Live and Prerecorded/Scheduled Sessions

2021 NCTE Annual Convention, November 18-21

Available to all registrants within the convention platform; watch live Nov. 18–21, 2021, and through the online archive through Feb. 15, 2022.

This list will be updated to reflect acceptances or declines as they come in. If your session needs to be updated, please email NCTEevents@ncte.org with the information.

General Sessions, Keynote Sessions, and Featured Sessions can be found on this Convention Schedule. Concurrent Sessions (panels, roundtables) can be found below. A list of On-Demand Sessions can be found here.

The complete Convention Program will be posted to the website prior to the start of the Convention.

THURSDAY, NOVEMBER 18

1:30–2:45 p.m. ET

LIVE Session  A-1  #SayTheirNames: Naming as Literacy of the Self and Student Identity
This session will focus on the importance of learning students' names, using their names to build relationships, and strategies for including student names in instruction to foster identity. It will focus on actionable ways to address names and naming, acknowledging names, place, and space through land acknowledgement, pronouns, and movements (such as Black Lives Matter).
**Roundtable Leaders:** Valerie Kinloch, University of Pittsburgh, “Naming and Implicating Ourselves in Antiracist Spaces”
Jessyca Mathews, Carman-Ainsworth High School, “Naming and Reclaiming Space for LGBTQIA+ Students and Teachers”
Caitlin O’Connor, Monroe Woodbury High School, “Naming and Implicating Ourselves in Antiracist Spaces”
Holly Spinelli, Monroe-Woodbury High School, “Naming and Articulating Our Histories Effectively”
Tony Sun, Liberty Avenue School, NYCDOE, “Names and Naming among Trans and Nonbinary Students and Teachers”

**LIVE Session A-3 From Classroom to Community: Social Justice in Action**
As educators committed to dismantling an educational system designed to maintain white supremacy, we offer a framework for engaging students in social justice work. We unpack the importance of culturally relevant pedagogy, exploring identity, selecting text, engaging children in critical conversations, and offering classroom examples of social justice in action.

**Presenters:** Chris Hass, Center for Inquiry
Katie Kelly, Furman University
Lester Laminack, Author
Gholnecsar (Gholdy) Muhammad, Georgia State University
Nozsa Tinsley, Center for Inquiry, Richland Schools

**LIVE Session A-4 Painting Equity, Singing Justice, and Performing Antiracism: Making Art that Makes a Difference in the ELA Classroom**
_Sponsored by the ELATE Commission on Arts and Literacies_
In this interactive workshop, participants can act, draw, perform, create music, and write poetry to inquire into how the arts can create opportunities for literacy and learning around themes of equity, justice, and antiracist pedagogy.

**Presenters:** Timothy Duggan, Northeastern Illinois University
Alisha White, Western Illinois University

**Roundtable Leaders:** Leo Aguilar, Young Women’s College Prep Academy, “Desdemona: A Metacognitive Approach and Conversation”
Laurie Allen, University of Tennessee-Chattanooga, “Acting on Equity: Leveling the Field through the Arts”
Chris Bass, University of Illinois at Chicago, “Mapping for Accessible Justice”
Blair Bolton, Georgia State University, “Visual Essays as a Tool to Explore about Equity in Urban Spaces”
Nadine Bryce, Hunter College, CUNY, “Everyday Antiracism in Aesthetic Education”

LIVE & PRERECORDED/SCHEDULED SESSIONS
Rebekah Buchanan, Western Illinois University, “Creating Art as Social Justice Work in English Education”
Kay Cowan, University of Tennessee-Chattanooga, “Imaging the Word: Equity in Education through the Arts”
Candance Doerr-Stevens, University of Wisconsin-Milwaukee, “Using Collaborative Collage to Promote Equitable Engagement and Deeper Knowing”
Timothy Duggan, Northeastern Illinois University, “Making a Song for Justice”
Stephen Goss, Kennesaw State University, “Disruptive Art: Using Images and Words to Disrupt Oppressive School Environments”
Cecily Honeycutt, University of Tennessee-Chattanooga, “Imaging the Word: Equity in Education through the Arts”
Shelly Krajacic, University of Wisconsin-Milwaukee, “Using Collaborative Collage to Promote Equitable Engagement and Deeper Knowing”
Matthew Krueger-Ross, West Chester University, “Do You See What I See? Strategies for Deconstructing Contentious Visual Texts”
Kristine Lize, University of Wisconsin-Milwaukee, “Using Collaborative Collage to Promote Equitable Engagement and Deeper Knowing”
Katherine J. Macro, Buffalo State College, “Creative Drama and Textual Analysis: Disrupting Thematic Exploration”
Chea Parton, The University of Texas at Austin, “Finger Painting to Process: Facilitating Courageous Conversations about Difficult Texts”
Hung Pham, University of Arkansas, “More Than a Single Story: Using Digital Photo Editing Tools to Compose Self-Portraits that Talk Back”
Peggy Rice, Ball State University, “Developing Perspectives on Justice through Photography and Poetry”
Christina Romero-Ivanova, Indiana University Kokomo, “Voicing Experience, Resistance, and Resilience through Spoken Word”
Valerie Rutledge, University of Tennessee-Chattanooga, “Acting on Equity: Leveling the Field through the Arts”
Pauline Schmidt, West Chester University, “Do You See What I See? Strategies for Deconstructing Contentious Visual Texts”
Nina Schoonover, North Carolina State University, “Using Multimodal Narratives to Address Key Issues: Making Zines and Comics to Tell Our Stories”
Jacob Sliger, Fort Wayne Community Schools, “Developing Perspectives on Justice through Photography and Poetry”
Allison Smith, University of Wisconsin-Milwaukee, “Using Collaborative Collage to Promote Equitable Engagement and Deeper Knowing”
Rebecca Walker, Metea Valley High School, “Empowering All Voices through Improvisation and Choice”
Alisha White, Western Illinois University, “Creating Art as Social Justice Work in English Education”
Wendy Williams, Arizona State University, “Using Graphic Novels to Support Antiracist Teaching”
LIVE Session  A-5  Empowered Educators: Art & Race Talk
Empowered Educators is an ongoing partnership across a museum, university, and the Writing Project. It has worked with hundreds of educators with an ongoing core community of practice to use the exhibits of the museum as a catalyst to practice engaging in “Race Talk.” Our talk will review four years of collective learning, including specific questions and activity modules to take with you.

Presenters: Karen Howard, Western PA Writing Project
Hattie Lehman, Carnegie Museum of Art
Anneliese Martinez, a martinez works
J. Kalonji Rand, PhD Student; University Instructor; Education Consultant

LIVE Session  A-6  Learning Co-Conspiracy: White Professionals Take Up the Charge in a College of Education
We share the processes of White university educators learning to act as “co-conspirators” in the work to identify and replace anti-Blackness. Recognizing that transformative action cannot wait for an elusive “I’m there” before engaging in it, we describe the incorporation of our learning day-to-day in our professional and personal lives while continuing to grow.

Presenters: Anna Arlotta Guerrero, University of Pittsburgh
Emily Koren, University of Pittsburgh
Greg Latshaw, University of Pittsburgh
Susi Long, University of South Carolina
Max Schuster, University of Pittsburgh

A-7  Supporting Critical Racial Identity Development of Asian American Students and Teachers
Sponsored by the Asian/Asian American Caucus
Without critically examining Asian Americans’ positioning in American society, we undermine collective pushes towards equity, justice, and antiracist practices. This panel addresses the importance of refuting harmful racialized stereotypes of Asian Americans, providing space for Asian American counternarratives and including Asian American perspectives in cross-racial justice movements.

Presenters: Grace Choi, Fairfax County Public Schools
Betina Hsieh, California State University Long Beach
Crystal Lee, North Carolina State University
Diana Liu, Brooklyn Technical High School/Teachers College, Columbia University
Choosing Equity and Inquiry: What to Read First in High School English

Utilizing perspectives of teachers, teacher educators, and a renowned young adult author, this session explores how teachers choose first texts of the year—including classics, young adult selections, diverse literature, and digital texts. Considering the reasons for such selections, and the inquiry and equity goals established from the beginning, can determine successful learning.

Presenters: Steven Bickmore, UNLV
Fawn Canady, Sonoma State University
Renee Dorrity, George Washington University
Gretchen Rumohr, Aquinas College
Rene Saldana, Texas Tech University


Calling in Community: One School’s Journey Incorporating Antiracist Pedagogy with YA Texts

Join school community members who share how they began the work of antiracist education. Participants will leave this session with ideas to use YA texts to call students in to the work of social justice. The panel will show how calling in students and stakeholders at an individual, personal level can be more effective than calling out practices and behaviors from an institutional one.

Presenters: Jacqueline Bach, Louisiana State University
Renee Boutte-Myer, Louisiana State University
Charity Cantey, Louisiana State University Laboratory School
Tamara Empson, Louisiana State University Laboratory School
Alexandra Henderson, Louisiana State University Laboratory School
Candence Robillard, Louisiana State University Laboratory School

A Picture[book]’s Worth a Thousand Words: Using Diverse Picturebooks to Craft Critical Classrooms

Interrogating an author’s message and its relationship to the world equips students to read the word and read the world, challenge the status quo, and create a world that is more just, equitable, and inclusive. This presentation demonstrates how pre- and inservice teachers can use diverse picturebooks for equity-focused instruction.

Presenters: Julia Lopez-Robertson, University of South Carolina
Jennifer D. Morrison, University of South Carolina
Melissa Wells, University of Mary Washington

A-11 Leveling the Playing Field: Gamification and Engagement in the ELA Classroom
This highly interactive session will demonstrate ways to engage already overwhelmed students through gamified online discussions and media creation. We'll demonstrate how to revitalize a summer homework program, gamify blogging centered around podcasts and public radio stories, and much more! Participants will leave energized with numerous resources to get started.

Presenters: Ryan Dooley, William Howard Taft High School
Sophia Faridi, J. Sterling Morton East High School
Jeremy Robinson, JS Morton East High School
Mark Sujak, J. Sterling Morton East High School

A-12 The Hidden Curriculum of Whiteness in Early Childhood Spaces: Sitting with Difficult Conversations and Confronting (Un)Productive Tensions
This session juxtaposes examples of early childhood norms across curricular materials with moments of teacher and child agency in disrupting whiteness. Through images of children and teachers sitting with discomfort and grappling with the transformational potentials and complexities of curriculum, we offer ideas for antiracist and equity-oriented early childhood spaces.

Presenters: Nicole Fox, Teachers College, Columbia University
Maria Paula Ghiso, Teachers College, Columbia University
Estefhaney Lopez, Teachers College, Columbia University
Maureen Nicol, Teachers College, Columbia University
Haeny Yoon, Teachers College, Columbia University

LIVE Session A-13 Literacy for Social Change: Words Changing Worlds
Pam Allyn and Varian Johnson will discuss all the ways words and stories can create wholeness and activism in the lives of our students.

Presenters: Pam Allyn, Independent
Varian Johnson, Scholastic

LIVE Session A-14 The Nerdy Book Club: Supporting Equitable, Joyful Reading Communities
The Nerdy Book Club, a community blog and educator resource, promotes children's and young adult literature and provides tips and resources for engaging young people with reading. In this session,
exchange instructional ideas, book recommendations and resources, and suggestions for family and community collaboration that support more equitable, joyful reading experiences for all students.


**Tradebook Authors/Illustrators:** Dusti Bowling, LBYR-Hachette/Sterling Children's Books, “Book Release: The Canyon's Edge”
Leslie C. Youngblood, Little Brown Young Readers, “Book Release: Forever This Summer”

**Roundtable Leaders:** Jason Augustowski, Riverside High School, “The #BowtieKids: Reading for Empowerment and Community”
Lynsey Burkins, Dublin City Schools, “Fostering Empowerment, Justice, and Joy with Elementary Readers”
Jodi-Beth Hazel, Agape Education Consulting, “Diversity in the ELAR Curriculum and Student Choice”
Morgan Jackson, Bishop Gorman High School, “Engaging High Schoolers with Relevant Texts”
Tony Keefer, Dublin City Schools, “Facilitating Conversations about Equity and Justice with Middle Schoolers”
Cindy Minnich, Upper Dauphin Area High School, “Engaging High Schoolers with Relevant Texts”
LaQuita Outlaw, Bay Shore Middle School, “Building and Sustaining a Middle School Reading Community”
Colby Sharp, Parma Elementary School, “Supporting Families in a Rural Book Desert”
Katherine Sokolowski, Monticello Middle School, “Opening the Window with Rural Middle Schoolers”

**A-15 Build Your Stack -- Promoting Inclusion with Classroom-Created Anthologies**
Create texts that are inclusive mirrors for your students by having them assemble and publish anthologies using their own work and print-on-demand technology.

**Presenters:** Sylvia Vardell, Texas Women’s University, "Presentation of Recent Anthologies that Are Diverse and Inclusive"
Janet Wong, Pomelo Books, "Indie Publishing Nuts and Bolts"
THURSDAY, NOVEMBER 18

3:00–4:15 p.m. ET

LIVE Session  B-1  Turning Anti-Bias and Antiracist Theory Into Classroom Practice
Join anti-bias and antiracist practitioners as we identify and explore texts, student work, and original units of study that center the confluence of understanding and concretizing ABAR theory in the classroom.

Presenters: Liz Kleinrock, Heinemann, Teach and Transform
Jessica Lifshitz, Northbrook School District 28
Shea Martin, Boston University
Henry Cody Miller, SUNY Brockport
Kassandra Minor, The Minor Collective

LIVE Session  B-2  3D Antiracism: Deconstructing, Decentering, and Designing Whiteness in ELA Classrooms
Sponsored by the Committee Against Racism & Bias in the Teaching of English
The urgency to deconstruct and decenter Whiteness is clear, but how do we actually do it? This session will move from conceptual antiracist frameworks to personalized practical applications. By deconstructing and decentering Whiteness, only then can we design an equitable way forward.

Presenters: Scott Bayer, Richard Montgomery High School
Lorena German, Multicultural Classroom
Nate Madden, Montgomery County Public Schools
Jazmen Moore, University of Washington
Christie Nold, Frederick H. Tuttle Middle School
Holly Spinelli, Monroe-Woodbury High School
LIVE Session  B-3  Toe Tag Monologues: Creating Equity and Justice for Adolescents in Crisis through Performance and Young Adult Literature

Focusing on diverse youth, the Toe Tag Monologues address youth trauma that often results in marginalized student deaths. This roundtable session provides strategies for using monologues and drama with Young Adult literature to develop ELA skills, social justice, and equity, empowering them to confront bullying, violence, marginalization, and neglect.

Chair: Steven Bickmore, UNLV, “Reading, Writing, and Performance for Equity and Justice in the Classroom”

Presenters: Chris Crutcher, HarperCollins
R. Byron Stringer, Vision Theatrical Foundation Inc.

Roundtable Leaders: Morgan Jackson, “Community Violence”
Steffany Comfort Maher, Indiana University Southeast, “Family Violence”
Gretchen Rumohr, Aquinas College, “Personal Identity”
Shelly Shaffer, “Community Violence”

Tradebook Authors/Illustrators: e. E Charlton-Trujillo, Candlewick, “Mob Mentality”
Ellen Hopkins, Penguin Publishing Group, “Community Violence”
William Konigsberg, “Personal Identity”

LIVE Session  B-4 “Now Is the Time’: Developing Pedagogies for Antiracist Teaching and Learning”

Schools can function as sites of inquiry and action for racial justice and equity or as sites of complacent observation of oppression. Given the sociopolitical climate of anti-Black racism, this session will feature critical Black literacy educators who will share teaching strategies, curriculum ideas, and artifacts that center antiracist pedagogies.

Presenters: Darrell Hucks, Keene State College, “Purposeful Teaching and Learning in Diverse Contexts”
Gholnecar (Gholdy) Muhammad, Georgia State University, “Cultivating Genius and Joy in Times of Anti-Black Racism”
Tonya Perry, University of Alabama at Birmingham, “Getting to Know Our Students and Teaching Them Using Antiracist Practices”
Detra Price-Dennis, Teachers College, Columbia University, “Advancing Racial Literacy in the Digital Age”
Yolanda Sealey-Ruiz, Teachers College, Columbia University, “Purposeful Teaching and Learning in Diverse Contexts”
LIVE Session  B-5  Editing Out Whiteness: Editorial Leadership Grounded in Antiracism, Collectivity, and Love

Academic writing is imbued with a history of white supremacy, elitism, and (settler) colonial logic that rests on the exclusion of knowledge systems from Black, Indigenous, and communities of color. This session brings together five editorial authors and their knowledge systems to examine the epistemic influence of shifting the genre of academic writing through journal editorials.

**Presenters:** Justin A. Coles, Fordham University  
K. L. Green, University of Massachusetts Amherst  
Jamila Lyiscott, University of Massachusetts Amherst  
Esther Ohito, University of North Carolina, Chapel Hill

**Respondent:** Leigh Patel, University of Pittsburgh

LIVE Session  B-6  Teaching through Coronavirus: Toward Urgent Humanizing Distance Learning Pedagogies

Responding to the ways that Black and Brown students have been disproportionately affected by the quadruple pandemics we’re currently living through, this presentation features teachers discussing the humanizing pedagogies they have engaged during distance learning. We offer implications for practice as we adopt a new and presumably more just normal.

**Presenters:** Keisha McIntosh Allen, University of Maryland, Baltimore County  
Alicia Arce-Boardman, Northern Parkway School  
Kyla Britt, University of Maryland Baltimore County  
Theresa Bruce, Baltimore City Public School System  
Kerry Elson, Central Park East II, New York Public Schools  
Sakeena Everett  
Antoinette Gibson, Richland School District One  
Laquisha Hall, Baltimore City Public School System  
Kindel Nash, University of Maryland Baltimore County  
Roderick Peele, Northern Parkway School

B-7  Changing the Narrative, Reimagining the Curriculum: Elevating Marginalized Voices  
*Sponsored by the NCTE Asian American Caucus*

This presentation highlights how texts representing marginalized perspectives can push back on dominant narratives in classrooms. Participants will leave with a greater awareness of potential pitfalls when “diversifying” curriculum and reflect on their practices to consider how they can mindfully integrate, deepen their use of, and center diverse voices.
Presenters: Betina Hsieh, California State University Long Beach  
Diana Liu, Brooklyn Technical High School, Teachers College Columbia University  
Tien Pham, Northwestern Pennsylvania Collegiate Academy  
Norman Sales, Farrington High School

B-8 Coloring Outside the Lines:(Re)storying the Intersection of Teachers' Racialized Experiences, Social Justice, and Critical Pedagogy
Teacher-scholar-activists explore the role of art/aesthetics and creative production for excavating teachers' histories and experiences with race and racism. By looking inward, the panel reimagines school for Black and Brown students, giving personal insights, ongoing dilemmas, and questions of practice surfacing at the intersection of multiple pandemics.

Chair and Presenter: Haeny Yoon, Teachers College, Columbia University

Presenters: Oluwaseun Animashaun, Teachers College, Columbia University  
Ileana Jiménez, Teachers College, Columbia University  
Carmen Llerena  
Lauren McCoy, Teachers College, Columbia University

B-9 Whose Perspectives Are Centered? Critical Media Literacy in Special Education and Bilingual Education Classrooms
This session invites teachers to incorporate critical media literacy analysis into their classroom practice in combination with oracy development. Teachers will interact with images that bring issues of equity, justice, and racism to the forefront and use this model to plan their own visual literacy activities.

Presenters: Pia Persampieri, City School District of New Rochelle & Hunter College  
Jennifer Betz, Trinity Elementary School

B-10 We Begin with Story: Equity, Justice, and Antiracist Pedagogy in Teaching Memoir
Reading and writing memoir tells students their lives matter, that through their stories they can advocate for equity and justice. In our roundtable session teachers will demonstrate how they honor students' unique stories and lift their voices as points of advocacy. Table leaders will introduce attendees to memoirists who compose in various genres and whose stories document the world.

Presenters: Gary Anderson, Illinois State University  
Lauren Foster, Germanna Community College  
Glenda Funk, Highland High School
Roundtable Leaders: Joel Garza, Greenhill School, Addison, TX
Christine Kervina, Northern Virginia Community College-Manassas
Dianna Minor, Hoover City Schools, “‘Ordinary Hazards’: Our Stories in Verse”
Stefanie Plato, Highland High School
Timothy Shea, Lancaster Bible College
Memuna Sillah, Northern Virginia Community College

B-11 Stuck at the Intersection of Racism, Police Brutality, and Homophobia: Helping Students through Antiracist Pedagogy and Digital Multimodal Compositions
Come explore the world of digital multimodal compositions and discover you can use Anger Is a Gift by Mark Oshiro to help your students develop equitable critical thinking skills to deconstruct racism, combat police brutality, and confront homophobia. Participants will be creating a digital multimodal composition during the presentation, so make sure to bring your electronic device.

Presenters: Neil Klein
Becki Maldonado, University of Oklahoma

B-12 Literacy and Community Engagement in Diverse Settings
This panel features presentations by scholar-advocates in the field of literacy. The focus of this presentation is to focus on innovative ways to partner and/or engage in community collaborations, projects, and research in the field of literacy.

Presenters: Tiffany Armstead-Flowers, Georgia State University Perimeter College
Erin Berry-McCrea, North Carolina Central University
Bridget Davis, Walden University
Alesha Gayle, University of Pennsylvania
Reanae McNeal, Oklahoma State University

LIVE Session B-13 Commitment Issues: Moving beyond Antiracism as Educational Fad toward Antiracism as a Lifelong Commitment
We—Stephanie, Cornelius, and Kylene—have worked, thought, and discussed social justice, equity, and antiracism for years, two of us for far too few years. Join us now in this interactive session as we share our thoughts regarding what it means to forge a society and a profession as committed to doing antiracism as it is to simply talking about antiracism.

Presenters: Kylene Beers, Beers.Probst Consulting
Stephanie Harvey, Stephanie Harvey Consulting
LIVE Session  B-14  Queer Intersections of Equity, Justice, and Antiracism
Sponsored by the Genders and Sexualities Equality Alliance
This GSEA-sponsored roundtable session offers a variety of teaching and research approaches to queer work in ELA classrooms as it intersects with equity, justice, and antiracism. Keynote speakers and roundtable leaders will engage attendees in conversations on LGBTQ+ texts, queer curricular approaches, activism in the classroom, confronting racism and bias, and related topics.

