



On-Demand Sessions

2021 NCTE Annual Convention, November 18-21

*Viewable within the convention platform by all registrants, Nov. 18, 2021, through Feb. 15, 2022;
more than 300 to choose from!*

Updated 11-13-21

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.

OD-1 Abolition in the School and Classroom

Partner with author and abolitionist organizer H.D. Hunter to explore the impact and prevalence of the prison industrial complex in schools and dream up solutions and alternatives to practices, policies, and norms that perpetuate harmful, racist, and inequitable conditions for students. References include Angela Davis, Monique W. Morris, Dr. Bettina L. Love, and Hunter's own organizing.

Presenter: H.D. Hunter

OD-2 Advancing Equity and Social Justice in an Early Literacy Methods Course: Community Building as a Humanizing Experience in Teacher Education

This presentation focuses on the impact of community building on elementary teacher candidates in an early literacy methods course. Examples of how the experience leveraged consciousness toward equity and justice within the curriculum are addressed. Community-building prompts to incorporate in elementary literacy and teacher education curricula are shared.

Presenter: Luz Carime Bersh, Minnesota State University Mankato

OD-4 Amplifying the Digital: Cultivating Multimodality as an Embodied Language Practice

To cultivate the full potential of multimodal practice, we must recognize the modalities that rest on the bodies of people languaging and enacting multimodal acts of resistance and survivance in various contexts. Our panel contributes pedagogical approaches that have helped us—teachers and researchers—to approach multimodality in a manner that amplifies our students' rich and embodied practices.

Presenters: Sara P. Alvarez, Queens College, CUNY
Laura Gonzales, University of Florida

ON-DEMAND SESSIONS

Eunjeong Lee, University of Houston

OD-5 And Now for Something (Almost) Completely Different: Rethinking the Literary Canon and Literature Survey Courses for Preservice Teachers

We've talked for years about challenging the literary canon, criticizing it for being racist. Yet it still maintains control of how literature is taught and what is included in anthologies. This presentation pushes against how literature courses are organized, exploring changes the presenter made across three semesters in her university literature survey course and discussing next steps.

Presenter: Sheila Benson, University of Northern Iowa

OD-06 Antiracism in Teacher Education: Centering Equity, Justice, and Transformation

Presenters and attendees will engage with ways to think about how centering equity, justice, and transformation can lead to antiracist practice and stance in teacher education.

Presenters: Corey Humphrey, University of Pittsburgh
Todd McCardle, Eastern Kentucky University
Kathryn McClintock, University of Northern Colorado
Cindy Morton-Rose, Meredith College
Emily Rainey, University of Pittsburgh
Sonja Yow, Eastern Kentucky University
Emily Zuccaro, Eastern Kentucky University

OD-07 Antiracism Is Not an Action Item

The session will examine literacy instructors' attitudes towards 'nonstandard' Englishes were deeply rooted in standard language ideology, the findings and implications of antiracism-focused faculty professional development for FYC instructors at a public Hispanic Serving Institution, and obstacles facing intersectional antiracist pedagogy to create more sustainable antiracist action.

Presenters: Allison Craig, University at Albany, SUNY
Christa de Kleine, Notre Dame of Maryland University
Mara Lee Grayson, California State University, Dominguez Hills
Rachele Lawton, The Community College of Baltimore County

OD-8 An Antiracist Book Study with Preservice Teachers: A Case Study

This presentation provides attendees the details of a book study that was conducted using *Stamped: Racism, Antiracism, and You* with preservice teachers at an urban university in southeast Texas. Preservice teachers were able to discuss the antiracist ideas presented in the text and gain crucial skills for what culturally responsive teaching can look like in the K–12 classroom.

ON-DEMAND SESSIONS

Presenters: Abbey Bachmann, University of Houston
Susan (Sunny) Stubbs, University of Houston

OD-9 Antiracist Editing: A Conversation with the Editors of Kokila

Through a conversation between professional editors of color facilitated by one of their award-winning young adult authors, this session will explore how writing feedback can subvert standard approaches to become truly antiracist.

Presenters: Joanna Cadenas, Kokila/Penguin Random House
Zareen Jaffery, Kokila/Penguin Random House
Sydney Monday, Kokila/Penguin Random House
Randy Ribay, Kokila/Penguin Random House
Namrata Tripathi, Kokila/Penguin Random House

OD-10 Antiracist Literature that Empowers Students to Act toward Equity and Justice

Five diverse authors will problematize, inquire, and discuss with the audience how to tackle and take actionable steps in building equal, just, and antiracist classrooms. Authors Entrada-Kelly, Fleming, Ho, Ireland, and Pink will share their work and facilitate an empowering process of discovery of self and others.

