificate and a diploma in library and information studies plus 16 years of experience training and working as a school librarian.

Contributions to ILA and On-the-Ground

Literacy Efforts: I have been an ILA member for the last 10 years. Through the Reading Association of Uganda as member and president, I have promoted ILA, and all the activities that we have organized had ILA as our official sponsor. These include, but are not limited to, primary literacy festival, two school librarians' workshops, and four Annual National Literacy Conferences, not forgetting the recently concluded 11th Pan African Literacy Conference where the President of Uganda recognized ILA's contribution toward literacy in Uganda.

Contributions to the Profession: I have contributed to literacy through my profession. Being a trained librarian, wherever I have worked I have left literacy taking shape. An example is during my three years of voluntary work, I enticed six primary schools into scheduling a week of reading activities. This week gives the children a chance to role play (e.g., dialogue, character debates, drama). For three years, I have worked with the Peace Corps volunteers during their induction time to give them tips on how to combine their class themes into the libraries.



Molly Ness

Associate Professor, Fordham University

Views on Board Service and ILA: ILA has been my professional home for two decades. As a future member of the Board of Directors, my aim is to increase membership in both breadth and diversity. I am interested in connecting preservice and early career teachers to ILA for its lifelong learning opportunities, collaboration, and conversation. I am also eager to increase attendance at the annual conference, which has recently undergone a period of transition. Last, I plan to work with the Board to continue the creation of high-quality, research-rich resources including the literacy briefs, the What's Hot survey, social media engagements, and future webinars.

Education: I graduated Phi Beta Kappa from Johns Hopkins University. I earned my master's in English Education and my doctorate in Reading Education from the University of Virginia.

Contributions to ILA and On-the-Ground

Literacy Efforts: After several years as a proposal reviewer, I became an area chair for the 2019 annual conference. I have contributed frequently to both *Literacy Today* and to *The Reading Teacher*. I am also the author of the 2018 ILA literacy leadership brief titled *The Power and Promise of Read-Alouds and Independent Reading*. I am currently the chair for the ILA Diane Lapp & James Flood Professional Collaborator Award. I have led extensive presentations and workshops at the ILA annual conference.

Contributions to the Profession: For the past 14 years, I have been a teacher educator at Fordham University, supporting preservice and early career teachers in literacy education. I have written three books and numerous articles about reading comprehension, teachers' instructional decisions and beliefs, the power of student-generated questions, and word study. In 2019, I created End Book Deserts, a nonprofit platform and podcast dedicated to raising national awareness for book access and inequity. I currently serve on the Penguin Random House Elementary Education Advisory Board.



J. Helen Perkins

Professor of Literacy, The University of Memphis

Views on Board Service and ILA: As a Board member, I will support ILA's strategic direction. My experience in various literacy capacities will assist me in promoting the mission and the goals as we work to increase value to the members and achieve its purpose around the globe. While increasing membership, I hope to continue the efforts to enhance diversity and support the voices of our educators as they are empowered. ILA is a preeminent professional organization worldwide and will continue its work to serve as a knowledge source for literacy educators. My commitment to ILA is evidenced through my continuous service.

Education: BS, Elementary Education/English, and MEd, Elementary Education/Reading Specialist, Southeastern Oklahoma State University; Reading Recovery Certificate, Texas Woman's University; EdD, Curriculum and Instruction/Literacy, Oklahoma State University

Contributions to ILA and On-the-Ground

Literacy Efforts: I have attended and presented at ILA conferences, served as coeditor of *The Reading Teacher*, served on ILA committees and as a thought partner on literacy coaches. I was also invited to serve as a lead writer for the *Standards for the Preparation of Literacy Professionals 2017*. I was invited to serve as a proposal review coach for the ILA 2019 Conference. I serve as the chair of the Advocacy/Legislative Committee and conference diversity advisor for the Literacy Association of Tennessee. I serve as the advisor to the University of Memphis Student Chapter of the Literacy Association of Tennessee.

Contributions to the Profession: I am dedicated to promoting literacy by advocating for equity in literacy instruction, especially for children living in poverty; I have researched and published several articles and chapters. I served as principal investigator and co-principal investigator of over sixteen million dollars in research grants for literacy projects. These academies trained thousands of urban schoolteachers, with a focus on how to effectively implement evidenced-based promising practices; nearly 100,000 children were directly served by these literacy projects. A book was published as a result of one of the academies. I served on the executive committee and as Board president of the Association of Literacy Educators and Researchers.

The opportunity to nominate and vote for candidates in the ILA 2020 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 30, 2020**. 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 11, 2020**.

Ballot Count Procedures

The ILA 2020 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 2020 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 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.