Presenters: Adam Crawley, University of Texas at Austin
Danielle Lee, SUNY, Old Westbury
Summer Pennell, Truman State University
Dana Stachowiak, The University of North Carolina Wilmington

Roundtable Leaders: Tamara Brooks, Escola Americana de Belo Horizonte, “Practical Strategies for Confronting the Intersections of Racism and LGBTQ+ Issues”
Josh Coleman, San Jose State University, “Using Speculative Literacy Practices to Support Student Engaged with Queer History”
Aurelia Davila De Silva, San Antonio Public Schools, “Queer Intersections of Equity and Justice in LGBTQ+ Cuentos”
Darryn Diuguid, McKendree University, “Exploring Intersectional Identities in Award-Winning LGBTQ-Themed Children’s Books”
Karen Evans, Oakridge Upper Elementary School, “Teachers as Rainbow Readers: The Effects of an LGBTQ-inclusive Book Club for K–8 Teachers”
Lisa Hazlett, University of South Dakota, “Promoting Equity, Justice, and Antiracism through Performances of Gender and Sexual Identities: Reader’s Theatre with LGBTQ-themed Young Adult Literature”
Roxanne Henkin, The University of Texas at San Antonio, “Queer Intersections of Equity and Justice in LGBTQ+ Cuentos”
Jill Hermann-Wilmarth, Western Michigan University, “Teachers as Rainbow Readers: The Effects of an LGBTQ-inclusive Book Club for K–8 Teachers”
Rick Joseph, Birmingham Covington School, “Teacher Activism: Stepping Aside to Prioritize Intersectional and Transectional Voices in Our Schools and Classrooms”
Rob Linne, Adelphi University, “Queering Eco-Literacies”
Amie Marcklinger, East Aurora Middle School, “Teachers as Rainbow Readers: The Effects of an LGBTQ-inclusive Book Club for K–8 Teachers”
Jimmy McLean, University of Texas at Austin, “Curriculum of Concealment: The Availability of Queer Knowledge in Elementary Literacy Curriculum”
Caitlin O’Connor, Monroe Woodbury High School, “Accessing LGBTQIA+ Joy in Literature”
Mikkaka Overstreet, East Carolina University, “Teachers as Rainbow Readers: The Effects of an LGBTQ-inclusive Book Club for K–8 Teachers”
Caitlin Ryan, University of North Carolina, Wilmington, “Teachers as Rainbow Readers: The Effects of an LGBTQ-inclusive Book Club for K–8 Teachers”
Ryan Schey, University of Iowa, “Students and Teachers Discussing the Intersections of Queerness and Race in a Secondary Classroom: Possibilities and Tensions”
Stephanie Anne Shelton, University of Alabama, “Practical Strategies for Confronting the Intersections of Racism and LGBTQ+ Issues”
Nicole Sieben, SUNY Old Westbury, “Teacher Activism: Stepping Aside to Prioritize Intersectional and Transectional Voices in Our Schools and Classrooms”
Ann Marie Smith, North American University, “Promoting Equity, Justice, and Antiracism through Performances of Gender and Sexual Identities: Reader’s Theatre with LGBTQ-themed Young Adult Literature”
Leila Stackleather, DC Virgo Preparatory Academy, “Teachers as Rainbow Readers: The Effects of an LGBTQ-inclusive Book Club for K–8 Teachers”
Tadayuki Suzuki, SUNY at Cortland, “Exploring Intersectional Identities in Award-Winning LGBTQ-Themed Children’s Books”
Gretel Thornton, Auburn University, “Reimagining How We Teach Texts That Depict Black Males: By Focusing on Black Male Joy in Space, Homosocial Intimacy, and Music”
Barbara Ward, Washington State University, “Exploring Intersectional Identities in Award-Winning LGBTQ-Themed Children’s Books”
Jon Wargo, Boston College, “‘OK, So You’re Not Only Homophobic but You’re Xenophobic Too?’ Tracing How Prospective English Educators Take Up Homonationalist Rhetoric in a Young Adult Literature Course”
Craig A. Young, Bloomsburg University of Pennsylvania, “Teachers as Rainbow Readers: The Effects of an LGBTQ-inclusive Book Club for K–8 Teachers”

**B-15  Build Your Stack—"Unbound": Picture Books that Celebrate and Uplift Differently-Abled People**

Books that celebrate and highlight differently abled individuals.

**Presenters:** Ashton Darby-Hampton, Daniel Wright Elementary School, Dublin, OH, “Extension Lesson”
Taylor Kiehl, Daniel Wright Elementary School, Dublin, OH, “An Introduction to Picture Books that Celebrate and Uplift Differently-Abled People”

LIVE Session  B-16  Exhibitor Session -- tba
6:00–7:15 p.m. ET

**LIVE Session  C-1  Equity in Action: The Power of Reader’s Choice and Identity**
We must grow a nation of readers who can read with a critical eye, ascertain what's evidence-based, view the world with compassion and empathy, and know how to act when action is called for. Equity and social justice are inseparable from developing the agency to evaluate and choose your own reading material, while crafting an invigorating reading life that ultimately benefits humanity as a whole.

**Presenters:** Lois Bridges, Bring Me a Book, “Building Castles of Possibilities”
Julia Lopez-Robertson, University of South Carolina, “Yo Soy de AllÁi/That's Where I Am From: Latinx Literature: What it is and Who It's For”
John Schu, Bookelicious, Candlewick Press
Kelly Yang, Scholastic, “I Am What I Read”

**LIVE Session  C-2  Taking Interpretive Risks: Creating Antiracist Classrooms through Critical Literary Theory**
Presenters will demystify critical literary theory by offering attendees practical strategies for bringing theory into their classrooms that invite students to take interpretive risks. This interactive session offers practice in using theoretical frames to elevate students' reading of myriad texts from YA to canonical works, as well as visual texts.

**Presenters:** Jennifer Fletcher, California State University, Monterey Bay, “Reading Across Contexts and Against the Grain”
Michael Guavara, Judson High School
Carol Jago, California Reading and Literature Project, UCLA, “Reading Fast and Slow, Online and Off”
**LIVE Session  C-3  Imagining Worlds Worthy of Our Youth: Designing Speculative Approaches to Literacy Education**

Our students are not blind to the destructive forces of racism and injustice in public life today; they see precarious society they are inheriting and they deserve opportunities to dream of alternative worlds and design liberating futures. Session presenters will share principles and strategies from speculative youth literacy projects.

**Presenters:** Antero Garcia, Stanford University  
Nicole Mirra, Rutgers University  
Tiffany Nyachae, Pennsylvania State University  
Ebony Elizabeth Thomas, University of Pennsylvania, “Toward the Future of ELA”  
Stephanie Toliver, University of Colorado, Boulder

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**LIVE Session  C-4  Cultivating New Voices (CNV) Roundtables: Equity and Justice in Practice and Research**

Cultivating New Voices (CNV) scholars and their mentors will share recent research in equity, social justice, and antiracism work in the roundtable session. Classroom teachers in K–12 settings and researchers will discuss instructional practices, theoretical models, community-embedded practices, and frameworks that impact student learning and promote equity.

**Presenter:** Tonya Perry, University of Alabama at Birmingham, “Antiracist Writing Practices in the New Educational Landscape”

**Roundtable Leaders:** April Baker-Bell, Michigan State University, “Protecting Black Language at All Costs: Interrogating Anti-Black Linguistic Racism”  
Eurydice Bauer, University of South Carolina, “Developing Metalinguistic Awareness in Elementary Dual Language and ESL Classrooms”  
BernNadette Best-Green, San Joaquin Delta College, “Discussions of Race as Breaking Linguistic Castes: What We Learn from Middle Level Multi-ethnic Youth’s Languages as Acts of Power and Resistance”  
Ayanna Brown, Elmhurst University, “Discussions of Race as Breaking Linguistic Castes: What We Learn from Middle Level Multi-ethnic Youth’s Languages as Acts of Power and Resistance”  
Gerald Campano, University of Pennsylvania, “Reclaiming Their Time: Children, Youth and Families as Change Makers”  
Brittany Frieson, University of North Texas, “Protecting Black Language at All Costs: Interrogating Anti-Black Linguistic Racism”  
Carmen Kynard, Texas Christian University, “Reflections from Black Feminist Compositionistas on Research, Teaching, and Writing”
Hui-Ling Malone, Michigan State University, “Ubuntu: A Community Centered Approach of Literacy”
Alexis McGee, University of Alabama-Tuscaloosa, “Reflections from Black Feminist Compositionistas on Research, Teaching, and Writing”
Teaira McMurtry, University of Alabama at Birmingham, “Antiracist Writing Practices in the New Educational Landscape”
Renee Moreno, California State University, Northridge, “An Chicana/o Studies Perspective to Social Justice in Education”
Gholnecar (Gholdy) Muhammad, Georgia State University, “Hush Harbors: The Pedagogical Possibilities of Spaces Created Outside the White Gaze for Classrooms and Schools”
Shamari Reid, Teachers College, Columbia University, “Hush Harbors: The Pedagogical Possibilities of Spaces Created Outside the White Gaze for Classrooms and Schools”
Cori Salmerón, Georgia State University, “Developing Metalinguistic Awareness in Elementary Dual Language and ESL Classrooms”
Timothy San Pedro, The Ohio State University, “Ubuntu: A Community Centered Approach of Literacy”
Allison Skerrett, The University of Texas at Austin, “Understanding Transnational Literacies: Lessons from K–12 and College Level Research”
Francisco Torres, Penn State Berks, “Reclaiming Their Time: Children, Youth and Families as Change Makers”
Qianqian Zhang-Wu, Northeastern University, “Understanding Transnational Literacies: Lessons from K–12 and College Level Research”

LIVE Session  C-5  Empowering Educators to be Change Agents: Louisville's Collaborative for Anti-Racist Teaching
The Collaborative for Anti-Racist Teaching (Louisville, KY) is devoted to community healing by developing the capacity of preservice and practicing educators (P-20) and creating innovative classrooms, institutions, and organizations that support the engagement, the success, and the transformation of students of color. Join the panel to learn about this group born of deep need in Summer 2020.

Presenters: Patrick Englert, Bellarmine University
Kristen Harris, Spalding University
Sandra Hogue, Jefferson County Public Schools
Shashray McCormack, Grace James Academy
Jennifer Mangeot, Spalding University
Geneva Stark, University of Louisville
Winn Wheeler, Bellarmine University (LWP Fellow)
Edy Yarbrough, Simmons College of Kentucky

**LIVE Session  C-6  Humanizing Professional Development: Implications for Teachers and Researchers**
Given the disproportionate impact of COVID-19 on Communities of Color and continuous acts of anti-Black violence, along with teachers' expressed needs for support during persistent and interlocking pandemics, this presentation shares how an intergenerational group of four researchers and 100 public school educators in an urban school district developed justice-oriented policies and practices.

**Presenters:** Keisha McIntosh Allen, University of Maryland Baltimore County
Kyla Britt, University of Maryland Baltimore County
Sakeena Everett
Kindel Nash, University of Maryland Baltimore County

**C-7  Tales of Futures Past: Speculative Science Fiction, Social Justice, and the Secondary Language Arts Classroom**
Afrofuturism, science fiction, and speculative fiction provide avenues for students to develop critical civic literacies and identities that speak to the communities, and cultures often erased, absent, or invisible in traditional curricula. These award-winning authors and educators present practical strategies and approaches for meaningful incorporation of the genre into classroom instruction.

**Presenters:** Jerry Craft, HarperCollins
Damian Duffy, University of Illinois
Michael Dando, St. Cloud State University
John Jennings, University of California Riverside
Stephanie Toliver, University of Colorado, Boulder

**C-8  Framing a Critical Place Conscious Literacy: Writing to Know Our Communities**
Preservice and inservice English Language Arts (ELA) teachers in a mixed credit course focused upon teaching composition in high school engage in three writing experiences to frame their understanding of a critical place conscious literacy that can be enacted in rural, urban, and suburban locales. Teachers will discuss their writing experiences and how they informed their instructional practices.

**Presenters:** Grace Bowman, Missouri State University
Cathie English, Missouri State University
Hannah Haworth, Missouri State University
Rachel Kramer, Republic High School, Republic, MO
Lindsay Marsh, Missouri State University
Taylor Pinon, Missouri State University  
Mika Siebert, Republic High School, Republic, MO

**Respondent:** Kailyn Shartel Hall, Purdue University, “Framing a Critical Place Conscious Literacy: Writing to Know Our Communities”

**C-9  A More Equitable Table: Centering Students as Agentive Learners and Social Justice Advocates**  
Join us as we explore ways to expand the narrative and center all voices “at the table” to empower students as agentive learners in equitable and liberatory literacy practices. We will share how we engage students in our classrooms in identity exploration, critical conversations around text using a sociopolitical lens, and ultimately action for social justice.

**Presenters:** Brianna Burnette, Mary H. Wright Elementary School, Spartanburg District 7  
Alyssa Cameron, Spartanburg 6 Schools  
Daniel Hoilett, Brushy Creek Elementary School, Greenville County School District  
Katie Kelly, Furman University

**C-10 Soaring above the Rim: Examining Historical Roots of Activism for Equity**  
In 1959, one of NBA basketball’s greatest players refused to play in that night’s game because he was tired of being turned away from hotels and restaurants because he was Black. This panel will feature the author and illustrator of the 2021 Orbis Pictus Award winner, *Above the Rim: How Elgin Baylor Changed Basketball*. Instructional and response strategies for nonfiction will also be shared.

**Presenters:** Cyndi Giorgis, Arizona State University  
Marie LeJeune, Western Oregon University

**Tradebook Authors/Illustrators:** Jen Bryant, Abrams Books, “Introducing the Next Generation to a Great Athlete and Advocate for Equity”  
Frank Morrison, Abrams Books, “Illustrating the Athleticism and Artistry of Elgin Baylor”

**C-11 REALM—Is My LiterMag Racist?**  
*Sponsored by the Recognizing Excellence in Art and Literary Magazines (REALM) Committee*  
Literary magazines celebrate the myriad perspectives of the students who create them, but how can teachers ensure that the magazine they produce is centered in equity? Does your magazine foster a culture of justice? In this session, REALM Committee members will share best practices, student testimonials, struggles, and successes as advisers who strive to lead an antiracist literary magazine.

**Presenters:** Peter Elliott, Fusion Global Academy

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**LIVE & PRERECORDED/SCHEDULED SESSIONS**
LIVE Session  C-12  Amplifying Asian American Youth Literature
This panel of Asian American creatives and scholars will speak back to Asian American stereotypes, and discuss why Asian American stories and counterstories are critical. Panelists will explore what creatives and educators can do to promote greater access to, understanding of, and inclusion of authentic Asian American narratives.

Presenters: Sarah Park Dahlen, University of Illinois at Urbana-Champaign
Sayantani DasGupta, Scholastic and Columbia University
Betina Hsieh, California State University Long Beach
Jung Kim, Lewis University
Trung Le Nguyen, The Magic Fish, Random House Children's Books
Debbi Michiko Florence, Scholastic
Noreen Rodriguez, Iowa State University
Andrea Wang, Kokila Books
Paula Yoo, Norton Books for Young Readers

C-13  Build Your Stack -- Supporting ABAR Teaching with Picture Books
Presenter: Jillian Heise, Heise Reads & Recommends, “#ClassroomBookADay Read Alouds”

LIVE Session  C-14  Exhibitor Session -- tba

FRIDAY, NOVEMBER 19

11:45 a.m.–1:00 p.m.

LIVE & PRERECORDED/SCHEDULED SESSIONS
**LIVE Session  D-1  Setting as an Act of Revolution: Writing Our Stories of Resistance**
This presentation features four YA authors who write stories of resistance and revolution situated and contextualized in time and place. In this interactive presentation, the authors will share their writing process and engage the audience in four different writing activities, which can be replicated with students, related to setting.

**Presenters:** Tina Cane, Random House Children’s Books  
Jung Kim, Lewis University  
David Barclay Moore, Random House Children’s Books  
Amra Sabic-El-Rayess, Bloomsbury Children’s Books  
Renee Watson, Bloomsbury/Kokila  

**Respondent:** Ricki Ginsberg, Colorado State University

**LIVE Session  D-2  Louisville Is Our Classroom: Wrestling with Police Brutality in Our Own Backyard**
In this interactive session, presenters from one school's racial equity committee will guide educators in their year-long process of using uprisings in Louisville, Kentucky, to facilitate schoolwide conversations about racial equity. Participants will reflect on their school's engagement and explore using their current context to deepen their conversations about race.

**Presenters:** LaQueisha Bonds, Mill Creek Leadership Academy  
Janelle Henderson, Mill Creek Leadership Academy  
Debbie McQuillen, Mill Creek Leadership Academy  
Michelle Mullins, Mill Creek Leadership Academy  
Jacob Otting, Mill Creek Leadership Academy  
Anitra Woodford, Mill Creek Leadership Academy

**LIVE Session  D-3  Forming “Beloved Community” in the Face of Insurrection**
National Writing Project  
What does it look like in 2021, for literacy educators to build a “Beloved Community?” Join NWP site leaders from Birmingham, Boston, Philadelphia, and Pittsburgh, as we discuss how we're learning to enact love and justice through our work in our classrooms and communities.

**Presenters:** Tanya Baker, National Writing Project, “Working from Gholdy Muhammad’s Equity Framework”  
Ling-Se Chesnakas, “Writing and Reading to Become Fugitive”  
M. Beatrice Dias, CREATE Lab, Carnegie Mellon University, “Scholarly Roots of Love”  
Colleen Geiger, Western PA Writing Project, “Cultivating Culturally Responsive Virtual Learning Communities”
Nikan Hodjat, Boston Writing Project, “Writing and Reading to Become Fugitive”
Karen Howard, Western PA Writing Project, “A Teacher's Role in a Classroom Where Love and Justice Abide”
Michelle King, Western PA Writing Project, “What Does Love Got to Do With It?”
Richard Koch, Western Pennsylvania Writing Project, “Mindful Writing Workshop as Beloved Community”
Denise Patmon, “Writing and Reading to Become Fugitive”
Tonya Perry, “Mentoring in the Beloved Community: Creating Life-Generating Spaces for Growth and Belongingness”
Laura Roop, University of Pittsburgh, “The Next American Revolution’: Love in Action”
Trey Smith, “Using Historical Primary Sources to Support Teachers' Inquiries in Practice”
Josh Tetenbaum, Boston Writing Project,
Jameka Thomas, UAB Red Mountain Writing Project, “Mentoring in the Beloved Community: Creating Life-Generating Spaces for Growth and Belongingness”
Christian Walkes, “Writing and Reading to Become Fugitive”
Lucy Ware, Western PA Writing Project, “Making a Difference through Purpose and Joy”

**LIVE Session D-4  #WhyMiddleMatters—Justice in the Middle: Historically Responsive Literacy as a Curricular Approach to Equitable and Just Teaching**
*Sponsored by the Middle Level Section Steering Committee*
In this interactive session, you are invited to join teachers who are experienced in designing their curriculum Historically Responsive Literacy framework. After a brief presentation on the framework by Dr. Gholdy Muhammad, you will have the opportunity to work with mentors to redesign your own unit or school year.

**Presenters:** Sarah Bonner, Heyworth Junior High School
Antero Garcia, Stanford University
Gholnecsar (Gholdy) Muhammad, Georgia State University
Robyn Seglem, Illinois State University
Sonam Shahani, NCTE Middle Level Steering Committee

**LIVE Session D-5  Graves Award—Writing That Matters: Enacting Antiracist and Culturally Sustaining Writing Curriculum alongside Young Writers and Families**
*Sponsored by the Elementary Section and the Latinx Caucus*
Established in 2001, the Donald H. Graves Award recognizes exemplary teachers of young writers. This session is a love letter to writing teachers who build writing communities where young writers bravely compose to restory themselves and their communities, to resist against marginalization, and to sustain their cultures, voices, and identities.
**Presenters:** Tracey Flores, The University of Texas at Austin, “Writing That Matters: Enacting Antiracist and Culturally Sustaining Writing Curriculum alongside Young Writers and Families”
Rosalyn Harvey-Torres, Georgia State University, “Cerca de nuestros corazones: An Antiracist and Culturally Sustaining Bilingual Writer’s Workshop”
Carmela Valdez, Austin Independent School District, “Cerca de nuestros corazones: An Antiracist and Culturally Sustaining Bilingual Writer’s Workshop”

**Respondent:** Maria Paula Ghiso, Teachers College, “Writing That Matters: Enacting Antiracist and Culturally Sustaining Writing Curriculum alongside Young Writers and Families”

**LIVE Session  D-6  Toward Southern Black Girl Epistemologies and Literacies**
In this presentation, we explore what we learn of Black girls’ literacies when engaging the South not as a singular s/place from which Black girls run away, but as a spatial embodiment to (re)imagine literacy s/places. We build with writers and practices, to discuss the ways that Southern Blackness fosters knowledge and practices of liberatory wholeness that can be implemented in literacy spaces.

**Presenters:** Tamara Butler, College of Charleston
Bria Harper, Michigan State University
Lauren Elizabeth Reine Johnson, Michigan State University

**D-7 Centering Black Excellence: HBCU Graduates Discussing Equity in ELA**
In this session, HBCU graduates will use their personal and educational experiences to discuss how educators can utilize HBCU ideals to affirm all students. The hope of this session is that ELA teachers will more deeply understand the spirit and goals undergirding HBCUs and better recognize the possibilities of education centered around HBCU ideals.

**Presenters:** Renard Adams, Baltimore County Public Schools
Zakia Gates, Cabrini University, “Translating HBCU Experiences into Brave ELA Classrooms”
Towanda Harris, Heinemann
Rhonda Hylton, Kent State University, “Don’t Just Talk About It, Be About It”
Kisha Porcher, University of Delaware, “My HBCU Taught Me: Centering Blackness in the English Education Programs”
Barrett Rosser, The University Pennsylvania Graduate School of Education, “HBCU Teachings within and beyond the Classroom”
Jacqueline Stallworth, Stallworth Educational Consulting Team, “Centering HBCU Graduates to Support Black Teachers”

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**LIVE & PRERECORDED/SCHEDULED SESSIONS**
Stephanie Toliver, University of Colorado, Boulder, “FUBU ELA: Centering Blackness in the English Curriculum”
Kiera Vargas, Epifhany LLC, “Building Self-Efficacy through African American Literature”

D-8 Decolonizing the AP Composition Course with Global Indigenous Texts
How can we decolonize the AP Composition course? A high school ELA teacher and a first-year writing instructor share their work developing a curriculum to center the voices of contemporary indigenous writers from across the globe who write in traditional and new genres. This interactive panel includes opportunities for reflection on your positionality, student identities, and texts.

Presenters: Emily Beenen, Native American Community Academy
Michelle Sprouse, University of Michigan

D-9 Listen as They Lead: Co-Creating Equitable Learning Environments with Emergent Bilinguals
Imagine a space where children's voices, identities, and ideas were centered in their learning. A space where they can use language freely and flexibly. Join us as we discuss and share practical ideas for providing equitable learning environments for emergent bilinguals.

Presenters: Bettie Parsons Barger, Winthrop University
Erin Hamel, Winthrop University
Koti Hubbard, Clemson University
Lindsay Yearta, Winthrop University

D-10 #WhyMiddleMatters—Justice in the Middle: Poetry and Social-Emotional Learning in the Antiracist Middle Grade Classroom
Sponsored by the Middle Level Section Steering Committee
This #WhyMiddleMatters session features middle grade teachers and authors of middle grade poetry on the power of poetry to center the experiences of Black and Brown children and support social-emotional learning. Participants will engage with teachers and authors who will share lessons, student work, book excerpts, and text recommendations.

Presenters: David Bowles, University of Texas Rio Grande Valley, “They Call Me Güero”
Brooke Eisenbach, Lesley University
Carla España, Rye Country Day School
Aida Salazar, Scholastic, “Land of the Cranes”
Jen Vincent, Carl Sandburg Middle School
Carole Weatherford, “Unspeakable: The Tulsa Race Massacre”
D-11  Contract Grading as Part of Building an Equitable, Antiracist Writing Classroom
Led by three white graduate students and writing instructors at a predominantly white institution in the Mid-Atlantic region, this session explores contract grading as a tool for equity in the composition classroom. We will discuss how contract grading creates community while centering antiracist pedagogy and accessibility. We invite attendees to discuss how grading impacts their teaching.