Presenters: Jackie Arnold, University of Dayton
Mary-Kate Sableski, University of Dayton

Tradebook Authors/Illustrators: Erin Entrada-Kelly, HarperCollins
Crystal Fleming, Henry Holt
Joanna Ho, HarperCollins /East Palo Alto Academy
Justina Ireland, HarperCollins
Randi Pink, Macmillan Children's Publishing Group

OD-11 Antiracist Pedagogies and Curriculum in Teaching/Being

By enacting transformative and culturally relevant-sustaining practices, presenters illuminate the possibilities for, through, and in antiracist literacy teaching and practice.

Presenters: Malika Ali, Highlander Institute
Brooke Harris Garad, Indiana University-Bloomington
Taji Gibson, Indiana University-Bloomington

OD-12 Antiracist Pedagogies and Practices in Teacher Education

ON-DEMAND SESSIONS

Informed by antiracist perspectives of teacher education, papers in this session examine curriculum, institutional policies, and Black PSTs lived experiences to elucidate the constant and insidious influence of white supremacy culture and to offer suggestions for disrupting these tendencies.

Presenters: Briana Asmus, Aquinas College, Grand Rapids, MI
Rachel Grant, CUNY College of Staten Island
Heather Hurst, Frostburg State University
Stephanie Schmier, CUNY College of Staten Island

OD-13 Aperture Adjustment: Closure, Exposure, and Sexual Composure In Kelly Loy Gilbert’s *Picture Us in the Light*

This roundtable draws from the experiences of a novice ELA teacher and her college mentor to discuss the depictions of queerness and identity in Kelly Loy Gilbert’s *Picture Us in the Light*. Using this text as their primary access point, the two teachers will share experiences, insights, and strategies to engage students in explorations of queerness in YAL that serve to promote equity and justice.

Presenters: Emily Badger, Ball State University
Jeff Spanke, Ball State University

OD-14 Artifact as Influence: Uncovering and Healing from Community Racial Injustices

As white educators in a majority-white rural community, we are positioned to share our work of uncovering our local histories of racial inequities in the classroom. Teaching in a former sundown town, we will show educators how to do this through a four-step process of acknowledgment; uncovering problematic or previously undiscussed artifacts of the community; shared dialogue; and healing.

Presenters: Shayla Ewing, Pekin Community High School
Jeanette Odle, Pekin Community High School

OD-15 “Ask. Just Ask Them”: Black Adolescent Males’ Advice for Teachers Wishing to Promote Justice in Literacy Contexts

This presentation focuses on the advice that Jonathon, a Black male student who has pushed his high school teachers to expand their curriculum with contemporary African American literature, offers to educators who wish to promote justice in their own classroom contexts.

Presenter: Katherine Sciorba, San Diego State University

OD-16 Asking the Hard Questions: Examining Our Classrooms through an Antibias Lens

This panel will share successful strategies that led to a reflective examination of classrooms through an antibias lens. Teachers from three states analyzed their classroom practices and how those actions

ON-DEMAND SESSIONS

affected student voices. Join us for a rich discussion of what was discovered through virtual discussions and online platforms leading to some answers but even more questions for practitioners.

Presenters: Rebecca Kaminski, Clemson University
Mary Parker, University of Mississippi
Tobi Pirolla, Clemson University
Ellen Shelton, The University of Mississippi

OD-17 At the Intersection: Curating in the Classroom

Blackness and Black Americans are not a monolith; rather, we are a rich, various, and complex culture situated within the US context. In this presentation, I explore ways teachers can utilize curation as a meaning-making framework to create spaces in our classrooms for learning and dialogue by juxtaposing art, literature, and intellectual thought.

Presenter: Renee Wilmot, Michigan State University

OD-18 Authoring Family Storybooks: A Powerful Storytelling Tool Used by Burmese Children

This study explores how three Burmese refugee children created their family storybooks and told their stories that are often invisible in the dominant discourse. Based on preliminary data analysis, tentative findings show that the children drew upon various modalities to create their family storybooks and represent their stories in relation to culture, literacy, and identity.

Presenter: Aijuan Cun, University of New Mexico

OD-19 Becoming and Being Antiracist

Grounded in the experience of six veteran antibias/antiracist (ABAR) educators, we aim to support folk within the educational community by developing an ABAR lens and practice through sharing our journeys in this work. At the end of this session, participants will have antiracist language, a liberatory framework, and examples for handling pushback from caregivers and administrators.

Presenters: Maribel Gonzalez, Amplifier Art Education
Britt Hawthorne, Britt Hawthorne LLC
Tiffany Jewell, Multicultural Classroom
Liz Kleinrock, Heinemann/Teach and Transform
Trisha Moquino, Keres Children's Learning Center
Turquoise Parker, Durham Association of Educators

OD-20 Beyond Booklists: Fostering Equity and Cultivating Access to the Full Spectrum of Human Brilliance

ON-DEMAND SESSIONS

Equitable education demands reimagining curriculum and instruction. Three author-educators share strategies for centering historically marginalized identities. From the language we use to the ways we offer choice to our interrogation of biases, this session engages participants in fostering equity and cultivating access to the full spectrum of human brilliance.

Presenters: Nawal Casiano, NQC Literacy LLC
Kate Roberts, K & M Literacy, LLC
Jasmine Warga, HarperCollins Children's Books

OD-21 *Beyond Buzzwords: A Framework for Positioning Antiracism, Equity, and Justice at the Center of Your Classroom*

Antiracism, equity, and justice are not trendy words but a call to action. Nevertheless, the need to elevate these values in our classroom can feel daunting. Presenters will offer a how-to framework that provides teachers with the guidance to reimagine the curriculum, engage students in meaningful conversation, and use critical theory to empower them to analyze texts and build empathy.

Presenters: Sarah Chan
Alison Daniels, Howard County Public School System

OD-22 *Beyond Number the Stars: Toward a Literacy Framework for Fighting Anti-Semitism in the Classroom*

This presentation explores ways to update the way anti-Semitism is discussed in upper elementary and middle school classrooms. Drawing upon tenets of critical race theory, we propose a framework for anti-Semitic consciousness-raising as a lens to (re)consider the types of books and themes that have historically positioned Jewish voices in US mainstream curricula.

Presenters: Lillian Ardell, Language Matters LLC
Barbara Golub

OD-23 *Beyond the Book: Student-Produced Multimodal Responses to Critical and Culturally Relevant Literature*

In literature study, we may invite students to create book trailer videos or a slideshow to share insights on a text. Unfortunately, these are effectively digital dioramas. Three literacy professors and a YA author describe a unit of study in which they pushed readers to move beyond the book, creating significant culturally relevant multimodal responses such as podcasts, timelines, and websites.

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

Tradebook Author/Illustrator: Chrystal D. Giles, "Take Back the Block Response"

ON-DEMAND SESSIONS

Respondent: Troy Hicks, Central Michigan University, “Responding to the Work”

OD-24 Beyond the Booklist: Literacy as a Tool for Antiracism

In this session, we discuss antiracism for white teachers. We show how antiracism is literacy work. Beyond the antiracist booklist, we’ll explore new possibilities for antiracist teaching in literacy classrooms. It centers antiracism to craft lines of inquiry that guide our reading, writing, and advocacy. We’ll transfer our own learning to develop antiracist literacy practices with students.

Presenters: Jordan Corson, Stockton University
Paul Shirk, Brooklyn Compass Charter School

OD-25 Beyond the Remote Island: Realizing Hope and Humanizing Moments of Isolation, Rage, and Uncertainty in Teaching and Learning

Grade 7–12 educators will explore how remote teaching has exacerbated a range of inequities within school systems and communities. Interweaving personal testimony, primary sources, and humanizing digital literacy practices, the workshop will encourage educators to consider the ways in which we can both emotionally engage in and disrupt systems of student and teacher oppression in schools.

Presenters: Jen Freed, Philadelphia Writing Project
Geena Molinaro, Philadelphia Writing Project
Beth Patten, Philadelphia Writing Project

OD-26 Beyond White Privilege Pedagogy: Professional Development for Educators

Presenters will discuss the design, implementation, and lessons learned from a monthly, year-long institute on whiteness and antiracism for white in-service educators. The institute, designed to address the short-comings of white privilege pedagogy, seeks to reframe classroom conversations away from individualized racism and toward a focus on structural racism and white supremacy.

Presenters: Lee Fisher, University of Minnesota
Kevin Lally, Cretin-Derham Hall
Ellie Roscher, The Loft Literary Center

OD-28 Black Lives Matter in Rural Places, Too: Helping Rural Students of Color Find “Mirror” Texts

Relatively few children's books featuring Black characters in rural settings are available to young readers. To increase rural Black students' ability to see themselves and other people of color reflected in literature, this session is dedicated to sharing literature selections featuring characters of color in rural spaces geared toward younger elementary, middle grade, and young adult readers.

Presenter: Rachelle Kuehl, Virginia Tech

ON-DEMAND SESSIONS

OD-29 Book Clubs for Antiracist Educators

Learn how to leverage the power of technology and text with fellow educators on how to be antiracist. Create the space for reflective conversations, and personal and professional growth on topics that deeply affect students, families, schools, and classrooms. We will share HyperDocs for hosting book clubs on *Becoming, Biased, and White Fragility*, and a digital notebook to lead a study on *America to Me*.