Presenters: Jo Grim, Lehigh University
Jimmy Hamill, Lehigh University
Samantha Sorensen, Lehigh University

D-12  Access for All Learners: Merging the Written Word with Oral Language and Images
Presenters will share ways to capitalize on students' and their families' language practices. Examples of children's literature that reflect a rich linguistic landscape will also be shared.

Presenters: Laura Ascenzi-Moreno, Brooklyn College
Sally Brown, Georgia Southern University
Cecilia Espinosa, Lehman College/CUNY

D-13  Four White Teachers Working Towards Anti-Racist Teaching: Moving from Good Intentions to Intentional Good
Join us as we share practical but potent steps we have made toward becoming antiracist people and teachers. As we share classroom practices and personal challenges, you'll leave with ideas to try, titles to share, and the understanding of how literacy is power, and in this country, has too long been the suppression of power. Please join us as we discuss the joy and power of a literate life.


Presenters: Bob Probst, Georgia State University, “The Transactional Role of an Anti-Racist Agenda: The Reader, The Text, The World”
Linda Rief, University of New Hampshire, Heinemann, “From Reading to Writing: Discovering What We Did Not Know”

Respondent: Penny Kittle, Plymouth State University, “Books: The Titles to Move us Forward”

D-14  Build Your Stack -- Abolitionist Teaching in Action: A Collection of Children’s Books
Abolitionist Teaching in Action is a pedagogical shift for a classroom teacher and school librarian to support equity, justice, and antiracist instructional practices. The session's purpose is to share a collection of books used for interactive read alouds and literature discussions in a standards-based educational space.

**Presenters:** Laura Haney, Meadowfield, “Equity, Justice & Antiracist Teaching through a Curation of Children’s Books”
Mary Jade Haney, Horrell Hill Elementary School (Richland County School District One) Hopkins, SC

**LIVE Session  D-15  Exhibitor Session – tba**

**FRIDAY, NOVEMBER 19**

1:15–2:30 p.m.

**LIVE Session  E-1  “A Different Mirror:” Linguistic Histories of Being Asian/American (in the English Classroom)**
*Sponsored by the Asian/Asian American Caucus*

For Asian American students, mother tongues link family, heritage, and identities. Yet students must often give up their language in school, perpetuating white supremacy. Drawing on Latin American testimonio, six Asian American educators will share (auto)ethnographies that explore the relationship of identity and language history, with classroom and antiracist implications.

**Presenters:** Laura-Ann Jacobs, University of Michigan-Ann Arbor
Naitnaphit Limlamai, University of Michigan-Ann Arbor
Diana Liu, Teachers College, Columbia University
Grace Player, University of Connecticut
Tairan Qiu, University of Georgia
Reshma Ramkellawan-Arteaga, Teaching Matters
Byung-In Seo, Chicago State University

**LIVE & PRERECORDED/SCHEDULED SESSIONS**
LIVE Session E-2  Antiracist Teaching with Young Adult Literature: Methods of Teaching Culturally Diverse YA Literature for Equity and Justice

This roundtable session addresses methods of teaching culturally diverse young adult literature to promote equity, justice, and antiracist teaching. Following keynotes from YA authors Kekla Magoon, Ilyasah Shabazz, and Tiffany D. Jackson, roundtable presentations examine diverse representations of identity in texts and multiple approaches to teaching for equity and justice.

**Tradebook Authors/Illustrators:** Tiffany D. Jackson, Macmillan
Kekla Magoon, Bloomsbury/Candlewick
Ilyasah Shabazz, Macmillan

**Respondents:**
Jacqueline Bach, Louisiana State University, “Crossing the Line: Representations of Sexual Violence in Middle School YA”
Mondana Bonaccorso, Indiana University Southeast, “Writing about YAL to Promote Equity and Justice”
Lindsay Cherry, West Ottawa Public Schools, “#Ownvoice Literature for an Equitable Classroom”
Sarah Donovan, Oklahoma State University, “Representations of Sex in YA: Reading Bias and Racism with the Harm and Healing Protocol”
Greta Honsberger, Mary Queen of Peace School, “Examining the Refugee and Resettlement Experience in Inside Out and Back Again”
John Istel, New Design High School NY, “Using Dear Martin to Jump Start Discussions of Equality and Justice and Promote Antiracist Attitudes”
Alex Maher, Indiana University Southeast, “You Are Not Wrong: Teaching About the Power and Validity of Black English in Long Way Down”
Dan Rose, SUNY at Oswego, “When Justice Is Denied: Exploring We Are the Ashes, We Are the Fire by Joy McCullough”
Ayse Suslu, Waller High School, “Other Worlds in The World That We Knew”
Sarah Thomas, Bridgewater State University, “Allyship and Microaggressions: Using Class Act to Teach about Antiracism”
Emily Wender, Indiana University of Pennsylvania, “Imagining a More Equitable Society in The Outsiders”

**Roundtable Leaders:** Briana Asmus, Aquinas College, “#Ownvoice Literature for an Equitable Classroom”
Arianna Banack, University of Tennessee, “Understanding the Effects of Gentrification through Ibi Zoboi’s Pride”
Brooke Bianchi-Pennington, Hardin Valley Academy, “Understanding the Effects of Gentrification through Ibi Zoboi’s Pride”
Steven Bickmore, UNLV, “Powerful, Layered Stories of Injustice and Strength: Kekla Magoon’s How It Went Down and Light It Up”
Stefani Boutelier, Aquinas College, “#Ownvoice Literature for an Equitable Classroom”
Ashley Boyd, Washington State University, “Young Adult Literature and Social Justice: Possibilities for Research and Writing”
Kelly Bull, Notre Dame of Maryland University, “Examining the Refugee and Resettlement Experience in Inside Out and Back Again”
Kristina Bybee, Arizona State University, “Dreaming of Equity and Justice in The Marrow Thieves”
Erica Caasi, University of Colorado Boulder, “Centering the Body: Navigating Nuances of Racial Identity, Representations of Mental Health, and Body Image and Sport in Darius The Great Is Not Okay”
Charity Cantey, Louisiana State University Laboratory School, “Crossing the Line: Representations of Sexual Violence in Middle School YA”
Janine Darragh, University of Idaho, “Young Adult Literature and Social Justice: Possibilities for Research and Writing”
Christine DeStefano, Oklahoma State University, “Representations of Sex in YA: Reading Bias and Racism with the Harm and Healing Protocol”
Tiffany Doerr, Louisiana State University, “From Ernest to George: Empathy and Citizenship from the 40s to 20s”
Anita Dubroc, Louisiana State University, “From Ernest to George: Empathy and Citizenship from the 40s to 20s”
Noah Estes, Oklahoma State University, “Representations of Sex in YA: Reading Bias and Racism with the Harm and Healing Protocol”
Ricki Ginsberg, Colorado State University, “Enrollment, Acceptance, and Tribal Sovereignty: Using Firekeeper’s Daughter to Engage in Critical Conversation”
Maria Hernandez Goff, Renton School District, “Otherworldly Immigrants”
Alice Hays, California State University, Bakersfield, “The Awakening of Activism”
Lisa Hazlett, University of South Dakota, “Disrupting Ethnic Discrimination and Re(visioning) History through Community Activism in Moon over Manifest”
Sara Hoeve, Purdue University, “Fostering Equitable Class Discussions on YA Literature”
Melanie Hundley, Vanderbilt University, “In the Aftermath: Fighting for Freedom and Justice in Ahmed’s Internment”
Jennifer Kagan, Oswego State University, “Other Worlds in The World That We Knew”
Sharon Kane, SUNY Oswego, “When Justice Is Denied: Exploring We Are the Ashes, We Are the Fire by Joy McCullough”
Amanda Luszeck, Utah Valley University, “Dreaming of Equity and Justice in The Marrow Thieves”
Steffany Comfort Maher, Indiana University Southeast, “Antiracist Teaching with Young Adult Literature: Methods of Teaching Culturally Diverse YA Literature for Equity and Justice”
Melinda McBee Orzulak, Bradley University, “Language Love Lessons: Lenses for Fighting Linguicism with YAL”
Daniel Moore, University of Colorado, Boulder, “Historicizing Systemic Racism through Cross-Curricular Fiction”
Valerie Morgan, Delta State University, “The In-Between Ones: Addressing Biracial Representation through The Girl Who Fell from the Sky”
Sam Morris, University of South Carolina Beaufort, “Writing about YAL to Promote Equity and Justice”
Cheryl North, UMBC University of Maryland Baltimore County, “The Surprising Power of Empathy”
Elsie Lindy Olan, University of Central Florida, “Examinations of Social Inequities and Adolescent Identity in Dear Martin”
Chea Parton, The University of Texas at Austin, “Doing Something or Knowing When Not To? As Brave as You and Place-Connected Antiracist Teaching Practices”
Leilya Pitre, Southeastern Louisiana University, “In Search of Justice with All American Boys (2015) by J. Reynolds and B. Kiely”
Kia Jane Richmond, Northern Michigan University, “Examinations of Social Inequities and Adolescent Identity in Dear Martin”
Holly Riesco, University of Arkansas, Fayetteville, “Dismantling Masculine and Feminine Constructs for LGBTQ+ Youth: King and the Dragonflies as a Mentor Text for Action-Oriented Social and Emotional Learning”
Candence Robillard, LSU Laboratory School, “Crossing the Line: Representations of Sexual Violence in Middle School YA”
Gretchen Rumohr, Aquinas College, “The Seeds of a Nation: Examining our Racist Roots with Chains”
Shelly Shaffer, Eastern Washington University, “Powerful, Layered Stories of Injustice and Strength: Kekla Magoon’s How It Went Down and Light It Up”
Katie Sluiter, Wyoming Junior High School/Western Michigan University, “You Are Not Wrong: Teaching about the Power and Validity of Black English in Long Way Down”
Ann Marie Smith, North American University, “Disrupting Ethnic Discrimination and Re(visioning) History through Community Activism in Moon over Manifest”
Elisabeth Spinner, Western Michigan University, “Imagining a More Equitable Society in The Outsiders”
Terri Suico, Saint Mary’s College, “Allyship and Microaggressions: Using Class Act to Teach about Antiracism”
Francisco Torres, Penn State Berks, “Centering Family in Fights for Justice: History and Love in Green Lantern Legacy”
William William, Concord University, “Using Dear Martin to Jump Start Discussions of Equality and Justice and Promote Antiracist Attitudes”
LIVE Session  E-3  Educational Justice through Love, Relational Healing, and Artistic Expression: Literacy Instruction informed by Black Girlhood Studies
This presentation brings together three scholars of Black Girlhood Studies to share their findings on the ways relationship building, multimodality, and artistic expression celebrate the voices of Black girls and women. Panelists explore the role of love in creating contexts for antiracist literacy instruction in K–12 classrooms.

Presenters: Ruth Nicole Brown, Michigan State University, “Experiencing Freedom through Black Girl Genius”
Christina DeNicolo, Wayne State University
Erica Edwards, Wayne State University, “Sista-circles: Promoting Equity through Inter-Generational Relationships and Resistance”
Aja Reynolds, Wayne State University, “Antiracist Praxis through Black Feminism, Art, and Healing”

LIVE Session  E-4  Mental Illness/Health, YA Literature, and Asian American Cultures
In this session, Asian American educators and authors will join together to have a frank discussion about how their cultural backgrounds influenced both their perception of mental illness, and the way in which they engage in critical discussions in the classroom.

Presenters: I.W. Gregorio, Little, Brown Books for Young Readers
Katharine Hsu, Arlington Public Schools
Jung Kim, Lewis University
Adib Khorram, Dial Books for Young Readers (PRH)

LIVE Session  E-5  Expanding the Argument for Antiracist Literature: A Continuing Conversation
This panel brings together scholars, authors, librarians, and publishers whose work focuses on the vital presence of diverse and anti-racist literature in K–12 classrooms and community settings. All of the panelists have spoken out about our dissatisfaction with the slow pace of change in publishing and teaching with antiracist literature. We will expand on the equity themes of our 2020 panel.

Presenters: Sarah Park Dahlen, University of Illinois at Urbana-Champaign
Denise Davila, The University of Texas at Austin
Patricia Enciso, Ohio State University
Jason Low, Lee & Low Books
Detra Price-Dennis, Teachers College, Columbia University
Caitlin Ryan, University of North Carolina, Wilmington
Nithya Sivashankar, The Ohio State University
Stephanie Toliver, University of Colorado, Boulder
Angie Zapata, Angie Zapata
**LIVE Session  E-6  An Unwavering Commitment to Equity and Justice**

We begin with a panel discussion with five authors who help teachers center issues of equity and justice. At roundtables, participants will hear from Book Love Foundation grant recipients who use inclusive classroom libraries as a central platform for differentiated instruction. Teachers will address the institutional barriers they have faced while reading their way towards educational justice.

**Presenters:** Penny Kittle, Plymouth State University  
Brendan Kieley, Simon & Schuster  
Linda Sue Park, Simon & Schuster  
Traci Sorell, Penguin, Charlesbridge  
Kelly Yang, Scholastic

**Respondent:** Julia Torres, Denver Public Schools

**Roundtable Leaders:**  
Erik Borne, Hinkley-Big Rock High School, “Creating a Culture to Inspire Teens’ Gumption to Grip and Grapple with a Book”  
Amy Bowden, “Walking a Mile in Their Shoes”  
Jennifer Brinkmeyer, Iowa City Schools, “Fracturing Monolithic Thinking with Independent Reading”  
Jennifer Connolly, Granite City High School/Southwestern Illinois College, “Ways to Improve the Inclusivity of Your Class Library”  
Brent Gilson, Westwind School Division, “Using Book Clubs and Independent Reading to Help Students Open Windows and Doors”  
Jolene Heinemann, Oak Park and River Forest High School, “Work toward Equity through Collaborative Reader Workshop”  
Molly Jackson-Schultz, Batavia High School, “Using Student Voice to Speak Out for Justice”  
Ryan Katzenmoyer, “Governor Mifflin School District,” Harnessing the Power of the Read Aloud to Address Equity and Justice Issues in the K–2 Classroom”  
Crystal Kelley, “Persisting with Workshop for Critical Consciousness”  
Caitlyn Lasater, Ross S. Sterling High School, “English Literature for English Learners”  
Heather McCarthy, Oak Lawn Hometown Middle School, “Students Using Fiction Novels as a Tool to Discuss Social Justice Issues with Adults”  
Kemba Metropoulos, Parkway Central High School, “The Ones We Have Been Waiting For”  
Karlen Shupp, Trumbull High School, “Building, Maintaining, and Sustaining Equitable Classroom Libraries”  
Nia Vestal, Columbia Falls High School, “Reading for Caste and Justice”  
Valen Warner, East High School, “Reading as Resistance and Relationship”  
E-7 Build Black Lives Matter and Antiracist Projects in Writing Program Administration
Sponsored by the College Section Steering Committee
Featuring speakers from institutions across the country, this panel will discuss the impact of the Black Lives Matter movement or other antiracist projects on college writing program administration broadly writ. Specifically, speakers will describe efforts to redress anti-Blackness, white supremacy, and racism more generally within writing programs and their outcomes.

**Presenters:** Sheila Carter-Tod, Virginia Tech
James Eubanks, University of Alabama
Laura Gonzales, University of Florida
Angela Haas, Illinois State University
Natasha Jones, Michigan State University
Zandra L. Jordan, Stanford University
Octavio Pimentel, Texas State University
Michelle Bachelor Robinson, Spelman College
Jennifer Sano-Franchini, Virginia Tech
Amy Wan, Queens College/CUNY Graduate Center
Christopher John Williams, Queens College, CUNY

E-8 Trudging Forward: A Rural Community College’s Quest for Antiracism in a Historical Seat of the KKK
As white community college educators committed to antiracism in a rural, conservative county, we face denial, defensiveness, and evasion from the campus about racial justice. This resistance can render colleagues and students of color hypervisible and unheard. However, progress is possible. Attendees will explore how to pursue curricular and institutional antiracist practices.

**Presenters:** Susan Bernadzikowski, Cecil College
Jennifer Levi, Cecil College
Clarence Orsi, Cecil College

E-9 Play-Based Early Childhood Education and the Perpetuation of White Supremacy
In this session, early childhood educators examine how children's play, as a language/literacy practice, can reinscribe white supremacy. Guided by insights of Black scholars, we discuss the importance of educators' self-work; pro-Black, justice-oriented curricula; and in-the-moment strategies for interrupting the reinforcement of white supremacy within and beyond children's early years.

**Presenters:** Jesse Gainer, Texas State University
E-10 Promoting Equity and Justice: Empowering Student Voices through Kid Writing
In this presentation, we will share our experiences implementing Kid Writing in culturally and linguistically diverse kindergarten and first grade classrooms in Philadelphia, including videos of Kid Writing in action, a review of students' writing to show what growth with Kid Writing looks like, and the results of an evaluation study.

Presenters: Claudia Gentile, NORC, University of Chicago
Vera Lee, Drexel University
Katie Mathew, Drexel University
Dina Portnoy, Philadelphia Writing Project
Diane Waff, University of PA

E-11 “This should be happening in every classroom”: Breaking Silences around Race in the Elementary Classroom to Enact Antiracist Literacy Teaching
In this panel presentation, two experienced elementary educators, one of whom identifies as multiracial and the other as white, share their experiences of breaking silences around race to enact antiracist teaching and support students' racial literacy development through whole-class literature discussions.

Presenters: Eva Brazle, Austin Schools
Anne Daly-Lesch, The University of Texas at Austin
Naina Gonsalves, Austin Schools

E-12 Student Voices and Safe Spaces with Writing Club Workshops
This session will explore techniques for conducting socially relevant writing workshops, including how to generate digital portfolios and a supportive, safe online community. Attendees will discuss creating equitable spaces with writing clubs using reflection in writing. Learn how equitable writing clubs have been and could be implemented in classrooms.

Presenters: Adrienne Burris, Greenville County Schools
Heather Hill, Cleveland State University
Mary-Celeste Schreuder, Clemson University
**E-13  Build Your Stack -- Books to Feed Your Mind**
Discover recently published titles - both fiction and nonfiction - that will stretch your thinking as a reader, as a thinker, as a teacher.

**Presenter:** Carol Jago, California Reading and Literature Project, UCLA, “Reading for Ourselves”

**LIVE Session  E-14  Exhibitor Session – tba**

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**F-14  Community Mapping in an Urban High School: Using Digital Tools to Get the Word Out**
This antiracist teaching project features the work of a Teaching Fellow from the Pulitzer Center who combined forces with a literacy coach and a media literacy expert to enact the Community Mapping Project. This research project used the COVID pandemic to prompt an interrogation of how communities such as Glenville are served (or are not served) by the news media and by social media.

**Presenters:** Frank Baker, Media Literacy Clearinghouse, Inc.
Keisha Davenport, Glenville High School, Cleveland
William Kist, Kent State University

**F-2  A Revolutionary Love Story: Guidance for identifying anti-Blackness and transforming practices and policies in teacher education and P-12 schools**
This session will provide guidance for teacher educators, teachers, and administrators in countering anti-Blackness in their schools. Participants will engage in examining aspects of their institutions for anti and pro-Blackness focusing on programmatic mandates, curriculum, and relationships. Suggestions will be provided for replacing anti-Blackness with pro-Black practices and policies.

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**LIVE & PRERECORDED/SCHEDULED SESSIONS**
Presenters: Gloria Boutte, University of South Carolina
Eliza Braden, University of South Carolina
Kailtin Jones, Richland Two School District
Susan Long, University of South Carolina
Mukkaramah Smith, Richland One School District
Natasha Thornton, Kennesaw University
Kamania Wynter-Hoyte, University of South Carolina

F-3  Teaching with the 2021 Charlotte Huck and Orbis Pictus Award Books
Sponsored by the Charlotte Huck and Orbis Pictus Award Committees
Don’t miss this interactive children's literature session! The authors, illustrators, and committee
members of the 2021 Charlotte Huck and Orbis Pictus Book Awards will host roundtable conversations
with participants about lesson ideas, discussion strategies, and cross-curricular uses for the 2021 titles.

Presenters: Desiree Cuento, Western Washington University
Denise Davila, The University of Texas at Austin

Roundtable Leaders: Patrick Andrus, Prairie View Elementary School
Donna Bulatowicz, Montana State University Billings
Amina Chaudhri, Northeastern Illinois University
Dahlia Constantine, Teachers College, Columbia University
Suzanne Costner, Fairview Elementary School
Cecilia Espinosa, Lehman College/CUNY
Holly Johnson, University of Cincinnati
Sophie Ladd, University of Nevada, Las Vegas
Irene Latham, Lerner/Charlesbridge/Boyds Mills/Kane
Julia Lopez-Robertson, University of South Carolina
Sanjuana Rodriguez, Kennesaw State University
Jeanne Swofford, University of North Carolina Wilmington

LIVE Session  F-4  Grief as Critical Literacy: Reclaiming a Humanizing Praxis for Ourselves and the
Students We Serve
Recurring grief and trauma are a manifestation and symptom of structural violence that
disproportionately impacts marginalized communities. Yet, little educational research addresses grief. In
this session, we explore how our own complex grief, and that of our students, deserves intellectual
interrogation and space in our literacy pedagogy. Together, we share and model literacy practices.

Presenters: Stephanie Cariaga, California State University, Dominguez Hills

LIVE & PRERECORDED/SCHEDULED SESSIONS
LIVE Session  F-5  Showing Up for Each Other: Black-Asian Solidarity for Equity and Justice
Sponsored by the Asian/Asian American Caucus
In this panel, we discuss our advocacy for and practices of Asian-Black solidarity through public dialogue, infusing Black and Asian voices and histories into curriculum, and publicly and privately supporting one another's work, students, and communities. We offer ways for participants to engage in active coalition work across multiple contexts.

Presenters: Tasha Austin, Rutgers University
Shamaine Bertrand, Illinois State University
Sarah Park Dahlen, University of Illinois at Urbana-Champaign
Betina Hsieh, California State University Long Beach
Swati Mehta, Boston University
Kisha Porcher, University of Delaware

F-6  Equity and Justice at a Native American School
This session discusses a program where graduate students tutor middle school students at a Native American School. This tutoring initiative helps the tutors and students being tutored understand how they each play a role in justice and equity for themselves and each other.

Presenters: Simone Gonyea, Onondaga Nation School
Jennifer Kagan, Oswego State University

LIVE Session  F-7  Critical Bilingual Literacies: Examining Language Ideologies in Teaching Bilingual Latinx Students
This panel invites teachers of Latinx emergent bilinguals to reflect on how their ideas on language and the ways they use language impact their teaching. It invites them to explore a critical bilingual literacies approach in order to develop pedagogical practices that meaningfully center students' identities, languages, and literacies.