Presenters: Kelly Hilton, Pleasanton Unified School District
Jenna Hewitt King, Pleasanton Unified School District
Nadia Razi, Pleasanton Unified School District

OD-30 Building Community through Student-Led Writing Events: Students Demonstrate Methods to Create Successful Family Literacy Nights and Cross-Site Gatherings

Bread Loaf Teacher Network NextGen students from Aiken, SC, and Louisville, KY, share proven strategies for creating and hosting community, family, and cross-site writing events that bring people together from many different cultures, races, and backgrounds. Participants will receive writing prompts, materials needed to plan an event, and specific strategies to help make their event a success.

Presenters: Kayla Hostetler, Aiken County Public Schools
Heather Jones, Fern Creek High School

OD-31 Building Equity Literacy through Case Study Analysis

Pedagogical practices with a focus on case studies to develop the language, the ways of thinking and plans of action to pursue justice and equity within our classrooms are shared within this session. This presentation models the use of case studies, allowing participants to be actively engaged and walk away with a practice they could use in their respective settings.

Presenters: Allie Blosser, High Point University

OD-32 Building on Black@: Leading by Listening

Black students have called on teachers and schools alike on Instagram through various “Black@” accounts to take real action on dismantling white supremacy at both the institutional and individual levels. This workshop will offer participants an opportunity to reflect, converse, and collaborate with compatriots on how best to respond to that call-to listen and then lead.

Presenters: Nina Davidson, Concord-Carlisle High School
Denny Gonzalez, St. Albans School/Bread Loaf School of English

OD-33 Building Preservice and Early Career Teachers Capacity for Humanizing Writing Instruction

ON-DEMAND SESSIONS

How might we prepare teachers so that they experience writing, learning to teach writing, and professional development as a humanizing endeavor centered on students' lives, identities, stories, and communities? In this session, we offer research-based presentations about two "third space" efforts to reimagine preservice and early career induction sponsored by a National Writing Project site.

Presenters: Jessica Early, Arizona State University
Christopher Mazura
Tom Meyer, SUNY New Paltz
Mary Sawyer, SUNY New Paltz

OD-34 Building Worlds of Color: Reimagining Speculative Fiction

How can we reimagine speculative worlds that empower and authentically portray characters of color? Join an educator in conversation with author Jordan Ifueko and artist, author, and AfroSpeculative scholar John Jennings as we discuss antiracist worldbuilding and provide critical analysis questions and writing strategies for students in restorying speculative media.

Presenter: Jewel Davis, Appalachian State University

Tradebook Authors/Illustrators: Jordan Ifueko Raybearer, Abrams
John Jennings, Megascopie Comics, an imprint of Abrams

OD-35 "But You're Too Young," Is Not Acceptable

There is an urgency to challenge bias, stereotypes, and prejudice in our youngest classrooms. These presenters discuss how they worked within their own classrooms to dismantle injustices within their early childhood classrooms.

Presenters: Alexandra Jenkins, Meadowfield Elementary, RCSD1
Alisha Nguyen, Boston College

OD-36 Calling Students to Action through Literacy Instruction

How do we use our literacy teaching to help students learn to create positive change? Clint Smith suggests encouraging students to "read critically, write consciously, speak clearly, and tell your truth." In this session, educators share literacy practices that identify issues of inequity and move students towards action.

Presenters: Gary Gray, International School of Manila
Jessica Lifshitz, Northbrook School District 28
Narin Ramani, International School of Manila

OD-37 Can You See Me Now? Reading and Centering Student Voices

ON-DEMAND SESSIONS

Ranging from picture books to nonfiction and YA literature, educators work to not only include, but to center student's identities and voices in the classroom.

Presenters: Christian Hines, The Ohio State University
Doricka Menefee, The Ohio State University

OD-38 Celebrating International Stories for Children and Adolescents

Come hear the Outstanding International Books Committee of USBBY (United Board on Books for Youth) present the 2020 list of exemplary books for grades preK–12, originally published around the world, then distributed in the US. Two authors will then share their writing process, particularly the joys and challenges of writing a book connected to an international context.

Moderator: Ebony Elizabeth Thomas, University of Michigan

Presenters: Anamaria Anderson, National Museum of Art
Patricia Bloem, Grand Valley State University
Evelyn Freeman, The Ohio State University
Jennifer Graff, University of Georgia
Nancy Johnson, Western Washington University
Amy McClure, Ohio Wesleyan University
Mary Napoli, Penn State University-Harrisburg
Bettie Parsons-Barger, Winthrop University

Tradebook Authors/Illustrators: Samira Ahmed, “Bridging Cultural Divides in YA Fiction”
Sarwat Chadds, Disney, Author, *City of the Plague Gods*

OD-39 Centering Future Teachers Stories, Desires, and Imaginations: An Antiracist Redesign of a Secondary Teaching Preparation Program

This multivoiced panel of teacher educators and students shares an antiracist redesign of a secondary teaching preparation program envisioned to best serve the needs, desires, and imaginations of first-generation, college-going, BIPOC, and Pell-eligible students. We will share how student pláticas informed this work. Participants will leave with approaches for reimagining their own programs.

Presenters: Jen Johnson, Sonoma State University
Theresa Burruel Stone, Sonoma State University

Respondent: Fawn Canady, Sonoma State University, “Response to Antiracist Redesign from Single Subject Perspective”

OD-40 Centering the Needs, Identities, and Experiences of Refugee, Queer, and Underserved Youth in Literacy Education

ON-DEMAND SESSIONS

These four presentations center the identities and literacy practices of elementary, middle, and high school students from non-dominant communities and offer humanizing, innovative, data-driven strategies to support youth agency and critical literacy development in K-12 classrooms.

Presenters: Ted Fabiano, Berthoud High School/Kansas State University/Greater KC Writing Project
Whitney McCoy, University of Virginia
Kathrina O'Connell, Bemidji State University
Addie Shrodes, Northwestern University
Nermin Vehabovic, University of Missouri at St. Louis

OD-41 Centering Stories that Matter to Students: Protest Documentary Projects

This presentation discusses “Protest and Empowered Voices,” a unit centering poetry, music, movements, and current events related to protest in this country and around the world. It discusses how documentaries prove an effective genre to protest and speak out on important issues and provides student-created models of “protest documentaries” that amplify their voices on issues of importance to them.

Presenters: Derren Harwell, University of Georgia
Lisa York, Gwinnett County Public Schools

OD-42 Changing the Conversation on Assessment through Advocating for What Students Know

Sponsored by the Standing Committee on Literacy Assessment

This session will focus on advocating for students’ multiple ways of knowing through diverse assessment practices. Undergirding these roundtable discussions is the criticality of progressive assessment practices in K–16 classrooms.

Presenter: Bobbie Kabuto, Queens College, CUNY

Roundtable Leaders: Chris Hass, Center for Inquiry, “Student-Led Conferences: Supporting Students to Report on Their Own Growth”

Bobbie Kabuto, Queens College, CUNY, “In-the-Moment Assessment Practices: Assessing in the Cracks of Scripted Curriculum”

Kathryn Mitchell Pierce, Saint Louis University, “Revaluing Silent Students in Literature Discussion Groups”

Peggy O’Neill, Loyola University, “Using Assessment as a Bridge between High School and College”

OD-43 Children’s Gender Literature Read Alouds in the Classroom as Tools for Interrogating Equity and Justice

This study highlights the approaches of three teachers as they introduce literacy as a vehicle to promote social justice and gender equity to their elementary bilingual classroom students. Their approaches include read-alouds and discussion through problem-posing education that entails listening, dialogue,

ON-DEMAND SESSIONS

and action. This work seeks to position issues of gender equity and justice as important as antiracist teaching.

Presenter: Gilberto Lara, University of Texas at San Antonio

OD-44 Children's Literature and Antiracist Teaching and Teacher Education

Before we are ready to analyze children's literature with young learners, we must be willing to do so as pre-service and practicing teachers. In this session, participants will be invited to engage in readings of and conversations around children's literature, focused on identifying racist and anti-racist policies and practices embedded within, by prioritizing diverse perspectives and experiences.

Presenters: Hajnal Eppley, BioMed Science Academy
Jen McCreight, Hiram College

OD-45 Class Acts: Cultural Approaches for Analyzing Class through Literature

As a way to address ELA's usual class-blind approach to analyzing texts, this panel focuses on affective treatments of class: understanding that as much as class difference is effected structurally, these differences are experienced emotionally. Presentations share affective strategies for analyzing class in high school and teacher education contexts.

Presenters: Nicole Godard, Hampden Charter School of Science, "Beyond Haves and Have-Nots: Class Analysis in the High School Classroom"
Sophia Sarigianides, Westfield State University, "Teachers' Responses to Affective Class Analyses of YAL"
Amanda Haertling Thein, University of Iowa, "Locating Class Affect and Emotion in Rural, White Students' Responses to Racism in Multicultural Literature"

OD-46 Close Reading to Disrupt White Supremacy

Presenters will discuss teaching *A Raisin in the Sun* as an exemplary antiracist text.

Presenters: Alice Dominguez, Mater Dei Catholic High School
Miguel Ramon, University of California

OD-47 Co-Conspiring LGBTQ+ Intersectional Spaces with GSA²: Community Activism in an Oklahoma Gay-Straight Alliance

Creating collaborative pathways that brings together a variety of stakeholders is key to developing inclusive classrooms and schools. Discover how literature helped this community start and continue conversations around equality, equity, and advocacy. Learn how to create a GSA Club in your schools and then cultivate intersectional safe and public spaces of activism.