Presenters: Steven Arenas, Carl Hayden Community High School
Lucia Cardenas Curiel, Michigan State University
Cati de los Rios, University of California, Davis
Carla España, Rye Country Day School
Luz Herrera, California State University, Fresno
Lindsay McHolme, Michigan State University
Kate Seltzer, Rowan University

Respondent: Maria Hernandez Goff, Renton School District

F-8 United We Stand: Promoting Equity in the ELA Classroom
Gay, Black, Southern, Latina. Four teachers share their experiences with bias and stereotyping, which ignited their unique teaching passions and inspired the ready-to-use resources that will be provided to all participants. Join us as we speak our truths and share strategies for providing all students with an equitable education.

Presenters: Shanequa Evans
Sarah Gray, Greene Central High School
Katherine Kearney-Harrell, Greene County Schools
Lucerito Medrano

LIVE Session  F-9 Racist Discourse against Asian Americans in the US: From “The Model Minority” to “A Chinese Virus”
This panel addresses racism against Asian Americans in US society through reviews of “the model minority” myth and the stereotypes of Asian Americans in popular culture, studies that explore how these stereotypes are amplified during the COVID-19 pandemic time, and how Asian Americans are presented in the children’s literature.

Presenters: Lin Deng, University of Florida
Danling Fu, University of Florida
Jiayi Xu, University of Florida
Xiaodi Zhou, University of Texas at Rio Grand Valley

F-10 BLACademicK Twitter is a Hymnal: Amplifying the Voices of Black Womxn Scholars When the Academy is Not Enough’
How does engagement in social media shape scholarship? Reflect on a year of engagement in the good, the bad, and the backbone of culturally responsive knowledge communities in cyberspace. Drs. Chestin, Roni, and Daphne address TCTELA’s “Share the Literacy Mic” campaign, the infusion of Twitter hashtags in professional development, and bonding through Twitter attacks while being Black.

Presenters: Chestin Auzenne-Curl, Texas A&M University
Roni Burren, University of Houston
Daphne Carr, Humble Independent School District

Sponsored by the NCTE Excellence in Poetry for Children Award Committee
The 2021 Excellence in Poetry for Children Award recipient, Janet Wong, will lead participants in poetry activities, focusing on poetry for social justice. Next, members of the NCTE Children's Poetry and Verse Novels Committee will present the 2021 Notables lists, share selected poems, and lead discussions of ways these books can be tools of antiracist teaching in classroom communities.

**Presenters:** Gabrielle Halko, West Chester University
Ted Kesler, Queens College, CUNY
Heidi Mordhorst, Montgomery County Public Schools
Mary-Kate Sableski, University of Dayton
Yoo Kyung Sung, University of New Mexico
Janet Wong, Pomelo Books

Moving Preservice and Practicing Teachers toward Equity, Justice, and Antiracist Teaching through Digital Literacies

Sponsored by the Commission on Digital Literacies in Teacher Education (D-LITE), an English Language Arts Teacher Educators (ELATE) Commission
Members of the ELATE Commission on Digital Literacies and Teacher Education will share research and teaching ideas for promoting equity, justice, and antiracist teaching through digital literacies in teacher education. The session will include two rounds of presentations by educators and researchers. Join us to learn how to harness digital literacies to help move preservice and inservice teachers.

**Presenters:** Rick Marlatt, New Mexico State University
Clarice Moran, Appalachian State University

**Roundtable Leaders:**
- Donna Alvermann, University of Georgia, Athens, “Disruptive Digital Writing Practices: Moving beyond Deconstruction”
- Casey Boersma, “Disruptive Digital Writing Practices: Moving beyond Deconstruction”
- Stefani Boutelier, Aquinas College, “15 Digital Practices in 15 Minutes to Support Digital Equity in the ELA Classroom”
- David Bruce, University at Buffalo, “Writing with Video Practice(s): Cultivating and Sustaining Equitable and Inclusive Communities of Practice”
- Kalie Chamberlain, “Critical Digital Literacy Pedagogy: Equitable and Humanizing Online English Teacher Education”
- Nicole Damico, University of Central Florida, “YA Lit and Digital Humanities to Support Social Justice Education for Preservice Teachers”
Candance Doerr-Stevens, University of Wisconsin-Milwaukee, “Harnessing Online Platforms for Equitable and Humanizing Feedback”
Caitlin Donovan, North Carolina State University, “ELA Today: What It Means to Teach ELA in the Digital Age with Respect to Equity”
Mandie Dunn, University of South Florida, “Writing in Virtual Spaces as Dialogue for Fostering Critical Literacy”
Jessica Eagle, North Carolina State University, “Bridging Computational and Critical Thinking in ELA”
Will Fassbender, Montana State University, “e-CRAAP: Accounting for Emotion with Critical Media Literacy”
Merideth Garcia, University of Wisconsin-La Crosse, “Tools for Building Community in Hybrid and Online Learning Environments”
Thor Gibbins, SUNY Oneonta, “(Re)Mixing Place: Revealing Critical Place-Based Pedagogy through Digital Ethnography”
Stephen Goss, Kennesaw State University, “Reorienting Your Classroom around Antiracist Content Creation and Publication Using Digital Arts”
Mary Ellen Greenwood, Utah State University, “Critical Digital Literacy Pedagogy: Equitable and Humanizing Online English Teacher Education”
Troy Hicks, Central Michigan University, “Digital Diligence: Building Mindful Practices into a Crowded Curriculum”
Laura Jacobs, North Carolina State University, “ELA Today: What It Means to Teach ELA in the Digital Age with Respect to Equity”
Sara Kajder, University of Georgia, “(Re)Seeing Our Teaching: Building Beginning Teachers’ Critical Practices through Video Analysis”
Maureen McDermott, Independent Scholar, “Positing Equity, Justice, and Antiracist Teaching in an Online ELA Course Framework for Preservice and Secondary ELA Teachers”
Christy McDowell, Henderson State University, “Building Critical Literacy through Digital Writing”
Ewa McGrail, Georgia State University, “Inspiring and Giving Voice through Podcasting”
J. Patrick McGrail, Jacksonville State University, “Inspiring and Giving Voice through Podcasting”
Brady Nash, University of Texas, “Developing a Critical Digital Reading and Media Literacy Curriculum”
Ian O’Byrne, College of Charleston, “Engaging with Activist Texts in Learning Environments”
Tonya Perry, University of Alabama at Birmingham, “Creating Virtual ‘Tech Tables’ in Urban and Rural Spaces to Support Teacher Learning”
Amy Piotrowski, Utah State University, “Critical Digital Literacy Pedagogy: Equitable and Humanizing Online English Teacher Education”
Amanda Plaizier, Utah State University, “Critical Digital Literacy Pedagogy: Equitable and Humanizing Online English Teacher Education”
Julie Quast, Henderson State University, “Building Critical Literacy through Digital Writing”
Mary Rice, University of New Mexico, “Helping Preservice Teachers Evaluate Digital Instructional Materials Using the 4A Framework (Accessibility, Active Engagement, Advocacy, and Accountability)”
Katie Rybakova, Thomas College, “K–12 and Teacher Preparation Equitable Practices in Communities of Rural Poverty”
Sunshine Sullivan, Houghton College, “Writing with Video Practice(s): Cultivating and Sustaining Equitable and Inclusive Communities of Practice”
Matthew Theide, University of Wisconsin, Milwaukee, “Harnessing Online Platforms for Equitable and Humanizing Feedback”
Carl Young, North Carolina State University, “ELA Today: What It Means to Teach ELA in the Digital Age with Respect to Equity”
Lauren Zucker, Northern Highlands Regional High School/Fordham University/Drew University, “Flexible Note-taking Strategies in the Hybrid Classroom”

F-13 Reimagining Spaces and Places in Antiracist Pedagogies and Practices
*Sponsored by the Latinx Caucus*
As scholars and teachers in different programs (from English, Ethnic Studies, and Landscape Architecture), we recognize the importance of designing curricula that reflects the material realities of our students’ lives. Given the state of our precarious democracy, we also recognize the importance of challenging disciplinary boundaries that takes into account who we are and who our students are.

**Presenters:** Hoke Yao Glover, Bowie State University, “Teaching Image and Balancing Thought: Using Metaphor and Images to Rest and Reconcile”
Joern Langhorst, University of Colorado, Denver, “The Right to Place: Emplaced Pedagogies of Resistance and Awareness”
Renee Moreno, California State University, Northridge, “Place and Space: Chicana/o and Ethnic Studies as Tranformative Pedagogies”
Valerie Sweeney Prince, Wayne State University, “Teaching without Walls: Imagining Freedom from within the Classroom”

F-14 Build Your Stack -- Simple, Sentimental, and Sacred Stories of Intergenerational Families

**Presenter:** Aliza Erner, Wisconsin State University

LIVE Session  F-15 Exhibitor Session -- tba
4:15–5:30 p.m.

**G-1  The Black Girls' Literacies Project**  
NWP Research Presentation
The Black Girls' LITeracies Project seeks to understand, within an online literacy collaborative for adolescent Black girls ages 13–18, how do they enact their literacies to practice self-love?

**Presenters:** Autumn Griffin, The University of Pennsylvania  
Barrett Rosser, The University Pennsylvania Graduate School of Education

Poetry and justice go hand in hand with a commitment to critical consciousness, fairness, and freedom. Poetry opens up space for students to write from their own experiences and observations, which is particularly important for those who have been marginalized in schools. Poetry has an essential role in antiracist teaching when we shift pedagogy from analysis to creation.

**Presenters:** Micah Bournes, Poet  
Kelly Gallagher, Anaheim Union High School District  
Georgia Heard, Roaring Brook/Stenhouse/Heinemann  
Carol Jago, California Reading and Literature Project, UCLA  
Penny Kittle, Plymouth State University

**G-3  Say Their Names: How ELA Classrooms Are Contributing to the Erasure of Black Women and What ABAR Educators Can Do to Stop this Cycle**
This session brings together educators in pursuits of racial justice for Black women affected by police brutality. Presenters illustrate how teachers incorporate intersectionality, racial justice, and police brutality of Black Women into their curricula. This session focuses on providing lessons and resources for teaching intersectionality, #SayHerName, police brutality, and activism.
**Presenters:** Jessyca Mathews, Carman-Ainsworth High School
Carrie Mattern, Carman-Ainsworth High School
Silver Moore, Classroom Clapback

**LIVE SESSION  G-4  Understand, Expect, and Embrace Gender Diversity through ELA Curriculum and Pedagogy: Using NCTE Position Statements to Teach for Justice and Equity**
Join the authors of NCTE's new position statement “Guidelines for Affirming Gender Diversity through ELA Curriculum and Pedagogy” to learn how to guide your students, as well as your colleagues, to understand, expect, and embrace gender diversity and to affirm trans and gender diverse students and families.

**Presenters:** Dean Bavisotto, St. Joseph's Collegiate Institute
Mollie Blackburn, The Ohio State University
Katherine Cramer, Wichita State University
Ellie DesPrez, John Burroughs School
Jill Hermann-Wilmarth, Western Michigan University
Danielle Lee, SUNY, Old Westbury
Heather McEntarfer, SUNY, Fredonia
Caitlin Ryan, University of North Carolina, Wilmington
Ryan Schey, University of Iowa

**G-5  Finding Assessment Equity by Losing the Grades**
What if we assessed students without grades, rubrics, points, percentages, or averages? What if we included our students' diverse voices and work samples in their assessments? Two language arts teachers demonstrate how gradeless assessment provides a full picture of student learning while giving all learners the chance to succeed.

**Presenters:** Jillian Friedman, Lake Eola Charter School
Nicole DeNicolo, Lake Eola Charter School

**G-6  “My skin is like brown sugar”: Literacy Invitations that Center Equity, Justice, and Antiracist Teaching”**
The presentation focuses on elementary teachers' implementation of literacy invitations centered on equity, justice, and anti-racist teaching that fostered children's sense of identity, agency, and community. Presenters will share invitations and insights regarding asset-based pedagogies and engage participants in a discussion on how to facilitate critical invitations in their own classrooms.

**Presenters:** Amy Seely Flint, University of Louisville
Shaina Hardy, Whitney Young Elementary School
Wanda Jaggers, J.B. Atkinson Academy
Lisa Lairson, Johnsontown Elementary School
Tasha Laman, Western Washington University

G-7  Anti-Ableist Teaching: Equity, Justice, and the Intersectionality of (Dis)Ability and Race in the ELA Classroom
Our panel is part of the larger neurodiversity movement—the campaign to recognize neurological difference as normal and necessary to human development (Loftis, 2016). We present at the intersection of race and ability in the ELA classroom. Attendees will leave with a wealth of resources to establish anti-ableist habits in their classroom.

Presenters: Alexa Baird, Rutgers University
Chris Bass, University of Illinois at Chicago
Moréniike Onaiwu, Rice University

G-8  Creating Rural Antiracist Educators: Students, Faculty, and Alumni Teachers Talk about Race and Teaching in a Rural Teacher Education Program
This panel brings together faculty from our English Education program, current English Education students, and program alumni teaching in rural districts to address the ways in which we cocreate equitable learning experiences, justice-based teaching, and explicit antiracist pedagogies in our teaching spaces.

Presenters: Rebekah Buchanan, Western Illinois University
Thomas Boyd, Burlington High School
Ashley Eddington, Cuba High School
Dan Kopping, Burlington High School
Jeramie Okoh, West Prairie Middle School
Mackenzie Ricco, Western Illinois University
Darrin Ross, Western Illinois University
Connor Sullivan, West Prairie Middle School
Jennifer Waller, Macomb Junior High School
Ashunti Westbrook, Western Illinois University
Alisha White, Western Illinois University

LIVE SESSION  G-9  Critical Literacies and Critical Love: Centering Equity and Antiracism for Sustaining Social Justice and Joy within Our School Communities
Sponsored by the ELATE Social Justice Commission
Drawing from Sealey-Ruiz’s (2020) racial literacy development framework, specifically focusing on the power and importance of critical love, the ELATE Commission on Social Justice in Teacher Education will present a series of concurrent roundtables on the topics of equity, antiracism, critical literacies, and social justice within our diverse school communities.

**Presenters:** Jody Polleck, Hunter College, CUNY  
Yolanda Sealey-Ruiz, Teachers College, Columbia University  
Tashema Spence, Pathways to Graduation

**Roundtable Leaders:** Lydia Adegbola, New Rochelle High School, “From Protocols to Possibilities: Cultivating Critical Love and Critical Literacies in Our Learning Communities”  
Briana Asmus, Aquinas College, “Centering Critical Literacy and Love in the ESL Classroom: Takeaways from 20 Years of Research”  
Nadia Behizadeh, Georgia State University, “Obstacles to Joy and Justice: Pushing against Scripted Curricula and Skills-Centered Instruction in Urban Schools”  
Jordan Bell, Dutchess Community College, “Get to Know Me, Homey: Exploring Critical and Relational Possibilities in Academic, Co-Excavative Letter Writing”  
Alecia Beymer, Michigan State University, “’Are we gonna make a difference?’: Examining Youth’s Efforts to Increase Community Awareness of the Black Lives Matter Movement”  
Stefani Boutelier, Aquinas College, “Poetry, Self Care, and History in an Antiracist Classroom”  
Lou Ellis Brassington, University of New Mexico, “Using Teacher Reflection to Build Ethical Capacity for Social Justice”  
Jennifer McLaughlin Cahill, East Side Community High School, “Enacting Relevance, Love, and Rigor through Critical Literacy, Queer Pedagogy, and Student Voice at an Urban Public School”  
Mariana Castanon, Washington Middle School, “Using Teacher Reflection to Build Ethical Capacity for Social Justice”  
Lindsay Cherry, West Ottawa Public Schools, “Poetry, Self Care, and History in an Antiracist Classroom”  
Todd DeStigter, University of Illinois at Chicago, “Showing Critical Love and Sustaining Cultures through Economic Justice”  
Sarah Donovan, Oklahoma State University, “Reading Trauma: Uncovering Trauma Paradigms in Young Adult Literature”  
Rosalyynne Duff, Georgia State University, “Obstacles to Joy and Justice: Pushing against Scripted Curricula and Skills-Centered Instruction in Urban Schools”  
Mandie Dunn, University of South Florida, “Navigating Discussions on Race, Racism, and Antiracism: An Interview Study of ELA Teachers’ Experiences”  
Lauren Ergen, Apollo High School, “Supporting Refugee and Displaced Students: Eliciting Narratives of Social Justice-Oriented Teachers”  
Chantal Francois, Towson University College of Education  
Odeese Ghassa-Khalil, Duquesne University, “Supporting Refugee and Displaced Students: Eliciting Narratives of Social Justice-Oriented Teachers”
“Getting used to a school being safe’: Critical Love and Radical Listening in a Trauma-Informed Alternative School”

“Beyond Standards: Standards Based Curriculum, Culturally Responsive Pedagogies, and Preservice Teacher Education”

“A (Re)turn to Decency? Political Advocacy in Post-Trump Times”

“Centering Equity and Leading with Love: Promising Practices in Critical Teacher Education”

“Beyond Standards: Standards Based Curriculum, Culturally Responsive Pedagogies, and Preservice Teacher Education”

“Centering Equity and Leading with Love: Promising Practices in Critical Teacher Education”

“Navigating Discussions on Race, Racism, and Antiracism: An Interview Study of ELA Teachers’ Experiences”

“Developing the Capacity and Prophetic Visioning for Antiracism in the Secondary ELA Classroom”

“From Protocols to Possibilities: Cultivating Obstacles to Joy and Justice: Pushing against Scripted Curricula and Skills-Centered Instruction in Urban Schools”

“I am Because We Are: A Community Centric Approach for the ELA Classroom”

“Are we gonna make a difference’: Examining Youth’s Efforts to Increase Community Awareness of the Black Lives Matter Movement”

“Preservice Teachers Act against Racism”

“Supporting Refugee and Displaced Students: Eliciting Narratives of Social Justice-Oriented Teachers”

“Using Teacher Reflection to Build Ethical Capacity for Social Justice”

“Supporting Refugee and Displaced Students: Eliciting Narratives of Social Justice-Oriented Teachers”

“Toward Antiracist Teaching and Learning: Preservice English Teachers Implementing Participatory Literacies”

“Reflections in the Mirror: Bibliotherapy in the Classroom”

“Are we gonna make a difference’: Examining Youth’s Efforts to Increase Community Awareness of the Black Lives Matter Movement”

“Using Teacher Reflection to Build Ethical Capacity for Social Justice”

“Supporting Refugee and Displaced Students: Eliciting Narratives of Social Justice-Oriented Teachers”

“Are we gonna make a difference’: Examining Youth’s Efforts to Increase Community Awareness of the Black Lives Matter Movement”
Michelle Rosen, New Jersey City University, “Preservice Teachers Act against Racism”
Stephanie Anne Shelton, University of Alabama, “‘Bending’ Academia: Empowering Doctoral Students to Resist/Refuse Marginalization in Texts and the World”
Ethan Tinh Trinh, Georgia State University, “Obstacles to Joy and Justice: Pushing against Scripted Curricula and Skills-Centered Instruction in Urban Schools”
Allen Webb, Western Michigan University, “Climate Justice”
Karen Zaino, CUNY Graduate Center, “Get to Know Me, Homey: Exploring Critical and Relational Possibilities in Academic, Co-Excavative Letter Writing”

G-10  Black Lives Matter in the Classroom: A Conversation with Experts
Black Lives Matter is the most important social justice movement of our time, but it can be daunting to teach in the classroom. In this conversation with four experts, we will explore tools to help facilitate learning around the Black Lives Matter Movement and its principles.

Presenters: Caryn Davidson, Black Lives Matter at NYC Schools
Laleña Garcia, Manhattan Country School
Jesse Hagopian, Black Lives Matter at School
Denisha Jones, Sarah Lawrence College
Katie Potter, Lee & Low Books

LIVE SESSION G-11  Coaching from the Heart: Antiracist Approaches toward Supporting Novice Teachers
Presenters share the ways they work with novice teachers to build a vision for coaching toward culturally relevant and antiracist teaching. They discuss challenges and tensions, and the urgency of this work.

Presenters: Carolyn Gadsden Holliday, Region 4 ESC
Suki Mozenter, University of Minnesota, Duluth
Danielle Solis, Region 4 ESC

G-12  Build Your Stack -- tba

LIVE SESSION G-13  Exhibitor Session -- tba

LIVE & PRERECORDED/SCHEDULED SESSIONS
5:45–7:00 p.m.

H-1 Writing To Raise Awareness: Resist, Reclaim, and Reimagine
Writing is a powerful place of expression when students can explore their world, speak their truths, and celebrate their communities. This interactive session will share how the teachers of writing can codevelop a writing experience that is rooted in community, justice, and liberation.

Presenters: Aeriale Johnson, Washington Elementary School
Tiana Silvas, New York City Department of Education
Islah Tauheed, P.S. 567 Linden Tree Elementary School

LIVE SESSION H-2 NCTE21 Black Authors' Roundtable Sponsored by The Brown Bookshelf
In the third annual NCTE Black Authors’ Roundtable, The Brown Bookshelf will continue to build community and encourage dialogue between Black authors and teachers working to provide increased visibility and access to works exploring the breadth of the Black experience. Participants will discuss these books and ways they can be used to explore equity, justice, and antiracist teaching.

Presenters: Ebony Elizabeth Thomas, University of Pennsylvania
LaMar Timmons-Long, New York City Department of Education

Tradebook Authors/Illustrators: Leah Henderson, Sterling Childrens Books/Atheneum/Simon & Schuster, “Mamie on the Mound, Together We March”
Kelly Starling Lyons, Peachtree Publishing Company, Inc., “Going Down Home with Daddy, Sing a Song, Tiana’s Hat Parade, Jada Jones”
Ibi Zoboi, HarperCollins/Balzer+Bray, Dutton/Penguin Books, “American Street, Pride, My Life as an Ice Cream Sandwich, Punching the Air”
LIVE SESSION  H-3  Countering the Insurrection from the Outside-In: Race, Place, and Racial Literacy in Elementary and Early Childhood Education  
*Sponsored by the Early Childhood Assembly and Elementary Section*

In this session from NCTE’s Professional Dyads for Culturally Relevant Teaching project, presenters demonstrate how classroom teachers and teacher educators disrupt the daily insurrections in their literacy pedagogies and practices including culturally relevant remote instruction and racial literacies within digital spaces.

**Presenters:** Alice Ensley, Dalton Public Schools  
Lisa Fisher, Ernie Pyle Elementary  
Xiomara Flowers, Northern Park Way School  
Roberta Price Gardner, Kennesaw State University  
Noelle Maps, PS 142, New York, NY  
Roderick Peele, Northern Parkway School  
Detra Price-Dennis, Teachers College, Columbia University  
Sanjuana Rodriguez, Kennesaw State University  
Kara Taylor, Indiana University Purdue University Indianapolis  
Nancy Valdez-Gainer, Texas State University

LIVE SESSION  H-4  The Power of Community: Building Solidarity A Lado de Families and Communities

This session brings together teachers, parent advocates, researchers, and teacher educators with strong personal commitments to working alongside youth, families, and communities. Through our collaborations, we work toward the creation of partnerships that are humanizing and built on the cultural, linguistic, and familial strengths of communities.