Presenters: Alison Black, Stillwater Public Schools

ON-DEMAND SESSIONS

Sarah Donovan, Oklahoma State University
Uwe Gordon, Stillwater High School
Dillon Graham, Stillwater Junior High School
Kristy Self, Stillwater High School

OD-48 Code Meshing: Mixing All Languages and Dialects in Our Classrooms

Participants learn about code meshing and receive strategies and YA lit book lists to use immediately in their classrooms. The activities will encourage students to play with, mix, and analyze their languages and dialects, deconstructing “standard American English” and de-privileging the language hierarchy, so that learning is equalized for all.

Presenter: Lauren Amores, Colegio Nueva Granada

OD-49 Combatting Structural Racism through Book Selection in a Reading Practicum

A literacy teacher educator uses Gholdy Muhammad's historically responsive literacy framework (2020) to examine inservice teachers' book selection in a reading practicum to highlight and disrupt structural racism and inequality in the curriculum, and to promote a more humanizing pedagogy.

Presenter: Nadine Bryce, Hunter College, CUNY

OD-50 Committed to Equitable Workshop: Curriculum as a Critical and Collaborative Act between Students and Teachers

In this presentation, six NWP teachers discuss their and their students' shared struggle to create a more equitable workshop classroom. In collaboration with students, teachers made a conscious commitment to critically examine curricular choices. These learning stories and strategies exemplify how workshop became more just, equitable, and responsive.

Presenters: Jennifer Hutchinson, Hays Impact Center

Katrina Jansky, Texas State University
Crystal Kelley, San Marcos High School
Cassie Polasek, San Marcos High School
Zach Soto, San Marcos High School
Heather Yzaguirre, Barton Middle School

OD-51 Communities of Literacy Practice: Graduate Students' Stories

This presentation showcases the stories of communities of practice that “happened” in a university summer practicum and reading clinic. Join us as the presenters share stories of reflection, stories of learning, and stories of continued questions. Come discover new ideas, rediscover old ideas, and share your own stories.

ON-DEMAND SESSIONS

Presenters: Mindy Butler, University of Southern Maine
Leslie Lemieux, University of Southern Maine

OD-52 Community Engagement for Equity and Justice: How Do Teacher Educators and Preservice Teachers Define Community-Engaged Teaching?

In this session, we inquire into preservice teachers' conceptions of community-engaged teaching before, during, and following their participation in a community-engaged project during teacher education. We present details of the project and consider how community engagement might support preservice teachers in enacting equitable and just ELA teaching practices.

Presenters: Meghan Barnes, University of North Carolina Charlotte
Rick Marlatt, New Mexico State University

OD-53 Community Is the Bridge for Equity: Supporting Teachers and Students for Academic Success

How can educators K–16 rethink writing instruction? What happens if we get rid of the traditional silos both in and out of the classroom? In this presentation, four educators—a middle school teacher, a high school teacher, a community college instructor, and a university administrator—discuss the importance of creating a community to support teachers supporting students.

Presenters: James “Drew” Barham, Center Hill Middle School
Josh Green, Northwest Mississippi Community College
Mary Parker, University of Mississippi
Ellen Shelton, University of Mississippi

OD-54 Constructivist Approaches for Professional Learning in Literacy: Using a Lab Model to Prepare Teachers for Culturally Sustaining Literacy Instruction

This presentation provides an overview of a summer professional development that focused on culturally responsive-sustaining approaches to literacy instruction. Presenters will share their constructivist, asset-based, lab-model approach and discuss data collection and analysis that followed the pilot study, demonstrating how this model impacted teachers' dispositions and instructional practices.

Presenters: Jody Polleck, Hunter College, CUNY
Tashema Spence, Pathways to Graduation

OD-55 A Content Analysis of Writing Methods Courses in Early Childhood and Elementary Education Programs

This content analysis examines the titles and descriptions of courses focused on literacy and ESL from 501 public universities in the US with early childhood or elementary education certification programs.

ON-DEMAND SESSIONS

Specifically, the frequency of “writing” was coded, showing that writing instruction is rarely included in teacher education programs.

Presenters: Keith Graham, National Taiwan Normal University
Liliana Hildebrand, Texas A&M University
Emily Holtz, Texas A&M University
Stephanie Moody, Towson University
Josselyne Saenz, Texas A&M University
Kyle Schichl, Texas A&M University

OD-56 *Conversing for Equity: Constructing Manageable, Student-Driven Conferencing in the Secondary Classroom*

In this interactive session, we discuss the benefits of conferencing through the framework of building students' agency and teachers' reflective practice. We consider the challenges of conferencing with 100+ students, and offer specific tools and strategies for building this practice in the secondary English classroom.