**Presenters:** Adriana Alvarez, University of Colorado, Denver  
Alicia Arce-Boardman, Northern Parkway School  
Gerald Campano, University of Pennsylvania  
Tisha Lewis Ellison, University of Georgia  
Tracey Flores, The University of Texas at Austin  
Mohit Mehta, The University of Texas at Austin  
Ana Whited, Austin Independent School District

**Respondent:** Concha Delgado Gaitan, UC Davis

LIVE SESSION  H-5  ELATE Membership Meeting and Social Hour

All those interested in shaping English language arts teacher education are invited to attend this membership meeting and social to mingle with representatives from English education programs nationwide and prospective English education graduate students and PhD candidates.


**H-6  Liberatory Literacy Practices: Broadening Notions of Reading and Composing**
As educators at all levels become increasingly aware of anti-Black and Brown violence in the US, we sometimes struggle with perceived tensions between attempts to address those inequities and academic standards. This panel presentation provides examples of pedagogical strategies rooted in classical and modern rhetoric that begin the move toward more culturally sustaining pedagogy.

**Presenters:** Lisa Benham-Lewis, Fresno County Superintendent of Schools
Jennifer Fletcher, California State University, Monterey Bay
Tony Fong, WestEd
Nelson Graff, California State University, Monterey Bay
Anne Porterfield, Porterfield

**H-7  Making Room for Fabulousness: Supporting Non-Normative Gender Expression and the Assertion of Spectacle as a Political Act**
This session aims to help participants understand how non-normative gender expression, especially for youth claiming intersectional identities, can be a political act that relies on performance and spectacle to empower and to protect them. Participants will leave with language and resources to have these discussions in their classrooms and understand how to cultivate space for these students.

**Presenters:** Jennifer Ansbach, Manchester Township High School
Tabitha Parry Collins, New Mexico State University
**H-8 Forming a Critical Teacher Inquiry Group to Enact Justice-Driven Early Literacy Praxis**
We share findings from a multi-year participatory action research study in which teachers and researchers examined intersections of racism, ableism, and linguicism in early literacy. We illustrate how early educators might form critical inquiry groups to enact justice-driven literacy praxis through reflexive processes of reading, writing, and unpacking teaching dilemmas.

**Presenters:** Zainab Ashraf, Bellevue School District  
Maggie Beneke, University of Washington  
Santasha Dhoot, Bellevue School District  
Emily Machado, University of Wisconsin-Madison  
Melissa Maurer, Haring Center, University of Washington  
Janaki Nagarajan, Panther Lake Elementary School  
Megan Rupert, BF Day Elementary School  
Jordan Taitingfong, University of Washington

**LIVE SESSION H-9 Creating Equity Activists in Our Schools and Communities: What Young People and Teachers Can Teach Us about Interruption Practices**
Educators can help students understand racism and teach them to interrupt it. We can help students find and claim their voices and begin to act for change, not only in the classroom but in their community. We will bring together teachers and students who will present experiences and strategies for interruption using Sealey-Ruiz’s Racial Literacy Development model.

**Presenters:** Tina Curry, Goode STEM Academy, “One Teacher Steps Up: Creating Interruption Spaces for Students”  
Tonya Perry, University of Alabama at Birmingham, “Interruption Practices: Teachers and Students Learning and Co-Creating”  
Katy Smith, Northeastern Illinois University

**Respondent:** Steven Zemelman, Northeastern Illinois University, “Responding to Interruption Practices”

**H-10 Delivering Dual Enrollment for All Students: Historical Developments, Contemporary Views, and Equitable Approaches to DE Composition**
This panel presents three views on equity and access in dual enrollment composition instruction. Speaker 1 historically situates DE and considers its impact on underrepresented students. Speaker 2
argues that composition instructors must purposefully commit to equity and access. Speaker 3 explores how composition instructors can utilize counterstory to support the promise of DE and access for all.

**Presenters:** Christine Denecker, The University of Findlay  
Aja Martinez, University of North Texas  
Casie Moreland, Willamette Education Service District

**H-11**  **Build Your Stack -- tba**

**LIVE SESSION**  **H-12**  **Exhibitor Session -- tba**

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**SATURDAY, NOVEMBER 20**

9:30–10:45 a.m.

**I-1**  **Learning to Be a Critically Conscious Literacy Coach: Challenging Mandates to Support Teachers and Children**  
This presentation illuminates what happens when attempts are made to change the dynamic of literacy coaching through a commitment by a literacy coach, teachers, and an administrator to culturally relevant teaching and developing students' critical consciousness. We will share student work, challenges, and strategies for changing the system.

**Presenters:** Jennipher Frazier, Richland District 2  
Edith Gamble, Richland District 2  
Susan Long,  
Christina Stout, Richland District 2  
Kamania Wynter-Hoyte, University of South Carolina

**I-2**  **Ensuring Equity and Access of Queer Literature in the Classroom**

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**LIVE & PRERECORDED/SCHEDULED SESSIONS**
This session will introduce strategies and resources aimed at creating LGBTQ+ inclusive environments, and making LGBTQ+ texts accessible so the literature in our classroom reflects the diversity of the queer community. We will discuss how to navigate potential resistance, and how to center students' intersecting identities.

**Presenters:** Liz Kleinrock, Heinemann/Teach and Transform  
Ace Schwarz, The Shipley School  
Skye Tooley, Saturn St. Elementary

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**LIVE SESSION  I-3**  
**The Master’s Tools Will Never Dismantle the Master’s House: Anchoring the Wisdom of Women of Color Educators to Transform Teacher Preparation and Beyond**  
This presentation highlights the wisdoms, understandings, and literacies of Women of Color, preservice teachers as captured in a critical, auto-ethnographic coalition, and the ways they leveraged these later on to create transformative and humanizing literacy engagements in their elementary classrooms during their first years teaching.

**Presenters:** Anne Denerville, Manchester Public Schools  
Danielle Filipiak, University of Connecticut  
Shanza Hussain, Manchester Public Schools  
Konatsu Sonokawa, Manchester Public Schools  
Jenna Stone, Granby Public Schools

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**I-4**  
**Our Voices/Own Voices: Writing Personal Essays and Reading Memoir to Explore Intersectional Identities and Build a Community of Upstanders**  
Students can become more aware of their own and others' perspectives through personal essay writing and critical reading of memoir. Coach students to connect across identities, uncover systems of power and privilege, consider how different authors treat similar themes, and plan for social action. This interactive workshop offers lessons, examples of student work and suggestions for memoirs.

**Presenters:** Nada Abdallah, United Nations International School  
Emily Gifford-Smith, United Nations International School  
Audra Robb, United Nations International School  
Amanda Sedefian, United Nations International School

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**I-5**  
**Schools as Borderlands: Centering Latinx Student Voices through Multimodal Meaning-Making in Literacy Research and Pedagogy**  
This panel introduces multimodal and collaborative approaches to research and pedagogy that position Latinx students as knowledge creators and border-crossers. The panelists—high school and college
educators and Latinx youth researchers—will lead discussion about creating educational spaces where Latinx students see their histories, languages, and identities in literacy research and pedagogy.

**Presenters:** Perla Gonzalez, Northern Virginia Community College (NOVA), “Navigating the Borderlands between High School and College: First-Gen, Latinx Youth Composing College Transitions”
Rebecca Guerrero, Young Women’s STEAM Research and Preparatory Academy, “Podcasting the Canon: Questioning Prescribed Curricula in the US/Mexico Borderlands”
Brad Jacobson, University of Texas at El Paso, “Podcasting the Canon: Questioning Prescribed Curricula in the US/Mexico Borderlands”
Bethany Monea, University of Pennsylvania Graduate School of Education, “Navigating the Borderlands between High School and College: First-Gen, Latinx Youth Composing College Transitions”
Mikaela Pozo, George Mason University, “Navigating the Borderlands between High School and College: First-Gen, Latinx Youth Composing College Transitions”
Renee Trejo, Del Valle High School, “Using Creative Writing to Center Transfronterizx Student Experience”

**I-6 Podcasts, TikToks and Memes, Oh My! Expanding Communication and Expression beyond Alphabetic Text for More Inclusive Learning Experiences**
Communication and expression can take many forms beyond those that have historically dominated school spaces. This presentation expands upon alphabetic expression, demonstrating how inviting students to play with a broader definition of “writing” can inspire them to compose texts that matter in the world.

**Presenters:** Nawal Qarooni Casiano, NQC Literacy
Shawna Coppola, The Educator Collaborative
Sarah McHugh, Simsbury Public Schools
Melanie Meehan, Corwin Press

**I-7 Rural YA Literature as Doors and Windows: Presenting the 2000 Whippoorwill Award Winners**
The Whippoorwill Award for Rural Young Adult Literature awards quality literature representing rural people and places. The Whippoorwill committee presents the seven 2020 winning titles discussing rural saliency in young adult literature with invited authors.

**Presenters:** Jill Bindewald, Oklahoma State University
Devon Brenner, Mississippi State University
Karen Eppley, Pennsylvania State University
Kate Kedley, Rowan University
Nick Kleese, University of Minnesota
Natalie Newsom, Richmond Hill High School
Jennifer Sanders, Oklahoma State University
Stephanie Short, University of North Georgia

**LIVE SESSION I-8**  **Shifting Power: Educators Taking the Lead in Equitable Education Research**
In this session, we share the processes and lessons learned from Shifting Power, a Gates funded initiative that deliberately centers the experiences and needs of Black and Latinx educators to make the research and development process more just and equitable. We focus on what educator-researcher pairs learned, as well as how others might consider implementing such work in their context.

**Presenters:** Lori Delale-O'Connor, University of Pittsburgh
M. Beatrice Dias, CREATE Lab, Carnegie Mellon University
DaVonna Graham, University of Pittsburgh
Channing Moreland, University of Pittsburgh
Lisa Pickett, Pittsburgh School for the Creative and Performing Arts & Education
Allyce Pinchbeck-Johnson, Pinchback Consulting LLC/Remake Learning
Ginger Thompkins, Pittsburgh Public Schools

**LIVE SESSION I-10**  **Standing Up with Critical Self-Reflection: Reframing Writing Workshops in Pursuit of Diverse, Inclusive, Antiracist Teaching**
Adhering to Kendi's call for critical reflection and Chavez's model for antiracist writing workshops, several program directors, authors, and teachers looked to EDI (equity, diversity, and inclusivity) frameworks to self-assess writing instruction in their own communities with an intention to improve writing support for all learners. This interactive session provides resources to do the same.

**Presenters:** Bryan Ripley Crandall, Fairfield University, “Designing Writing Programs in Connecticut: I Am, Because We Are”
Kimberly Herzog, Staples High School, “From Hope to Storyfests, Reflecting on the Reach of a Single Classroom”
Rebecca Marsick, Staples High School, “From Hope to Storyfests, Reflecting on the Reach of a Single Classroom”

**Respondent:** Tracey Flores, The University of Texas at Austin, “Where We Go From Here - The Importance of Reframing the Work Critically”

**Roundtable Leaders:** Jessica Baldizon, Cesar Batalla K-8, “Ubuntu, Hope, and Bridgeport Public Schools”
Jennifer Dail, Kennesaw State University, “Reflections from the Kennesaw Mountain Writing Project”
Jessica Early, Arizona State University, “Doing the Work in Arizona”
Paul Hankins, Silver Creek High School, “Critical Reflections from Within: Writing at Silver Creek”
ELA classrooms can perpetuate racism and injustice through text selection, pedagogical decisions, assessment, and decisions in discretionary spaces. Three teacher educators in this session ask, what kind of teacher preparation can play a role in combating the perpetuation of racism in ELA classes and center justice, equity, and antiracism instead? And how does that prep move into the field?

Presenters: Naitnaphit Limlamai, University of Michigan-Ann Arbor
Jill Manske, University of Michigan-Ann Arbor
Elisabeth Spinner, Western Michigan University
I-12  All Power to the Little People! Race, Place, and the Disruption of Black Boyhood Play
Sponsored by the Early Childhood Education Assembly
How often are Black and Brown children stripped from the creativity of "normal" play and having the freedom to dream? In this opening session of the Day of Early Childhood, you will hear from two dynamic presenters who believe in and honor the importance of positive play specifically among Black boys, creative healing, and exploring abolitionist perspectives in early childhood. It is liberation in our minds and in our play.

Presenters: Nataniel Bryan, Miami University
Kisha Gross

LIVE SESSION  I-13  We Teach Who We Are: Unpacking Racial Identity and Literacy
We teach who we are. This interactive session will deepen our understanding of how race informs the way we see ourselves, interact with others, and show up as teachers. Through reading, writing, and discussion prompts at interactive roundtables—and led by BIPOC educators and writers—participants will engage in necessary conversations to engage in and enact antiracist pedagogies.

Presenters: Tricia Ebarvia, Conestoga High School
Kim Parker, Shady Hill School

Roundtable Leaders: Sara Ahmed
Erica Buchanan-Rivera, Washington Township
Edith Campbell, Indiana State University
Sonja Cherry-Paul, Teachers College Reading and Writing Project, Columbia University
Alison Collins, San Francisco Board of Education
Maria Cruz, Teachers College Reading and Writing Project, Columbia University
Sarah Park Dahlen, University of Illinois at Urbana-Champaign
Carla España, Rye Country Day School
Antero Garcia, Stanford University
Joel Garza, Greenhill School
Lorena German, Multicultural Classroom
Sawas Jaber, Leyden High School
Laura Jiménez, Boston University
Aeriale Johnson, Teachers College Reading and Writing Project, Columbia University
Cornelius Minor, The Minor Collective/Heinemann
Anna Gotangco Osborn, Educator, Reading Specialist
Minjung Pai
Vanessa Perez, Lawton Public Schools
Dawn Quigley, Author
Tiana Silvas, New York City Department of Education
Sherri Spelic, American International School, Vienna
Lisa Stringfellow, The Winsor School
Islah Tauheed, New York City Dept of Education
LaMar Timmons-Long, New York City Department of Education
Christina Torres, Punahou School
Julia Torres, Denver Public Schools
Nekia Wise, PS 59 Beekman Hill International School

I-14  Build Your Stack -- tba

LIVE SESSION  I-15  Exhibitor Session -- tba

SATURDAY, NOVEMBER 20

12:30–1:45 p.m.

LIVE SESSION  J-1  The True Story of US: Nonfiction by Black Authors to Add to Your Antiracist Teaching List
Authors Tracey Baptiste, Brandy Colbert, Leah Henderson, Renée Watson, Alicia D. Williams, and Ibi Zoboi will discuss nonfiction books about prominent Black people and events in history to highlight ways they can be used in the classrooms to explore notions of equity, justice, and antiracist teaching.

Chair and Moderator: Ebony Elizabeth Thomas, University of Pennsylvania

Leah Henderson, Sterling Childrens Books/Atheneum/Simon & Schuster, “Together We March; A Day for Rememberin’”
LIVE Session  J-2  Designing Antiracist ELA Pedagogy through and beyond Pandemic: Extending Lessons Learned from NCTE Gatherings
From the moment the pandemic began radically altering the structures and practices of public education, creative ELA teachers have developed models of antiracist, justice-oriented pedagogy they shared through gatherings supported by NCTE. This roundtable session highlights lessons learned and offers strategies all teachers can use to teach for equity.

Presenters: Nicole Mirra, Rutgers University
Respondent: Detra Price-Dennis, Teachers College, Columbia University, “Where NCTE Goes from Here”

Roundtable Leaders: April Baker-Bell, Michigan State University, “Linguistic Justice in English Language Arts”
Tracey Flores, The University of Texas at Austin, “Writing for Community and Civic Engagement”
Antero Garcia, Stanford University, “Addressing Grief and Healing for ELA Educators”
Danny Martinez, University of California, Davis, “Linguistic Justice in English Language Arts”
Ernest Morrell, University of Notre Dame, “Critical Media Literacy”
Tonya Perry, University of Alabama at Birmingham, “Antiracist Pedagogies in Teacher Education”
Tiana Silvas, New York City Department of Education, “Writing for Community and Civic Engagement”
Yolanda Sealey-Ruiz, Teachers College, Columbia University, “Racial Literacy for Activism”

LIVE SESSION  J-3  Engaged Scholar Development—Cultivating Urban Scholars on Purpose
The Justice Scholars Institute is a college preparatory school-university partnership. We describe our social justice-focused research process that supports critical literacy for youth in an urban high school. Panelists highlight antiracist teaching, equitable instructional practices, and student voice as central in preparing youth of color for the transition to post-secondary education.

Presenters: Jalyn Evans-Williams, University of Pittsburgh
Angela Flango, Pittsburgh Public Schools
Mae Knight, Pittsburgh Public Schools
Sean Means, Pittsburgh Public Schools
Esohe Osai, University of Pittsburgh

LIVE & PRERECORDED/SCHEDULED SESSIONS
J-4  **Student-Led Ed: A Youth-Led Panel on Catalyzing School Improvement through Student Voice**
This panel discussion will invite participants to hear the story of how Student-Led Ed, an organization that provides digital, sliding scale, student-created, and facilitated professional development, was born, and will have an opportunity to hear directly from Student-Led Ed Student Leadership Fellows about their experiences and what it’s like to impact school culture from a youth lens.

**Presenter:** Kerry Dolan, CPS/Student-Led Ed

J-5  **Approaches to Justice-Oriented Teaching and Curricula in Preservice Teacher Education: From Lesson-Planning to Storytelling and Mindfulness**
The purpose of this presentation is to reflect on justice-oriented practices in preservice teacher education. We will discuss how various learning experiences such as lesson planning, multimodal literacy investigations of bias and privilege, mindfulness practices, as well as literature discussions became safe spaces for critical engagements with social justice.

**Presenters:** Kristi Amatucci, Georgia Gwinnett College
Jamie Caudill, Georgia Gwinnett College
Marquita Jackson-Bradley, Georgia Gwinnett College
Christine Reilly, Georgia Gwinnett College
Kinga Varga-Dobai, Georgia Gwinnett College

J-6  **Accounting for Antiracist Literacy Practices in and out of the College Writing Classroom**
Panelists focus on three sites of inquiry—sound text, multimodal literacy, and freshman composition—to demonstrate how teachers and students can be purposeful and explicit about our “responsibility to implement antiracist practices” that “actively work to dismantle structures of white privilege” (CWPA, 2020) in and out of the college writing classroom.

**Presenters:** Felicita Arzu Carmichael, Oakland University
Kat Stevenson, Oakland University
Michael Zitritsch, Oakland University

J-7  **Pathways to Reading Conversations: Talking with Young Children about Books**
In this session, presenters will share the benefits of literature discussions with early childhood children, how to create a learning space to do so, and how discussions can be used to center multilingual students' experiences. Presenters will focus on the importance of literature discussions about critical topics with early childhood students.

**LIVE & PRERECORDED/SCHEDULED SESSIONS**
**LIVE SESSION  J-8**  The Bread Loaf International Peace Literacy Network: Leveraging Online Spaces to Unite Families and Teachers Globally

Educators from India, Pakistan, El Salvador, and Puerto Rico will share models for international collaborations across geographic, linguistic, and cultural borders that promote literacy, understanding, and peace, and offer a reflexive theoretical framework for teaching and learning in a globalizing world.

**Presenters:** Jennifer Correas, ConTextos
Richard Gorham, Lawrence High School
Lee Krishnan, Diamond Jubilee School
Sarahi Rodriguez, ABL Puerto Rico
Mohsin Tejani, The School of Writing

**Respondent:** David Bwire, The College of New Jersey

**J-9  Why You Lookin’ at Me? How to Have Safe, Equitable Antiracist Discussions in the Classroom**

Using their books as a starting point, five Black authors will offer guidance on how instructors can lead effective antiracist classroom discussions, and offer a safe, inclusive space. Instructors will learn how to avoid behaviors which make BIPOC students uncomfortable, or worse, victimized when discussing racism (specifically anti-Black sentiments).

**Presenters:** Mariama Lockington, Macmilan
Janae Marks, HarperCollins
Lisa Ramee, Balzer & Bray
Karen Strong, Simon & Schuster
Alicia Williams, Atheneum Books for Young Readers

**J-10  Supporting Educators in Improving Literacy Instruction for Bilingual Learners: Lessons from a University-District Professional Development**

*Sponsored by the North American Systemic Functional Linguistics Association (NASFLA)*

In this session, bilingual education teachers and teacher educators will share key tenets and specific practices from their university-district professional development partnership focused on writing instruction. Teacher educators will provide an overview of the initiative’s grounding theory and focus, and elementary teachers will share examples of their genre-informed writing practice.
**Presenters:** Mileidis Gort, University of Colorado, Boulder  
Vanessa Santiago Schwarz, University of Colorado, Boulder  
Laura Hamman-Ortiz, University of Colorado, Boulder  
Hunter Smith, Denver Public Schools, CO  
Kelly Okoye, Denver Public Schools, CO  
Maribel Sanchez, Denver Public Schools, CO  
Flor Curiel Perez, Denver Public Schools, CO

**J-11  Build Your Stack -- tba**

**LIVE SESSION  J-12  Exhibitor Session -- tba**

**SUNDAY, NOVEMBER 21**

**2:15–3:30 p.m.**

**K-1  Back to Life: American Public Schools and The Killing of the Imagination**  
Our shared histories have taught us that to some, schooling is about standardization. As a result, children lose out on educational opportunities to make, reflect, and build in service to the school-based drive to "produce." This kills the imagination. This happens disproportionally to BIPOC children. And we are all complicit. We cannot attend to racism without attending to this.

**Presenters:** Cornelius Minor, The Minor Collective/Heinemann  
Kassandra Minor, The Minor Collective

**LIVE SESSION  K-2  #WhyMiddleMatters—Justice in the Middle: Working toward an Equitable an Antiracist Future: The Middle Level Mosaic**  
*Sponsored by the Middle Level Section Steering Committee*
Middle level educators, don't miss the capstone to our #whymiddlematters sessions! This year's Mosaic features conversations with middle grade authors as they explore how to approach antiracist teaching using the diverse worlds captured in adolescent literature. Share questions, play with ideas, and discuss books at more than ten roundtables! #WhyMiddleMatters

**Presenters:** Sarah Bonner, Heyworth Junior High School
Robyn Seglem, Illinois State University

**Tradebook Authors/Illustrators:** S.K. Ali, Simon and Schuster
Pablo Cartaya, Penguin Young Readers
Susan Muaddi Darraj
Chrystal D. Giles
Kimberly Johnson, Pike County Schools
Aida Salazar, Scholastic
Lisa Stringfellow, The Winsor School

**LIVE SESSION  K-3  De-stigmatizing Muslims through Multifaceted and Authentic Texts**
The panelists provide additional insight to the Muslim-American experience, caution the use of texts that create a single narrative, and encourage the use of lesser known texts and resources to create a more authentic, multifaceted understanding of Muslims. Participants will walk away with activities and recommended texts.

**Presenters:** Sawsan Jaber, Leyden High School
Maheen Nageeb, Park Junior High School
Samiyah Nageeb, Downers Grove North High School

**LIVE SESSION  K-4  Disrupt Texts: From Theory to Practice**
Led by the #DisruptTexts co-founders, this interactive session will begin with an overview of the #DisruptTexts movement and its key principles. In interactive roundtables, participants will then work together with practitioners from around the country to practice and unpack strategies for moving beyond representation into meaningful advocacy and action.

**Presenters:** Tricia Ebarvia, Conestoga High School
Lorena German, Multicultural Classroom
Kim Parker, Shady Hill School
Julia Torres, Denver Public Schools

**K-5  Stories as Tools for Inquiry and Equity: Regaining Our Voices through Our Stories in School**

LIVE & PRERECORDED/SCHEDULED SESSIONS
Stories are important tools for learning about each other's lives and represent the convergence of languages, cultures, and ways of knowing. Our panel will describe how they engage and learn from each other, children, and families through story to create more equitable and inspiring learning spaces for children and families.

**Presenters:** Amanda Baker, Jackson Creek Child Development
Christine Baker, Jackson Creek Child Development
Rocio Herron, Jackson Creek Elementary School
Julia Lopez-Robertson, University of South Carolina
Kelli Turnipseed, Jackson Creek Child Development

**K-6 L. Ramon Veal Research Seminar**
The L. Ramon Veal Research Seminar is an ELATE-sponsored session that supports graduate students and teacher-researchers engaged in educational research through directed discussion with experienced scholars in ELA teacher education.

**Chair:** Luke Rodesiler, Purdue University Fort Wayne

**Presenters:** Joel Berends, Michigan State University
Jessica Campbell, Teachers College, Columbia University
sarah currie, University of Waterloo
Renée Dorrity, George Washington University
Jennifer Ervin, The University of Georgia
Madison Gannon, The University of Georgia
Michelle Glerum, Arizona State University
Adrianna Gonzalez, University of Missouri-Columbia
Jenise Gorman, University of South Florida
Corey Humphrey, University of Pittsburgh
Schuyler Hunt, George Washington University
Brittany Jones, Michigan State University
Kelsey Jones-Greer, Penn State University
Stacia Long, The University of Georgia
Jimmy McLean, University of Texas at Austin
Mohit Mehta, University of Texas at Austin
Jessica Murdter-Atkinson, University of Texas at Austin
Elisabeth Spinner, Western Michigan University
Scott Storm, New York University
Shelly Unsicker-Durham, University of Oklahoma
Honey Walrond, Teachers College, Columbia University
Destiny Warren, California State University Fresno
Erika Watts, University of South Florida
Gail Harper Yeilding, Auburn University
Karen Zaino, The Graduate Center, CUNY

Respondents: Ashley Boyd, Washington State University
Tamara Butler, College of Charleston
Limarys Carraballo, Teachers College, Columbia University
Elizabeth Dutro, University of Colorado, Boulder
Jim Fredricksen, Boise State University
Antero Garcia, Stanford University
Sarah Hochstetler, Illinois State University
Betina Hsieh, California State University Long Beach
Korina Jocson, University of Massachusetts Amherst
Lamar Johnson, Michigan State University
Latrise Johnson, University of Alabama
Tara Johnson, Purdue University, West Lafayette
Thomas McCann, Northern Illinois University
Rob Montgomery, Kennesaw State University
Caitlin Ryan, University of North Carolina Wilmington
Sophia Sarigianides, Westfield State University
Yolanda Sealey-Ruiz, Teachers College, Columbia University

K-7 Antiracism Isn’t Just for Methods: Developing Equity-Minded Educators across Coursework
This session explores the potential of courses beyond methods to support preservice ELA teachers’ development as antiracist, equity-minded, justice-oriented teachers. Three teacher educators—two ELA and one social studies—share their efforts in this work as teachers of curriculum theory, differentiation, assessment, and English literature courses.

Presenters: Kristina Doubet, James Madison University
Ashley Taylor Jaffee, James Madison University
Melanie Shoffner, James Madison University

LIVE Session K-8 Critical Issues in English Education: Research by ELATE Research Initiative Award Winners
In this roundtable session, the recipients of the annual Research Initiative Grants and Graduate Student Research Award, sponsored by English Language Arts Teacher Educators (ELATE), present their award-winning research on current issues in the fields of literacy and English teacher education.
**Presenters**: Cassie Brownell, University of Toronto, “Learning to 'Be Loud' through Radio Broadcasting: Examining How Children Use Digital Literacies to Amplify Community Stories”
Latrise Johnson, University of Alabama
Kisha Porcher, University of Delaware, “Black Lives Matter in Action: Centering Blackness in English Education”
Scott Storm, New York University, “Social Justice Writing Pedagogies and Literary Sensemaking: Transformation through a Professional Learning Community”

**K-9  Being and Becoming Teacher- Writers: Writing for Equity and Change**
This interactive session invites participants to explore ways in which teachers' writing practices can foster equity, justice, and antiracism, both within and beyond classrooms. Participants will engage in strategies to develop their own writing practices and pedagogies, as well as consider ways writing can foster change.

**Presenters**: Christine Dawson, Siena College
Jim Fredricksen, Boise State University
David Premont, Purdue University
Andy Schoenborn, Mt. Pleasant High School, Mt. Pleasant, MI
Anne Elrod Whitney, Penn State University

**Respondent**: Troy Hicks, Central Michigan University

**LIVE Session  K-10  Teachers of Color and Students of Color: Fostering Equity, Justice, and Antiracist Teaching in English/ELA Classrooms**
In this panel of teachers of color, we examine our work to center identity in our classroom practices and discuss the impact of identity work on ourselves, curriculum, pedagogy, and classroom community as we move towards equity, empowerment, and liberation as educators and with our students. We offer insights to teachers wishing to center equity through identity in their classrooms.

**Presenters**: Marian Dingle, Advanced Education Research and Development Fund
Stephany Garcia, Long Beach Polytechnic High School
Betina Hsieh, California State University Long Beach
Minjung Pai, Westland School

**LIVE Session  K-11  Fighting to Learn and Maintain Our Own Heritage Languages: Lessons from Educators**
This session features five educators who wrestle with their identities as speakers of multiple languages and what that struggle means not just for their students, but for their own children.
**Presenters:** David Bowles, University of Texas Rio Grande Valley  
Ricki Ginsberg, Colorado State University  
Jung Kim, Lewis University  
Sandra L. Osorio, Illinois State University  
Sanjuana Rodriguez, Kennesaw State University

**K-12 Engaging White School (non-BPIOC) Communities in Equity, Justice, and Antiracist Teaching**
This session will focus on steps schools that serve a majority of white families can use to integrate antiracist teaching into curriculum. Our building principal, department head, and early career teachers will share real experiences and challenges we have faced in this process. Attendees will leave with tools to implement in their home districts immediately including templates and materials.

**Presenters:** Victoria Andreacchi, Great Neck North Middle School  
Gerald Cozine, Great Neck North Middle School  
Nicolle Guillet, Great Neck North Middle School  
Kevin Parker, Great Neck North Middle School  
Theresa Walter, Great Neck Public Schools

**J-11 Build Your Stack -- tba**

**LIVE SESSION J-12 Exhibitor Session -- tba**

**Saturdays, November 20**

3:45–5:00 p.m.

**L-1 Join the Cyper: Revisiting Culturally Sustaining Pedagogies in Literacy Lives, Research, and Classrooms**

**LIVE & PRERECORDED/SCHEDULED SESSIONS**
Our book (Authors, 2020) describes culturally relevant and sustaining early literacy pedagogies that work to normalize, rather than ignore, silence, or eradicate, the ways of being of Communities of Color. This presentation considers how justice-oriented and antiracist practices of four teacher-teacher educators have been sustained in literacy lives, research, and classrooms.

**Presenters:** Alicia Arce-Boardman, Northern Parkway School  
Crystal Glover, Winthrop University  
Chinyere Harris, Teachers College, Columbia University  
Mary Jane Haney, Horrell Hill Elementary School  
Julia Lopez-Robertson, University of South Carolina  
Erin Miller, University of North Carolina Charlotte  
Kindel Nash, University of Maryland Baltimore County  
Iris Patricia Pina, New York  
Bilal Polson, Northern Parkway Elementary School  
Dinah Volk, Cleveland State University

**L-2 Planning with Purpose: A Session for New College Teachers and Instructors**
Come hear nationally known speakers briefly state their insight on issues of equity, justice, and antiracist teaching of reading and writing. Meet in roundtables for in-depth conversations led by them and other experts on the efficient and effective methods, materials, and management strategies. Stay for Q&A and door prizes.

Anthony Celaya, Southeast Missouri State University, “Transitioning from Teaching High School Students to Teaching College Students”  
Bob Dandoy, Pennsylvania Council of Teachers of English and Language Arts, “Equity and Diversity through Continued Professional Growth”  
Wendy Farkas, “Challenges and Rewards: Teaching Reading through a Critical Social Justice Framework”  
Glenda Funk, Highland High School, “Brave Teacher: Risks and Rewards of Tough Topics in Classroom Discourse”  
Lorena German, Multicultural Classroom, “Meaningfully Including BiPoC Voices”  
David Green, “Addressing Culture and Difference in Ways That Affirm Glenda Funk—Brave Teacher”  
Ken Lindblom, Stony Brook University (SUNY), “Real-World Writing: Helping College Students Make the Changes in the World They Want to Make”  
Madelyn Pawlowski, Northern Michigan University, “Antiracist Assessment of Student Writing”  
Anna J. Small Roseboro, “Teaching English Language Arts: Planning with Purpose”  
Roz Roseboro, Northern Michigan University, “Getting What You Need to Succeed”  
Cheryl Hogue Smith, Kingsborough Community College of the City University of New York, “Students as Learners, Not Customers: A Threat to Two-Year College and Dual-Enrollment Students”
**LIVE Session  L-3  Livin their Best Life: Teaching for Equity and Justice in Elementary Classrooms**
The purpose of this presentation is to share the experiences of three antiracist educators and one teacher educator supporting young children as they engage in culturally sustaining writing instruction that is both antiracist and humanizing.

**Presenters:** Eliza Braden, University of South Carolina
Valente' Gibson, Jackson Creek Elementary School
Caitlyn McDonald, Jackson Creek Elementary
Jacqui Witherspoon, Jackson Creek Elementary

**L-4  Adolescent Reading Reimagined: A Collaborative Journey of Identity, Justice, and Antiracism**
This engaging presentation will include a brief history of our unique mastery-and-project based reading program, which focuses on the following four core components: environment, culture, learning, and agency. It will include student/parent testimonials, classroom images, and powerful student work samples focused on social justice, ranging from art projects to book trailers and podcasts to screenplays.

**Presenters:** David Griffith, Ridgefield High School
Brendan Kiely, Simon & Schuster
Adam Rapczynski, Ridgefield High School
Judy Silver, Ridgefield High School

**L-5  South Asian Voices: Untangling Colonized Roots for Justice and Storytelling We Deserve**
Authors of the South Asian Diaspora discuss how #OwnVoices works are critical responses to ongoing socio political injustices. Their stories build rich historical, cultural, and justice learning opportunities for students of all ages. They discuss fighting inequities and celebrating beauty found in postcolonial South Asian storytelling.

**Moderator:** Simran Jeet Singh, Kokila, Penguin Random House

**Panelist:** Shelly Anand, Kokila, Penguin Random House
Vashti Harrison, Little Brown
Hena Khan, Simon & Schuster
Saira Mir, Simon & Schuster/Salaam Reads
Karuna Riazi, Simon & Schuster
L-6  Interrogating Our White Gaze: Supporting Equity through Teacher Educator Racialized Reader Response
This presentation engages participants in a discussion of how we, as teacher educators, are working to grow as critically conscious readers and encourage our teacher candidates to grow along with us. Through action research, we draw on racialized reader response to interrogate the white gaze. We share our own racialized reader responses as well as YA that supports equity in literacy education.

**Presenters:** Kathleen Colantonio-Yurko, SUNY Brockport
Kathleen Olmstead, SUNY Brockport
Janeen Pizzo, SUNY Brockport
Natalie Svrcek, SUNY Brockport

L-7  Starting with Literature: Diverse Children’s Books to Support Preservice Teachers’ Commitment to Equity, Justice, and Antiracist Teaching
Recognizing preservice teachers as crucial potential change agents in the teaching profession, this panel addresses the importance of centering children’s literature with diverse perspectives in teacher education to support antiracist, equitable, and justice-oriented ways of being and knowing. Join us as we share research findings and critical literacy-informed recommendations.

**Presenters:** William Bintz, Kent State University, “Crossover Picturebooks: Promising Equity, Justice, and Antiracist Curricular Resources”
Xenia Hadjioannou, Pennsylvania State University, Harrisburg, “Justice-Driven Emerging Trends in Children’s Literature”
Mary Napoli, Penn State University-Harrisburg, “Text Selection for Antiracist Teaching”
Meghan Valerio, Kent State University, “Social Justice-Oriented Initiatives in a Predominantly White Teacher Education Program”

L-8  Ensuring Equity: Using Books to Learn from Individuals and Cultures Whose Experiences and Achievements Have Traditionally Been Under-Represented in Classrooms
Award-winning authors will share compelling stories about achievements made by women, people of color, and immigrants, and the inequities they suffered historically. Extraordinary collaborative, world-wide efforts, and ultimate accomplishments will also be shared, of people whose determination and irrepressible human spirits, came together to save the lives of children.

**Presentor:** Donna Knoell, “The Power of Books to Reveal the True Accomplishments of Women, People of Color, and Immigrants, and the Inequities and Injustices Talented Individuals Endured Historically Because of Prejudice”
Candace Fleming, Scholastic, “Examining the Impact of White Privilege and How It Historically Impacted the Recognition and Achievements of Men”
Ella Schwarz, Author, “Honoring the Achievements of Women Scientists, People of Color, and Immigrants, Whose Accomplishments Were Historically Ignored or Overlooked”
Christina Soontornvat, Candlewick Press, “Unflagging Perseverance, the Irrepressible Human Spirit, and World-Wide Cooperation Make a Difference, When People Come Together to Save the Lives of Children from a Country Few People Know Much About”

**L-9  We Must Pass through the Darkness to Reach the Light: Creating Space for Ethical Tensions in the Literacy Classroom**
In this session we will share strategies for how to support K–12 students in conversations that generate productive struggle around sociopolitical concerns. Sitting in the ethical tension that exists between dominant narratives and counternarratives gives students opportunities to speak their truth, hear multiple perspectives, and reflect and act on what they believe to be true, fair, and just.

**Presenters:** Sara Freund, Austin Independent School District
Saba Vlach, University of Iowa, Iowa City

**LIVE Session  L-10  Children as Language Inquirers: Disrupting English-Only Assumptions in Classroom Contexts**
Engagements with dual language picturebooks can provide a critical space for children to explore language diversity and challenge inequities caused by English-only laws. This session highlights classroom engagements and children's working theories about language through an inquiry cycle framework. A bibliography of dual language picturebooks and classroom engagements is provided.

**Presenters:** Nicola Daly, University of Waikato, “Children's Inquiry Acts and Working Theories on Language”
Dorea Kleker, University of Arizona, “Engaging Children in Inquiry on Language Diversity”
Kathy G. Short, University of Arizona, “The Potentials of Dual Language Picturebooks for Language Inquiry”

**LIVE Session  L-11  The Power and Possibility of Antiracist Texts in K–12 Classrooms**
What makes a book antiracist? What are essential characteristics that K–12 educators can look for when selecting antiracist books? And what does antiracist teaching utilizing these books look like in the
classroom? In this session educators and children's/YA book authors come together to share a vision for centering antiracist texts and teaching as well as actionable steps for achieving this.

**Presenters:** Sonja Cherry-Paul, Teachers College Reading and Writing Project, Columbia University
Maria Cruz, Teachers College Reading and Writing Project, Columbia University
Tricia Ebarvia, Conestoga High School
Cheryl Hudson, Just Books
Wade Hudson, Just Us Books
Tiffany Jewell, Multicultural Classroom, *This Book is Antiracist*, The Quarto Group
Tiana Silvas, New York City Department of Education
Michael Waters, Abundant Life African Methodist Episcopal Church

**L-12  Resisting Ableism and Racism in Early Literacy**  
*Sponsored by the Early Childhood Education Assembly*
In this session, we share learnings from two studies and one conceptual paper. We discuss ways early literacy educators and young children can resist against ableism and racism, and reimagine early literacy spaces in which multiply-marginalized children can be their full selves as they build the world they want and need. Closing Session for the Day of Early Childhood.

**Presenters:** Maggie Beneke, University of Washington
Maria Ciò-Peña, Montclair State University
Emily Machado, University of Wisconsin-Madison
Valentina Migliarini, University of Birmingham
Jordan Taitingfong, University of Washington

**L-13  Build Your Stack -- tba**

**LIVE Session L-14  Exhibitor Session – tba**
5:15–6:30 p.m.

**M-1  Diversity and Equity in YA Literature: Experts in Conversation**

*Sponsored by the Assembly on Literature for Adolescents of the NCTE (ALAN)*

This panel will address questions and concerns about equity and representations of diversity in the field of young adult literature by experts in the field, including YA authors, scholars, and publishers.

**Presenter:** Elizabeth Durand, Arizona State University

**M-2  Speculative Fiction & Beyond: Equity, Justice, and Antiracism in American Texts**

*Sponsored by the Assembly on American Literature*

This interactive session will consider equity, justice, and antiracism in the context of speculative fiction (e.g., science fiction, fantasy, horror) and other types of texts. After a keynote speech delivered by Stephanie Renee Toliver, 2019 NAEd/Spencer Dissertation Fellow, roundtable leaders will discuss one text as well as the ways in which the text imagines equity, justice, and antiracism.

**Presenters:** KaaVonia Hinton, Old Dominion University
Stephanie Toliver, University of Colorado-Boulder

**Roundtable Leaders:** Tiffany Armstead-Flowers, Georgia State University Perimeter College, “Song of Blood and Stone” by L. Penelope
Erin Berry-McCrea, North Carolina Central University, “The Coldest Winter Ever” by Sister Souljah
Karen Chandler, University of Louisville, “Kindred” by Octavia E. Butler
Bridget Davis, Walden University, “For Colored Girls Who Considered Suicide When the Rainbow Is Enough” by Ntozake Shange
Dorian Harrison, The Ohio State University at Newark, “No Crystal Stair: A Documentary Novel of the Life and Work of Lewis Michaux, Harlem Bookseller” by Vaunda Micheaux Nelson
Crag Hill, University of Oklahoma, “Dig” by A. S. King
Christa Robinson, Michigan State University, “Dread Nation” by Justina Ireland
Joy Valentine, University of Illinois-Chicago, “The Vanishing Half” by Brit Bennett
M-3 Reading Queerness at the Intersections: Using LGBTQ-Inclusive Literature to Move toward Equity, Justice, and Antiracist Teaching
Sponsored by the Children's Literature Assembly
The 28th annual CLA Master Class explores how children’s literature can depict and be used to foster vital conversations about the intersections of race, ethnicity, sexual orientation, and gender expression and identity. Teacher educators and children’s authors will share about their work and how educators can use LGBTQ-inclusive literature for equitable, just, and antiracist teaching.

Committee Chair: Craig A. Young, Bloomsburg University of Pennsylvania

Presenters: Adam Crawley, University of Texas at Austin
Jill Hermann-Wilmarth, Western Michigan University
Caitlin Ryan, University of North Carolina, Wilmington

Respondant: Laura Jimanez, Boston University

M-4 When Good Intentions Converge with Fear: Self-Censorship in the ELA Classroom
Sponsored by the Standing Committee Against Censorship
How do I decide what reading materials to include in my curriculum? Why do I select these texts and not others? Join us for conversations on self-censorship and becoming more attuned to our decision making around text selection. Roundtables will focus on different facets of censorship, including resources for support during challenges.

Presenters: Annmary Consalvo, The University of Texas at Tyler, “Self-reflection: Censoring or Guiding?”
Julia Torres, Denver Public Schools, “Countering Censorship: Active Antiracism in Educational Spaces”

Katharine Covino-Poutasse, “Guiding Self-Reflection”
Brooke Eisenbach, Lesley University, “Guiding Self-Reflection”

M-5 Countering Anti-Blackness and Anti-Indigeneity at NCTE: Report on the Work of the Committee on Diversity and Inclusivity
Sponsored by the NCTE Standing Committee on Diversity and Inclusivity
NCTE's Standing Committee on Diversity and Inclusivity will share data collected from members about dismantling inequities regarding issues of race, gender identification, ethnicity, language, religion, and
sexual orientation in our home districts as well as within NCTE. We will explore next steps with attention to how white supremacy affects land, displacement, and anti-blackness in organizations.

**Presenters:** Alexa Clausen, Eanes ISD/Westlake High School, Austin, TX
Shekema Dunlap, My Life Academy
Stephanie P. Jones, Grinnell College
Jung Kim, Lewis University
Susan Long, University of South Carolina
Shashray McCormack, Grace James Academy
Tiffany Karalis Noel, University at Buffalo
Kenlea Pebbles, Michigan State University
Kelly Sassi, North Dakota State University
Kamania Wynter-Hoyte, University of South Carolina

**M-6 Social Action Stories with Storyteller Kevin Cordi and Power of Turning Blood into Ink with Jacqueline Yahn plus Open SWAP**  
*Sponsored by the Storytelling SIG*
How you can use stories to promote social justice and an examination of the work of Appalachian writers/storytellers Robert Gibe and Michael Hensen and the Opioid Epidemic. Riveting accounts. Afterwards, we invite you open an open Story Swap. All welcome. Tell on!

**Presenters:** Kevin Cordi, Ohio University Lancaster
Jacqueline Yahn, Ohio University Eastern

**M-7 Physically-Distanced but Socially-Connected Literacies: Centering Youth-Engaged Arts, Activism, and Community in Virtual Spaces**  
*Sponsored by the Standing Committee on Research*
In this session, we explore the literacies and pedagogies fostered in youth-centered spaces where educators, youth, and community members draw upon the arts and multimodal literacies to build community and explore emergent pandemic pedagogies that can amplify youth voices.

**Presenters:** Limarys Caraballo, Teachers College, Columbia University
Lauren Kelly, Rutgers University Graduate School of Education
Nicole Mirra, Rutgers University

**Respondent:** Leigh Patel, University of Pittsburgh

**M-8 Secondary School Writing Centers**
Secondary school stakeholders will discuss how to ensure writing centers are sites of equity in schools and communities by sharing strategies to develop more equitable tutor recruitment and training methods, increasingly actionable social justice pedagogies, and exceptionally meaningful practices that celebrate and raise student voices. All attendees are welcome.

**Presenters:** Heather Barton, Secon
Teachers have a strong sense of what students need and how to support their literacy learning. What happens when their assessment beliefs and practices are at odds with the mandates of a district or state? Join teacher-leaders in roundtable discussions about working within and against mismatched programs, assessments, and expectations.

**Presenter:** Kathryn Mitchell Pierce, Saint Louis University, “Introduction to Today’s Roundtables”

**Respondent:** Gilles Carol, University of Missouri, (emerita), “How Are We Changing the Conversation? Reflecting on Themes and Implications”

**Roundtable Leaders:** Katherine “Kate” Booher, Saint Louis University, “Disrupting Traditional Notions of Curriculum and Assessment: Explorations of Equity and Justice in the Early Childhood Classroom”
Shardea Gallion, Hawthorn Leadership School for Girls, “Making Time to Discuss Race in a White-Washed Curriculum”
Meredith Labadie, Saint Louis University, “Disrupting Traditional Notions of Curriculum and Assessment: Explorations of Equity and Justice in the Early Childhood Classroom”
Anna Gotangco Osborn, Educator, Reading Specialist, “Meeting Needs while Meeting Mandates”
Sarah Reid, University of Missouri, “Advocating for Strategies That Work in the Face of Mandated Assessments and Curriculum Programs”
Layne Thompson, Maplewood-Richmond Heights Elementary, “Assessing Comprehension through Conversation”
Nozsa Tinsley, Center for Inquiry, Richland Schools, “When Justice-Oriented Inquiry and Standards Collide: How do we follow the students lead if the learning outcomes are predetermined by others outside our classroom?”