Presenters: Anita Abraham, East West School of International Studies
Amy Matthusen, East West School of International Studies

OD-57 *Crafting Antiracist Practices at the Institutional and Classroom Levels, Especially When it Is Inconvenient*

This interactive session showcases five educators' direct responses to racism. Presenters share how they have incorporated antiracism in classrooms and in the institution. Attendees will identify racist practices at their institutions, programs or departments and craft direct responses which affirm the humanity of Black students and all students of color.

Presenters: Courtney Adams-Wooten, George Mason University
Tawnya Azar, George Mason University
Lourdes Fernandez, George Mason University
Ariel Goldenthal, George Mason University
Deborah Sanchez, George Mason University

OD-58 *Creating a Safe Space to Talk about the Tough Stuff*

High school teacher Rebecca Ferraro discusses creating a safe space for students to express ideas in order to foster ideas and have conversations on difficult topics within the confines of the English 9 classroom.

Presenter: Rebecca Ferraro

ON-DEMAND SESSIONS

OD-59 Creating Joy and Equity in Assessment through Labor-Based Grading

Labor-based grading contracts are a means of working toward antiracist assessment. Although that is a significant reason to adopt them, it is not the only benefit in doing so. In this interactive presentation, one teacher discusses how labor-based grading contracts freed her students to create high-quality, innovative projects, and transformed assessing student work into a rewarding joy.

Presenter: Brandie Bohney, Bowling Green State University

OD-60 Creative Change: Creative Writing and Critical Reading toward a Future for All

We know that storytelling and other forms of art create empathy and can often make change faster than analyzing data or logical problems. How do teachers' own antiracist creative writings impact their learning and practice, and how can English teachers embrace the options that creative and academic writing offer in antiracist teaching and learning?

Presenters: Matthew Henry, Weston High School
Davon Loeb, Shawnee High School
Mitchell Nobis, Birmingham Public Schools, MI

OD-61 Critical and Culturally Sustaining Approaches to Teaching Writing and Rhetoric in College Composition

In this session, researchers and writing instructors share transformative approaches to the teaching and study of college writing that challenge racial invisibility, cultivate mindful, healing writing practices, and investigate the role of teacher positionality, feedback, and rapport in college composition.

Presenters: Kelly Blewett, Indiana University East
Amber Nichols-Buckley, University of Mississippi
Loretta Ramirez, California State University, Long Beach
Carlos Toledo, Iowa State University

OD-62 Critical Approaches for Dismantling Erasure and Invisibility in Standardized Curriculum

Presenters discuss the critical approaches they engaged in to analyze commercially available scripted curricula implemented in K-8 classrooms. They share findings that point to a lack of diversity in text, inaccurate representations and the erasure and silencing of historically marginalized communities. As educators we have the responsibility to disrupt these narratives and include positive and accurate representations during instruction. Implications for classroom practices will be discussed.

Presenters: Megan Purdue Fields, IUPUC
Dorian Harrison, The Ohio State University at Newark
A'ame Joslin
Stacey Korson, Eastern Kentucky University
Rebecca E. Linares, University of Colorado Boulder

ON-DEMAND SESSIONS

OD-63 Critical Literacy and Social Action Research: Preservice Teachers Projects in a Children's Literature Course

Critical literacy is a framework in which individuals engage with relevant issues and draw upon the sociopolitical systems shaping individuals' access to power to generate potential transformative action for more equitable ways of living. This presentation discusses elementary education majors' efforts using critical literacy and social action research projects in a children's literature course.

Presenter: Emily Zuccaro, Eastern Kentucky University

OD-64 Critical Literacy Practices: Critical Media Literacy and Popular Culture Texts New Proposal

Critical media literacy skills applied to popular culture texts help students 'read' beyond the superficial messages to expose injustice and inequity in unexpected places. Participants will leave this interactive presentation with strategies to help their students become active audiences who discover the power and pitfalls of popular culture texts to persuade and mislead. Additionally, presenters will share ways we can help students critically analyze messages of hate and misinformation on social media to increase their civic participation and develop critical thinking skills.

Presenters: Cathy Leogrande, Le Moyne College
Rachel Besharat Mann, Fordham University
Crystal Ponto, Cayuga-Onondaga BOCES

OD-65 Critical Perspectives in P-12 Curriculum and Teaching

This session features four research presentations that critique dehumanizing school practices and highlight critical, transformative, and anti-racist approaches to teaching and curriculum development in P-12 schools.

Presenters: Arianna Banack, University of Tennessee
Susan Groenke, University of Tennessee
Kattie Hogan, Warren School District
Jud Laughter, The University of Tennessee Knoxville
Stacia Long, The University of Georgia
Candice Moench, Longwood University
Amanda Rigell, University of Tennessee Knoxville

OD-66 Critically Reading Race and Representation

Participants will explore anti-bias strategies used for inclusive text selection and critical reading of picture books to identify explicit and implicit bias, stereotypes, and damaging tropes about characters of color. Also presented will be Asian American Pacific Islander (AAPI) texts and authors in order to help educators liberate their students from narratives of colonization, invisibility, and racism.