**LIVE Session M-10 SCOA Affiliate Extravaganza**

*Sponsored by the Standing Committee on Affiliates*
Meet with affiliate leaders as they present working models of successful programs and practices from their affiliates. Whether you’re looking for support in attracting and retaining members, hosting advocacy initiatives, or planning and executing successful state and regional meetings, this session will provide an opportunity to cycle through several topics and take home some great ideas.

**Presenters:** Kirstey Ewald, Central Rivers Area Education Agency
Jim Kroll, L’Anse Creuse Public Schools, Macomb, MI
Amy Nyeholt, PA Cyber
Carolyn “Carrie” Perry, Florida Council of Teachers of English
Mary Rice, University of New Mexico
Renae Rude, Chandler-Gilbert Community College

**M-11  Inclusive and Equitable Language and Grammar Instruction**
_Sponsored by the NCTE Assembly for the Teaching of English Grammar_
Join ATEG for a series of interactive and informative presentations about inclusive and equitable language and grammar instruction. Consistent with ATEG’s mission to support inclusive and non-discriminatory language and grammar instruction, Sean Ruday, Sherry Saylors, and Mariem Bemmerzouk describe instructional practices that promote inclusivity and equity in grammar and language study.

**Presenters:** Mariem Bemmerzouk, Longwood University
Sean Ruday, Longwood University
Sherry Saylors, Prince George’s Community College

**LIVE Session  M-12  Social Justice, Equity and Anti-Racist Research in Young Adult Literature**
_Sponsored by the ELATE Committee on the Study and Teaching of Adolescent Literature_
arship and research is mirroring this boom. This research focused roundtable will feature some of the leading, as well as new, scholars in the field of who will present their most recent work centered on equity, justice, and anti-racism.

**Chairs:** Alice Hays, California State University, Bakersfield
Steffany Comfort Maher, Indiana University Southeast

**Presenters:** Victor Malo-Juvera, University of North Carolina, Wilmington, “Introduction of Social Justice, Equity and Antiracists Research in YA”
Stephanie Toliver, University of Colorado, Boulder, “Nnedi Okorafor's African Futurism as a Route toward Disrupting/Decentering the Canon”

**Roundtable Leaders:** Melissa Bedford, Eastern Washington University
Ashley Boyd, Washington State University
Sarah Burriss, Vanderbilt University
Brittani Clark, North Carolina State University, “A Content Analysis of Black Girl Representations in #ProjectLit YA Books”
James Daniels, North Carolina State University, “A Content Analysis of Black Girl Representations in #ProjectLit YA Books”
Janine Darragh, University of Idaho
Sarah Donovan, Oklahoma State University
Michelle Falter, North Carolina State University, “A Content Analysis of Black Girl Representations in #ProjectLit YA Books”
Michael Hall, Arizona State University
Crag Hill, University of Oklahoma
Melanie Hundley, Vanderbilt University
Jennifer Kagan, Oswego State University
Sharon Kane, SUNY Oswego
Andrea LeMahieu-Glaws, University of Colorado
Elsie Lindy-Olan, University of Central Florida
Melinda McBee-Orzulak, Bradley University
Cori McKenzie, SUNY Cortland
Sam Morris, University of South Carolina Beaufort
Kia Jane Richmond, Northern Michigan University
Shelly Shaffer, Eastern Washington University, “Advocacy, Activism, and Agency: How Preservice Teachers Transform through a Global YA Literature Course Melis”
T. Hunter Strickland, Anderson University, “Conceptualizing the Young Adult Literature Methods Course in Secondary English Teacher Education”
Emily Wender, Indiana University of Pennsylvania

**M-13  Centering Antiracist/bias Instruction in ELA Teacher Preparation: Introducing the 2021 NCTE Standards**

Specifically focusing on the notion of antiracist/bias instruction, this workshop will acquaint attendees with the 2021 NCTE Standards for the Initial Preparation of English Language Arts Teachers Grades 7–12 and will afford the opportunity to discuss the transition from the previous to forthcoming standards.

**Presenters:** Marshall George, Hunter College of the City University of New York
Christian Z. Goering, University of Arkansas, Fayetteville
Donna Pasternak, University of Wisconsin-Milwaukee
Paul Yoder, Truman University

**M-14  Build Your Stack -- tba**

**LIVE Session M-15  Exhibitor Session – tba**
9:00–10:15 a.m.

**Live Session N-1 Enacting, Complicating, and Critiquing Our Belief Statement: Practices and Pedagogies to Support Teaching the English Language Arts Methods Course**

The ELATE Commission on Methods Teaching and Learning roundtables examine four areas of the Commission’s belief statement: teaching literature, teaching writing, fieldwork, and professionalization. The roundtables feature presenters who enact, complicate, and question the principles in these categories through the articulation of specific practices, pedagogies, and/or research.

**Roundtable Leaders:** Julie Bell, University of Nebraska at Omaha, “Working within and Subverting the System: Critically Viewing Canonical Texts through Literature Circles”
Katharine Covino-Poutasse
Will Fassbender, Montana State University
Michelle Fowler-Amato, Old Dominion University, “Learning to See Strength: Antideficit Writing Response in the Teaching Composition Course”
Jessica Gallo, University of Nevada, Reno, “Everyday Inquiry: Redesigning Research Instruction”
Jeremy Glazer, Rowan University
Michelle Goodsite, Kennesaw State University
Heidi Hallman, University of Kansas, “Online, Hybrid, and HyFlex Instruction in English Education Methods”
Bailey Herrmann, University of Wisconsin-Oshkosh, “Everyday Inquiry: Redesigning Research Instruction”
Sarah Hochstetler, Illinois State University, “Centering Race Conversations for Inquiry into Teaching Writers and Writing”
Amber Jensen, Brigham Young University
Tiffany Karalis Noel, University at Buffalo, “Ideating Pedagogy in Troubled Times: Experiential Learning”
Christopher Parsons, Keene State College, “Methods-Based Field Experiences”
Kristen Pastore-Capuana, Buffalo State College
Nora Peterman, University of Missouri-Kansas City
Todd Reynolds, University of Wyoming, “Using Disciplinary Literacy to Enhance Antiracist Teaching in English Methods Classes”
Leslie Rush
Developing Inclusive and Affirming Curriculum—Merging Queer-Themed YA Texts with Secondary ELA Curriculum Standards and Teaching

This roundtable session delves into engaging ideas and approaches for merging queer-themed YA texts to all components associated with English language arts curriculum standards and teaching. Teaching strategies, lesson plans, and extension activities that align with ELA course curricular goals will be shared.

Presenters: Brooke Eisenbach, Lesley University
Paula Greathouse, Tennessee Tech University

Dannelle Adeniji, graduate student
Nicole Amato, University of Iowa, “Studying Narrative Structure in Tillie Walden’s Webcomic On a Sunbeam”
Ryan Burns, Smithfield High School
Anthony Celaya, Southeast Missouri State University, “It's more than a love story’: Multimodal Explorations of Intersectionality in The Music of What Happens”
Elizabeth Durand, Arizona State University “Using an Intersectional Lens to Examine Characterization and Setting in Little & Lion”
Brittany Frieson, University of North Texas
Tatyana Jimenez-Macias, University of North Texas
Trevor Joensen, University of South Florida
Summer Pennell, Truman State University
Kristin Rasbury, University of North Texas
René Rodríguez-Astacio, The Pennsylvania State University, “Diving into the Confluence of the Superhero Origin and Coming Out Stories in You Brought Me the Ocean”
Jenna Spiering, University of South Carolina, “Studying Narrative Structure in Tillie Walden’s Webcomic On a Sunbeam”
Scott Storm, New York University, “Queering Literary: Close Reading with The Fascinators”
Terri Suico, Saint Mary's College, “Exploring The Prom and a Text's Journey from Stage to Page to Screen”
Joe Sweet, University of North Carolina, Pembroke, “It's more than a love story’: Multimodal Explorations of Intersectionality in The Music of What Happens”
Kyle Wright, University of North Texas
**LIVE Session  N-3  Tracing the Racialized Imagination: Text Selection for Dismantling Racism**

ELA classrooms are implicated in our nation's racialized imagination. How can text selection decrease the negative impact of literature on our imaginations? In this session, participants will gain an understanding of how fiction has been trapped in a cycle of anti-Blackness and oppression and learn about how to undo this in their curriculum.

**Presenters:** Lorena German, Multicultural Classroom  
Ebony Elizabeth Thomas, University of Pennsylvania  
Julia Torres, Denver Public Schools

**Live Session  N-4  Disrupting School Pushout and Mass Incarceration: What Antiracist Educators Can Do by Teaching for Equity and Justice**

This interactive session confronts one of the most urgent educational issues of our time: the school to prison pipeline. Classroom teachers and teacher educators with experience in correctional facilities will share strategies to support youth navigating current schooling and disciplinary practices. We will offer specific classroom and teacher preparation approaches to address school pushout.

**Presenters:** Deborah Appleman, Carleton College, “What Can We Learn at the End of the Pipeline to Keep Students from Entering It?”  
Megan Mercurio, Woodside Learning Center, “Teaching and Learning with Youth Behind Bars”  
Constance Walker, Woodside Learning Center, “Teaching and Learning with Youth Behind Bars”  
Peter Williamson, “Preparing Teachers to Disrupt School Pushout”  
Maisha Winn, University of California at Davis

**Respondent:** Ernest Morrell, University of Notre Dame

**N-5  When They Go Low, We Go High: Uplifting Antiracist Early Literacy Teaching in Three Classroom Contexts**

“When they go low, we go high.” This quote by Michelle Obama anchors the classroom community and sets the tone for the way one teacher fosters students' language, literacy, and critical consciousness. This phrase exemplifies the practices and goals of the three elementary teachers who will interactively share practices that uplift anti-racist early literacy teaching in this panel presentation.

**Presenters:** Alicia Arce-Boardman, Northern Parkway School  
Kerry Elson, Central Park East II, New York Public Schools  
Kindel Nash, University of Maryland Baltimore County
N-6  Jane Addams Children’s Book Award Author/Illustrator Panel: Antiracist Children’s Books for Today’s Diverse Classrooms

Jane Addams Children's Book Award winners exemplify equity, justice, and antiracist themes. This panel session features winning authors and illustrators, Christina Soontornvat, Carole Lindstrom, Michaela Goade, Angela Joy, and Ekua Holmes, who will share how they envision their books supporting teachers that challenge and embrace anti-racist and social justice themes.

Presenters: Josie Bustos Pelayo, California State University, Fresno
Jackie Marshall Arnold, University of Dayton
Jenice Mateo-Toledo, Columbia University, Teachers College

Tradebook Authors/Illustrators: Michaela Goade, Award Winning Illustrator, Little, Brown
Ekua Holmes, Award Winning Illustrator, Roaring Book Press
Angela Joy, Roaring Book Press, Award Winning Author
Carole Lindstrom, Award Winning Author, Macmillan Children's Books
Christina Soontornvat, Award Winning Author, Candlewick Press

N-7  Unlocking Layers of Justice and Equity through Children's Books

Children's literature is a natural entry point for conversations about equity, justice, and antiracist education. Join award-winning own-voice children’s book authors and educators working together as community activists to share strategies that unlock layers of learning and leverage the power of story to explore implications of race, culture, and destable, 'isms' through a critical lens of texts.

Presenters: JoEllen McCarthy, The Educator Collaborative, “Picture Books as Tools to Explore Reading, Writing, and Life Lessons”

Emma Otheguy, Children's Author, “Exploring Personal, Cultural, and Linguistic Assets through Story”
Christian Robinson, Penguin, “Art and Story Matters”
Padma Venkatraman, Penguin Random House, “Learning about Other Cultures without Othering”

N-8  Working toward an Inclusive Framework of Reading Identity: Using Translanguaging Pedagogy to Center Students and Re-orient Instruction

In this session, we introduce a comprehensive, flexible framework for reading identity that disrupts the overly narrow vision of readers driven by culturally irrelevant curriculum. Through adopting a
translanguaging pedagogy, we illustrate how centering this broad, inclusive framework creates pathways to more equitable, affirming, and relevant reading instruction.

**Presenters:** Pia Persampieri, City School District of New Rochelle & Hunter College
Hannah Schneewind, Trusting Readers
Jennifer Scoggin, Trusting Readers

**N-9 Digital Tools as Equity Tools: Empowering Student and Family Voices**
School collaborated with a literacy coach and professional filmmaker to use digital tools to both read and produce their own inquiry-based antiracist, equity projects. Over the period of two years, students have curated and analyzed multimedia text sets and produced their own documentary focused on the Glenville riots of 1968.

**Presenters:** Shannon Davis, Glenville High School
GaVita Haynes, Glenville High School
Shanita Horton, Glenville High School
William Kist, Kent State University
Christopher Serio, Glenville High School

**N-10 Fifty Booktalks in Fifty Minutes: Finding YA Windows into Student Worlds**
*Sponsored by the Assembly on Literature for Adolescents of NCTE (ALAN)*
Five impassioned educators each bring ten timely young adult titles to life, showcasing underrepresented teen lives in stimulating summaries, inside information shares, and personalized recommendations. Reach unimpressed readers with windows to female empowerment horror, misfit space fantasy, and antiracist fiction. Attendees receive provocative booktalking strategies and summary snippets to go.

**Presenters:** Michael Anthony, Muhlenberg School District
Jennifer Ansbach, Manchester Township High School
Neil Klein
Becki Maldonado, University of Oklahoma
Latasha McKinney, Emerson North Alternative High School
Pauline Schmidt, West Chester University

**N-11 Taking Action toward Equity Together: Community Mapping as Antiracist Practice**
This session first explores equity and justice through a discussion of scenarios that have taken place in our own classrooms. Participants will then build our own community maps and examine how we, as
teachers, conceptualize community with regard to our students. Finally, presenters will share examples of student maps and the ways these maps have driven our own uptake of antiracist practices.

**Presenters:** Rebecca Flores, University of Colorado Boulder  
Jennifer Pacheco, University of Colorado Boulder  
Kristina Stamatis, University of Colorado Boulder  
Sarah Woodard, University of Colorado Denver

**N-12 Authors Who Teach: Working for Equity and Justice at the Intersection of Education and Publishing**  
A diverse panel of acclaimed children’s book authors who are also practicing middle/high school educators will discuss how operating at this intersection informs their work toward equity and justice in both fields.

**Presenters:** Randy Ribay, Kokila/Penguin Random House

**Tradebook Author/Illustrator:** Tiffany Brownlee, Henry Holt & Co, “Wrong in All the Right Ways”  
Joanna Ho, HarperCollins/East Palo Alto Academy, “Eyes that Kiss in the Corners”  
Torrey Maldonado, Penguin/Nancy Paulsen, “What Lane?”  
Marcella Pixley, “Trowbridge Road”

**N-13 Build Your Stack -- tba**

**LIVE Session N-14 Exhibitor Session – tba**

**SUNDAY, NOVEMBER 21**

10:30–11:45 a.m.
LIVE Session  O-1  The Time Is Always Now: NCTE’s Quick Reference Guide to Anti Bias and Antiracist Teaching

Sponsored by the Committee Against Racism & Bias in the Teaching of English

Join NCTE’s Committee Against Racism and Bias in the Teaching of English and authors of NCTE’s 2021 Quick Reference Guide, The Time is Always Now: Anti-bias and Antiracist Teaching, as they share strategies for antibias and antiracist (ABAR) teaching for all levels of language arts instruction.

Presenters: Damian Baca, University of Arizona
            Kathleen Colantonio-Yurko, SUNY Brockport
            Lorena German, Multicultural Classroom
            Richard Gorham, Lawrence High School
            Patrick Harris, Good Trouble Media, Detroit, MI
            Keisha Rembert, National Louis University
            Holly Spinelli, Monroe-Woodbury High School

LIVE Session  O-2  (Re)envisioning Teacher Education for Pre-Service Teachers of Color Through Women of Color Feminisms and Pedagogies

Drawing from WOC feminist understandings of critical meaning making and survival practices born in marginalized social positions, this panel inquires into how WOC faculty and students of color collaborate to (re)envision and (re)create teacher education in ways that center raced-gendered knowledges, ways of knowing, and intellectual traditions of WOC.

Presenters: Gabrielle Bachoo, East Hartford Public Schools, “All the Talks, All the Bonding, All the Love: Women of Color”
            Adrianna Gonzalez-Ybarra, University of Missouri, “Women of Color Feminisms and Pedagogies to (Re)envision Curriculum and Classroom Spaces for Black, Indigenous, Preservice Teachers of Color”
            Monica Gonzalez-Ybarra, “WOC Preservice Educators Organizing and Creating Space for Preservice Teachers of Color at a PWI”
            Amy Heath, University of Illinois at Urbana-Champaign, “WOC Preservice Educators Organizing and Creating Space for Preservice Teachers of Color at a PWI”
            Lauren Kelly, Rutgers University
            Khalilia Lomx, University of Illinois at Urbana-Champaign, “WOC Preservice Educators Organizing and Creating Space for Preservice Teachers of Color at a PWI”
            Cindy Lopez
            Grace Player, University of Connecticut, “All the Talks, All the Bonding, All the Love: Women of Color Feminist Multimodalities as Interruptions to the Whiteness of Teacher Education”
            Taylor Turner, University of Illinois at Urbana-Champaign, “WOC Preservice Educators Organizing and Creating Space for Preservice Teachers of Color at a PWI”
LIVE Session  O-3  Becoming an Antiracist Educator: Celebrating (and Interrogating) Our Literacy Practices
As Lisa Delpit wrote, “Political work demands that I place myself to influence as many gatekeeping points as possible.” Antiracist teaching demands we interrogate and interrupt racist gatekeeping practices: in curriculum, instruction, and systems. In this panel of “spark talks,” educators weave testimonies and practical strategies in becoming antiracist teachers.

Presenters: Sara Ahmed
Tricia Ebarvia, Conestoga High School
Chad Everett, Horn Lake Middle School
Joel Garza, Greenhill School
Tiffany Jewell, Multicultural Classroom
Aeriale Johnson, Washington Elementary School
Jessica Lifshitz, Northbrook School District 28
Shea Martin, Boston University
Anna Gotangco Osborn, Educator, Reading Specialist
Randy Ribay, Kokila/Penguin Random House
Tiana Silvas, New York City Department of Education

Respondent: Sonja Cherry-Paul, Teachers College Reading and Writing Project, “Where Do We Go from Here?”
Kim Parker, Shady Hill School, “Where Do We Go from Here?”

Live Session  O-4  Supporting Social Justice Conversations with Books in Spanish: Espejos, ventanas y puertas corredizas
Using as an inspiration Sims Bishop’s idea of literature as mirrors, windows, and sliding doors—espejos, ventanas y puertas corredizas—(1990), educators from Puerto Rico will share their experiences learning, problematizing, and reflecting through pedagogical experiences with social justice picture books in Spanish written and about Latin America, the Caribbean, and Latinx experiences in the USA.

Presenters: María del Rocío Costa, University of Puerto Rico
Carmen Liliana Medina, Indiana University
Priscilla Perez-Mercado, University of Puerto Rico
Shakira Pietri-Burgos, University of Puerto Rico
Alejandra Pietro-Martinez, Indiana University
Keisha Rosado, University of Puerto Rico
Astrid Sambolin-Morales, University of Colorado
Hermes Sanchez, University of Puerto Rico

LIVE & PRERECORDED/SCHEDULED SESSIONS
Vanessa Negrón Sosa, University of Puerto Rico

**LIVE Session  O-5  Supporting the Muslim Child through Literature**

Teaching about Islam in the classroom can be met with public ire, indicative of the critical task educators face. Harnessing storytelling allows teachers to break down stigmas, connect with Muslim students, and move toward an inclusive classroom. This panel discusses literature that educators can use to support Muslim students while building bridges for all students.

**Presenters:** Mahasin Abuwi Aleem, Oakland Public Library  
S.K. Ali, Abrams  
Nagla Bedir, Teaching while Muslim  
Aya Khalil, Tilbury House  
Saira Mir, Simon & Schuster/Salaam Reads  
Nevien Shaabneh, University of Illinois at Chicago/District 230  
Jamilah Thompkins-Bigelow, The Innovation Press; Simon & Schuster

**O-6  Teaching for Climate Justice**

*Sponsored by the ELATE Commission on Climate Change and the Environment in English Education*

Climate change will shape the world in which our students live—justice, inequality, racism, and nationalism are central to the crisis. Who is responsible and who suffers? How can students learn about and address the unequal impacts of climate change on people in the Global South, on people of color, on First Peoples, people in poverty, climate refugees, and themselves?

**Presenter:** Allen Webb, Western Michigan University, “Teaching Climate Justice”

**Tradebook Authors/Illustrators:** Nancy Castaldo, Algonquin/Houghton Mifflin, “Teaching Climate Change Impacts on Our Food and Water Supply”

**Respondent:** Richard Beach, University of Minnesota

**Roundtable Leader:** Richard Beach, University of Minnesota, “Using Digital Media/Storytelling to Address the Climate Crisis”  
Jill Dahlman, California Northstate University  
Tiphani Davis, Morgantown High School, “Eco-Justice in ELA”  
Todd DeStigtger, University of Illinois, Chicago, “Methods of Teaching English and Climate Change”  
Kathryn Eldridge, Jordan-Elbridge High School  
Shelley Louise Esman, Western Michigan University  
Kylie Hamm, Western Michigan University, “Teaching Climate Justice through Environmental Court Cases”
O-7 **Culturally Responsive, Community Based Literacy for Equity and Social Justice**

This approach to creating culturally responsive, community-based literacy projects and programs explores how to promote social justice action and create an equitable literacy experience for all students. Attendees will walk away with ideas about how they might introduce and incorporate community-based literacy projects as a means to promote social justice and equitable literacy practices.

**Presenters:**
- Lupe Avila, Miramonte High School
- Alexandra Chapa-Kunz, Kern High Teacher Residency
- Michell Gearhart, Golden Valley High School
- Alice Hays, California State University, Bakersfield
- Shaylyn Marks, California State University, Bakersfield

O-8 **Counternarrative Read Aloud: Beyond Critiquing Dominant Narratives**

Counternarrative read aloud combines strategies and techniques from critical race counterstorytelling and critical literacy. In this practice, the reader shares a focal text with the aim of historicizing and actively dismantling colonial, imperialist, racist narratives by structuring dialogue around a focal counternarrative message, moving past critical literacy for critiques’ sake.

**Presenters:**
- Alicia Arce-Boardman, Northern Parkway School
- Kindel Nash, University of Maryland Baltimore County
- Nora Peterman, University of Missouri-Kansas City
- Ekaterina Strekalova-Hughes, University of Missouri-Kansas City
O-9 Cuentos: Uncovering Global Portraits of Equity, Justice, and Antiracist Teaching
In this session, we share the Cuentos developed by middle and high school students and educators in San Antonio, Texas, and Nur-Sultan, Kazakhstan, and the lessons and strategies we have used to help our students create them. These powerful cross-cultural exchanges highlight both the challenges and the universality of teaching for equity, social justice, and action across the globe.

**Presenters:** Diloram Alimzhanova, Nazarbayev Intellectual School of Chemistry and Biology, Karaganda
Aurelia Davila de Silva, San Antonio Public Schools
P. Therese Fleming, Pease Middle School
Roxanne Henkin, The University of Texas at San Antonio
Lennie Irvin, San Antonio College
Anna Cohen Miller, Nazarbayev University Graduate School of Education
Aigul Zhakupova, Nazarbayev Intellectual School in Pavlodar

O-10 Race Talk: Authors of YA Fiction and Nonfiction Explore Books as Catalysts for Classroom Conversation
This session brings together authors of YA titles that invite classroom conversation about race. Panelists will focus on the role of books in building critical race consciousness; formative moments that shaped authors’ racial knowledge; classroom spaces that support collective racial learning; and resources for building skills in race talk.

**Presenter:** Jennifer Buehler, Saint Louis University

**Tradebook Authors/Illustrators:** Mahogany Browne, Macmillan
Brendan Kiely, Simon & Schuster
Brittney Morris, Simon & Schuster
Ibi Zoboi, HarperCollins/Balzer+Bray, Dutton/Penguin Books

O-11 Build Your Stack -- tba

*LIVE Session O-12 Exhibitor Session – tba*
LIVE Session  P-1  Becoming Antiracist Educators at Predominantly White Institutions (PWIs) with—and beyond—Stamped

In this dialogic panel discussion we share our critical practitioner inquiry study involving online discussions of race, racism, and the book *Stamped* (Reynolds & Kendi, 2020), across six PWIs with the aim of developing participating educators’ racial literacies and our own processes of being/becoming antiracist teacher educators.

**Presenters:** Ashley Boyd, Washington State University  
Caroline Clark, The Ohio State University  
Mike Cook, Auburn University  
Adam Crawley, University of Texas at Austin  
Ryan Schey, University of Iowa  
Rachel Skrlac Lo, Villanova University  
Ryan Rish, University at Buffalo, SUNY

LIVE Session  P-2  Building Justice, Equity, and Wellbeing in Schools: (Re)Imagining Care in the Mattering of Minoritized Teachers, Families, and Children

This session explores how minoritized teachers, students, and families perceive and negotiate their relationships and learning in ways that support their mattering in schools. Building on the concept of care and wellbeing for individuals who encounter unequal and/or unjust circumstances in schools, the authors posit the need to be attentive to matters of representation, participation, and affect.

**Chair:** Izamar Ortiz-Gonzalez, University of California, Davis

**Presenters:** Rubin Gonzalez, Stanford University, “Latinx Teacher Wellbeing: Developing and Sustaining an Antiracist Disposition”  
Paolo Martin, Stanford University, “People and Pedagogies: Children’s Accounts of Loving and Mattering that Shape Their Wellbeing in School”
Danny Martinez, University of California, Davis, “Latinx Teacher Wellbeing: Developing and Sustaining an Antiracist Disposition”
Stephanie Robillard, Stanford University, “Care during Covid: One School’s Attempt to Provide Equitable Learning to Families”

**Respondent:** Limarys Caraballo, Teachers College, Columbia University

**Live Session  P-3 The Intersection of Literacy, Sport, Culture, and Society**
This roundtable session invites attendees to explore contemporary literacies and diverse teaching practices by using sports content and an examination of sports culture to create learning environments that empower students to think critically about issues impacting the world around them.

**Presenters:** Alan Brown, Wake Forest University
Luke Rodesiler, Purdue University Fort Wayne

**Roundtable Leaders:** Johnny Allred, Fort Hays State University
Crystal L. Beach, Union County High School
Lisa Beckelhimer, University of Cincinnati
Shelby Boehm, University of Florida
April Brannon, California State University, Fullerton
Alan Brown, Wake Forest University
Kathleen Colantoni-Yurko, The College at Brockport, SUNY
Justin Corazza, Cranford High School
Erica Caasi, University of Colorado Boulder
Katherine Cramer, Wichita State University
Bryan Ripley Crandall, Fairfield University, “Table 1: Let’s Do It! Sports Writing and Countering an Apartheid in Children’s Literature with Middle School Youth”
Thomas C. Crochunis, Shippensburg University
Rebekah Degener, Minnesota State University, “Table 1: A Play for Change: Sports Picturebooks as Entry Point for Justice Conversations in the Teacher Education Classroom”
Alice Dominguez, Mater Dei Catholic High School
Michael Dominguez, San Diego State University
Sarah Donovan, Oklahoma State University
Mark Fabrizi, Eastern Connecticut State University
Robert Ford, North Branford Public Schools
Katherin Garland, Santa Fe College
William Gerchick, Phoenix College/Paradise Valley Community College/Metro Tech High School
Wendy Glenn, University of Colorado Boulder
Christian Z. Goering, University of Arkansas, Fayetteville, “Table 2: Critical Media Literacy, Critical Race Theory, and Scholastic Sport amid the 2020 COVID-19 Pandemic”
William King, Bridgeport Public Schools/Fairfield University, “Table 1: Let’s Do It! Sports Writing and Countering an Apartheid in Children’s Literature with Middle School Youth”

Cathy Leogrande, Le Moyne College, “Table 2: The Old Ball Game: Teaching Visual Literacy through Historical Baseball Media”

Mark A. Lewis, James Madison University

Kristen Marakoff, Travelers Rest High, “Table 2: Critical Media Literacy, Critical Race Theory, and Scholastic Sport amid the 2020 COVID-19 Pandemic”

Rich Novack, Fairfield Warde High School

Dani Parker Moore, Wake Forest University

Ian Parker Renga, Western Colorado University

Cherie Parsons, Malone University

David Pegram, Paradise Valley Community College

David Premont, Purdue University

Luke Rodesiler, Purdue University Fort Wayne

Abby Scoresby, Wake Forest University, “Table 1: Effects on Analytical Writing through a Study of Sports Analysis”

Shelly Shaffer, Eastern Washington University

Nicole Sieben, SUNY Old Westbury

Elle Yarborough, Northern Essex Community College

Jeff Thomas, Community School Naples

Paul Thomas, Furman University, “Table 2: Critical Media Literacy, Critical Race Theory, and Scholastic Sport amid the 2020 COVID-19 Pandemic”

Jeffrey D. Wilhelm, Boise State University

Benjamin K. Woodcock, Okemos High School

**LIVE Session P-4 From the Classroom to the Professional Community: Addressing Antisemitism in English Educational Spaces**

*Sponsored by the NCTE/CCCC Jewish Caucus*

As educators plan and implement long-term, rigorous anti-racist programs and curricula, antisemitism remains largely unaddressed. This session, sponsored by the Jewish Caucus, brings together Jewish educators and accomplices to discuss concrete ways English teachers can raise Jewish voices and combat antisemitism in classrooms and in our discipline.

**Presenters:** Judith Benchimol, Teachers College, Columbia University

Eliza Gellis, Purdue University, “Jewish Rhetoric as a Project of Reclamation”

Rachel Golland, SUNY Rockland Community College, “Repairing the World: Raising Awareness through Social Justice Action in the English Classroom”

Mara Lee Grayson, California State University, Dominguez Hills, “Antisemitism and (Anti)Racism: Understanding the Experiences of Jewish English Educators”

**LIVE & PRERECORDERED/SCHEDULED SESSIONS**

**LIVE Session P-5 Surviving Covid-19: How Nine Black Women Educators Found Community, Equity, and Justice through a Never Ending Text Thread**

During the COVID-19 pandemic a synchronous circle of nine Black female educators created hope, humility, and rekindled our sense of community, equity, and justice. Take a journey as multidimensional women discuss dealing with issues of equity, justice, and antiracist teaching in our educational environments coupled with their own personal stories, struggles, navigating family, parenting, and life.

**Presenters:** Fredeisha Darrington, University of Alabama at Birmingham  
Kimberly Green  
Sonjanika Henderson-Green, Birmingham City Schools  
Shonterrious Lawson-Fountain, University of Alabama at Birmingham  
Shawnta Owens, Greene County Schools  
Veronica Rhodes-Simmons, Birmingham City Schools  
Daphney Shade, Bessemer City Schools  
Jameka Thomas, University of Alabama at Birmingham/Red Mountain Writing Project  
Nikkia White, Birmingham City Schools

**P-6 Equity in Schools: Disrupting the Status Quo by Practicing Culturally Responsive and Relevant Teaching**

Disrupt the status quo by assessing where you are with culturally responsive and relevant teaching, and then collaborating to adjust your thinking about curricula that privilege one group over others. Move toward an inclusive curricula and experience the importance of translanguageing, developing culturally responsive lessons, using LGBTQIA+ books, and bringing relevance to the high school canon.

**Presenters:** Luz Herrera, CA State university, Fresno  
Lester Laminack, Heinemann  
Evan Robb, Johnson Williams Middle School  
Laura Robb, RCT, Inc.

**P-7 Building the Habits of Mind for Anti-Bias/Antiracist Teaching**

How can we examine and interrogate our current practices to implement anti-bias/antiracist teaching? In this presentation the audience will participate in a series of hands-on activities to practice the critical pedagogy required to develop the habits of mind for anti-bias/antiracist literacy teaching.

**Presenters:** Sophie Degener, National Louis University
Tess Dussling, Saint Michael's College
Wendy Gardiner, Pacific Lutheran University
Tierney Hinnman, Auburn University
Elizabeth Stevens, Roberts Wesleyan College
Amy Tondreau, Austin Peay State University
Kristen White, Northern Michigan University
Nance Wilson, SUNY Cortland

P-8 Speculating about Joy and Justice: Visionary Fiction in the ELA Classroom
This session centers the connections between the speculative, the real, and the just. To engage participants, this session includes a moderated conversation between debut speculative fiction authors J. Elle and Nafiza Azad as well as tips for using speculative fiction in the ELA classroom.

Presenter: Stephanie Toliver, University of Colorado Boulder
Tradebook Authors/Illustrators: Nafiza Azad, Simon & Schuster
J. Elle, Simon & Schuster

P-9 Using Texts to Center Equity and Create Classrooms Where Literacy Learning and Social Justice Coexist
Reading, discussing, and analyzing texts with critical lenses are at the heart of literacy instruction that seeks freedom and justice. Antiracist teaching includes a listening stance, a pedagogical practice of response that creates a space where literacy learning and social justice coexist. We will explore how intentional book choice combined with instructional moves empower our youngest minds.

Presenters: Lynsey Burkins, Dublin City Schools
Laura Jiminez, Boston University
Clare Landrigan, Heinemann
Franki Sibberson, NCTE Past President

P-10 Just Children’s Literature to Create a More Just World: Incorporating Literature to Teach Social Justice
We will explore how we can incorporate children's literature to teach attain the goals of The Teaching Tolerance Anti-bias Framework and accompanying Social Justice Standards. As we do so, we will simultaneously examine the Social Justice Standards and its four domains (Identity, Diversity, Justice, and Action). We will also share the impact of this work and advocacy projects from our classrooms.

Presenters: Alyssa Benavides LeClaire, Colegio Nueva Granada
Rebecca Poyatt, St. Andrew’s Episcopal School
**P-11  Hope Comes First: Critical Practices for Sustaining Equity Work in a (Post-)Pandemic World**

In the wake of the inequities the pandemic has laid bare, how can hope remain an animating force for our work? Using the tools of critical literacy, the projects featured in this session offer powerful models, mindsets, and methods for conducting equity work in inordinately trying times.

**Presenters:** Kelly Burns, Poudre School District  
Anne Colwell, Fort Collins High School  
Kylie Griffin, Eaton High School  
Skye Marsh, Webber Middle School  
Jesse Martinez, Cherokee Trail High School  
Cindy O’Donnell-Allen, Colorado State University  
Tara Oswald, Fossil Ridge High School  
Jennifer Putnam, Poudre School District  
Tara Rigby, Fossil Ridge High School  
Molly Robbins, Cherokee Trail High School

**P-12  Tell Me Who You Are: Memoir, History, and Racial Literacy in the High School Classroom**

In this session, three ABAR educators highlight three distinct approaches to the anthology *Tell Me Who You Are: Sharing Our Stories of Race, Culture, and Identity* by Priya Vulcha and Winona Guo. They demonstrate the multifaceted approaches of ABAR pedagogies. Participants will learn about the process of creating ABAR units as well as practical ABAR applications for literacy education.

**Presenters:** Jessyca Mathews, Carman-Ainsworth High School  
Carrie Mattern, Carman-Ainsworth High School  
Josh Thompson, Blacksburg High School

**P-13  Build Your Stack -- tba**

**LIVE Session  P-14  Exhibitor Session -- tba**
LIVE Session  Q-1 The Other Side of the Classroom: Testimonios of Decolonial Practices from Latinx Educators  
*Sponsored by the Latinx Caucus*  
Presenters will share their testimonios on decolonizing ELA curriculum, practices, and structures. These Latinx presenters discuss how they have resisted colonial structures and aspired towards more antiracist, just, and equitable practices for their Latinx students and colleagues.

**Presenters:** Michael Dominguez, San Diego State University  
Olivia Mulcahy, Illinois Resource Center  
Rex Ovalle, University of Illinois at Chicago  
Elvira Rios  
Mario Rosado, YouthBuild Charter School of CA

**Q-2 Overcoming Isolation: Providing Access to Robust Teacher-led Professional Learning Communities to Rural Teachers**  
Rural teachers share their approach to creating teacher-led regional professional learning cohort, using a model that invites teachers to self-select learning topics and honors teachers' expertise. Session participants analyze and annotate teacher-created artifacts, reflect on their own learning needs, and consider ways to be proactive in designing their own regional professional learning groups.

**Presenters:** Robin Atwood, South Mississippi Writing Project  
Dawn Hawkins, South Carolina Department of Education  
Megan Rodney, Ohio Writing Project  
Catherine Williams, South Mississippi Writing Project

**Q-3 Cultivating Connections: Creating Meaningful Culturally Responsive Cross-Curricular Collaborations**
In this interactive session, explore the benefits of cultivating cross-curricular units and projects grounded in culturally responsive practices. Come away with practical strategies and resources to aid your implementation, including curated lessons and project ideas aimed at fostering a classroom environment that celebrates the rich diversity of the human experience.

**Presenters:** Rosalind Abreu, Diana C. Lobosco STEM Academy  
Amanda Beodeker, Grover Cleveland Middle School  
Scott Cumberbatch, Diana C. Lobosco STEM Academy  
Deanna DeVore, Diana C. Lobosco STEM Academy  
Ellen Gianakis, Passaic County Technical Vocational Schools  
Atiya Harley, Diana C. Lobosco STEM Academy  
Nancy Sue Moore, Diana C. Lobosco STEM Academy  
Jayne O'Neill, Passaic County Technical Institute  
Nicole Shema, Passaic County Technical Institute  
Stephanie Tapia, Diana C. Lobosco STEM Academy

**Q-4  Equity in Poetry: Celebrating Diverse Voices in Verse**  
Three award-winning poets—Janet Wong, Elizabeth Steinglass, and Carole Boston Weatherford—will share poems that embrace the call for equity. In addition, we will invite audience participation with strategies that promote greater equity with movement, sign language, choral reading, visuals, music, and other tools as we cocreate equitable literacy learning experiences together.

**Presenter:** Sylvia Vardell, Texas Woman's University

**Tradebook Authors/Illustrators:** Elizabeth Steinglass, Boyds Mills & Kane, "Equity in Poetry: Celebrating Diverse Voices in Verse"  
Carole Weatherford, "Equity in Poetry: Celebrating Diverse Voices in Verse"  
Janet Wong, Pomelo Books, "Equity in Poetry: Celebrating Diverse Voices in Verse"

**LIVE Session Q-5  Nurturing and Sustaining Critical Educators: A Mentoring and Network Session**  
*Sponsored by the Latinx Caucus, Black Caucus, Middle Level Section, and Gender and Sexualities Equality Alliance*  
Are you a teacher facing challenges living your social-justice commitments in the classroom? Join us for a mentoring dialogue with teacher educators from the Rainbow Strand offering guidance on how to sustain your equity-focused, antiracist efforts! With mentors covering all grade levels, all interested in critical pedagogy and justice issues are welcome.

**Presenter:** Michael Dominguez, San Diego State University
**Roundtable Leaders:** Limarys Caraballo, Teachers College, Columbia University, “Mentorship for Critical Educators”
Anthony Celaya, Southeast Missouri State University, “Mentorship for Critical Educators”
Luz Herrera, California State University, Fresno, “Mentorship for Critical Educators”
Joaquin Munoz, Augsburg University, “Mentorship for Critical Educators”
Katie Priske, The University of Iowa, “Mentorship for Critical Educators”
Ian Parker Renga, Western Colorado University, “Mentorship for Critical Educators”
Robyn Seglem, Illinois State University, “Mentorship for Critical Educators”
Francisco Torres, Penn State Berks, “Mentorship for Critical Educators”
Saba Vlach, University of Iowa, Iowa City, “Mentorship for Critical Educators”

**LIVE Session Q-6 Collectively Examining Digital Literacies Teaching and Research: A Practitioner-driven Approach**
Collaborative inquiry partnerships of teachers and university faculty can center equity and justice in digital literacies research. They can also be complicated to navigate and sustain. In interactive roundtables, participants will learn about our research into digital innovation and inequity, practitioner research methods, and ideas for cultivating resilient research partnerships.

**Presenters:** Alecia Magnifico, University of New Hampshire, “Articulating Digital Equity”
Bethany Silva, University of New Hampshire, “An Online Summer Research Retreat”

**Roundtable Leaders:** Laura Allen, University of New Hampshire, “Collaborative Analysis”
David Baroody, Derryfield School, “Collaborative Analysis”
Ashley Barry, University of New Hampshire, “Data Collection”
Shawna Coppola, The Educator Collaborative, “Articulating Digital Equity”
Cathy Fraser, Prospect Mountain High School, “Data Collection”
Emily Geltz, Oyster River Middle School, “Collaborative Analysis”
Anne McQuade, Manchester, NH School District/University of New Hampshire, “Data Collection”
Christina Ortmieier-Hooper, University of New Hampshire, “Survey Development”
Laura Smith, University of New Hampshire, “Collaborative Analysis”
Donna Turco, Portsmouth School District, “An Online Summer Research Retreat”

**Q-7 Disrupting Single Stories through Interactive Read-Alouds of Critically Paired Picturebooks**
In this session, participants will be introduced to 12 picturebook pairings they can use in order to create critical conversations with young readers during read-alouds. Educators will also engage in an interactive discussion to consider the ways single stories (i.e., stereotypes) can be productively dismantled or unproductively reified when sharing paired texts in elementary settings.

**Presenters:** Paul Ricks, Brigham Young University

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**LIVE & PRERECORDED/SCHEDULED SESSIONS**
Q-8  Nurturing Justice and Equity in Teaching Practices through (Re)Collection of Shared Stories and Rememberings

A learning community of secondary- and college-level educators, we invite participants to join our quest to (re)collect rememberings of critical service-learning work we engaged in together a decade ago. Through storytelling, we will share ideas for engaging in collaborative work and honing teaching practices infused with justice and equity.

**Presenters:** Valerie Kinloch, University of Pittsburgh
Emily Nemeth, Denison University
Ashley Patterson, Penn State University
Pam Reed, Columbus City Public Schools
Tori Washington, Columbus City Public Schools

LIVE Session  Q-9  Poetry for Equitable, Humanizing, Participatory Practice

In this roundtable session, a group of classroom teachers, literacy consultants, authors, and professors, who, during the pandemic, formed “The Radical Love Poetry Group,” will guide participants through deep reading, writing, and exploration of poetry. Participants will have two roundtable experiences, and come away inspired to implement poetry for equity, justice, and antiracist pedagogy.

**Presenters:** Carla España, Rye Country Day School
Georgia Heard, Roaring Brook/Stenhouse/Heinemann
Aeriale Johnson, Washington Elementary School

**Roundtable Leaders:** Katherine Bomer, Heinemann, “Composing Poetry”
Nawal Qarooni Casiano, NQC Literacy, “Poems for Liberatory Potential”
Beverly Gallagher, Princeton Jr School, “Poetry for Identity”
Carol Jago, California Reading and Literature Project, UCLA, “Poetry for Social Action”
Ted Kesler, Queens College, CUNY, “The Power of Performing Poetry”
Lester Laminack, Author, “Composing Poetry”
Clare Landrigan, Heinemann, “Poetry for Social Action”
Jessica Martin, Heinemann, “Poems for Liberatory Potential”
Maria Nichols, San Diego Unified School District, “Fostering Compassion through Poetry”
Linda Rief, University of New Hampshire/Heinemann, “Poetry for Identity”
Donna Santman, 75 Morton School/MS297 New York City, “Fostering Compassion through Poetry”
Lily Howard Scott, Bank Street College, “Poetry for Identity”
Vicki Vinton, Heinemann, “Composing Poetry”
Q-10  **Real Superheroes: Lessons in Feminism, Heroism, Intersectionality, and Comics**  
Join us in exploring the critical multivocality that came from engaging with Ms. Marvel, #notyourprincess, and *Brazen: Rebel Ladies Who Rocked the World*. Using three multimodal texts in a tenth-grade language arts classroom challenged conventional heroism and traditional gender identities, while centering around strong women of color fighting for justice.

**Presenters:** Ashley Dallacqua, The University of New Mexico  
Annmarie Sheahan, Western Washington University

LIVE Session  Q-11  **Collective Reimagining: Centering Equity, Justice, and Antiracism among NCTE State Affiliates**  
In this roundtable session, we invite state affiliates to share successes and challenges in advancing NCTE’s commitment to equity, justice, and antiracism. Attendees will self-reflect on their own practices and knowledge of antiracism, learn strategies and ideas, and co-construct action plans. We hope to promote rich conversations and collaborations among affiliates to enact antiracist commitments.

**Presenters:** Naitnaphit Limlamai, University of Michigan-Ann Arbor  
Christina Ponzio, Michigan State University  
Elisabeth Spinner, Western Michigan University

**Roundtable Leaders:** Shelley Louise Esman, Western Michigan University  
Rick Kreinbring, Avondale High School  
Lynne Lesky, Petoskey High School  
Maria Manolias  
Anna J. Small Roseboro  
Emily Sommer, Stoney Creek High School/Rochester Virtual High School  
Kimberley E. Stein, Bridgeport High School

Q-12  **The Future Begins Now!: Black Males and Justice-Focused, Community-Based Science Fiction Writing**  
This presentation invites teachers to learn how to engage adolescent Black males in science fiction writing where themes are about the present-day social injustices faced by our teens and how they reimagine the future of their communities. Student samples will be highlighted and reading materials will be distributed.

**Presenter:** Jevon Hunter, SUNY Buffalo State
Q-13 Build Your Stack -- tba

LIVE SESSION  Q-14 Exhibitor Session -- tba