ON-DEMAND SESSIONS

Presenters: Charlene Beh, Newton North High School
Jewel Davis, Appalachian State University
Michele Leong, Newton North High School

OD-67 Cultural Responsiveness and Engagement in Literacy Classrooms

Session participants will leave with (1) knowledge of the background and challenges in today's classrooms that can be answered with the core principles of culturally responsive instruction, (2) an understanding of how cultural misunderstandings and intolerance, as well as underrepresentation, is detrimental to learning, and (3) a sampling of CRE and engagement strategies.

Presenter: Ernest Morrell, University of Notre Dame

OD-68 Culturally Responsive Educators: Increasing Our Student's Cultural Literacy through Children's Literature

Join us as we examine how to become more culturally responsive educators through the use of children's literature! This presentation will examine the dangerous lenses that we often bring to our classrooms. Participants will come away with children's literature suggestions that help to introduce difficult topics and increase their classroom's cultural literacy.

Presenter: Tamara Tallman, The College of New Jersey

OD-69 Curricular Organizing for Otherwise Worlds: Exploring the #BlackLivesMatterAtSchool Curriculum Resource Guide

Focusing on the curation and distribution of the BLM@School Curriculum Resource Guide, this interactive presentation invites participants to engage with the organizing potential of the BLM@School curricular project to empower cultures of visionary resistance and collective transformation that expand beyond the realm of education toward "grasping things at the root." (Angela Davis)

Presenter: Christopher Rogers, PennGSE, Paul Robeson House Museum

OD-69a Curriculum Innovations in Middle Grades Literacy Teaching and Antiracist Pedagogy

Equity, justice, and antiracist teaching in the middle grades will necessarily involve innovation. This roundtable session includes presenters who will share insights, strategies, and project and lesson ideas that can support middle grades teachers in the curricular change and innovation necessary to succeed as antiracist educators.

Presenters: Kennita Ballard, VATE
Sarah Carey, Western Middle School for the Arts
Sarah Cottrell, Western Middle School for the Arts
Kimberley Daly, George Mason University
Jason DeHart, Appalachian State University

ON-DEMAND SESSIONS

Anne Horak, George Mason University
Danielle Kachorsky
Brian Knowles, Palm Beach County Schools
Paul Massy, Florida Atlantic University
Wendi Moss, Collegiate School
Bianca Nightengale-Lee, Florida Atlantic University
Alexandria Perez, Texas A&M University, Corpus Christi
Stephanie F. Reid, University of Montana
Katie Russell, Murphysboro Middle School

OD-70 Daybooks: The Songs We Didn't Know We Sing

This interactive panel, will share our work with middle grade, high school, and university students navigating demands of high stakes writing while embracing argument as conversation. We invite participants to write and share during our time together. Together we will explore ways to move past the cacophony of posturing and into the complexities of the human spirit that longs to be heard.

Presenters: Amelia Barnes, Southern Guilford High School
Sabrina Chatman, Turntine Middle School

OD-71 Decentering Whiteness in Elementary School: Redesigning Spaces, Curriculum, and Interactions to Center Students Voices

Decentering Whiteness in the Elementary Classroom will provide tools that enable teachers to analyze how traditional classroom practices uphold white supremacy. Participants will audit classroom spaces, curricula, and interactions to reveal the ways in which whiteness is centered. We will engage in redesign to center students' voices and identities.

Presenters: Grace Choi, Fairfax County Public Schools
Raven Compton, Fairfax County Public Schools
Sara Kugler, Fairfax County Public Schools

OD-72 Deliberate Strategies For Implementing Diverse Texts

Presenters share tools and materials for deliberate inclusion and maintenance of diverse voices in our classroom texts and instruction.

Presenters: Jim Burke, Middle College High School
Christi Hobgood, Pickens High School
Martha Keller, IATE
Christy Koulouris, AE Stevenson HS
Kim Musolf, IATE
Chip Tompson, AE Stevenson HS

ON-DEMAND SESSIONS

Jeffrey D. Wilhelm, Boise State University

OD-73 Deliberation, Discourse, and Literacy in the Name of Equity

Faculty at EO Smith High School have been training students to be social justice advocates capable of facilitating community conversations to create change. This panel will share how a petition demanding equity at the school led to a student-run public forum on race and identity in October 2020.

Primary Presenter: Amy Nocton, EO Smith High School/University of Connecticut

Presenters: Amogh Chaubey, EO Smith HS graduate class 2021, current University of Connecticut student

Alexa Esparza-Finsmith, EO Smith High School

Julia Healy-Parera, EO Smith High School

Aminieli Hopson, EO Smith High School

Ayla Perosky, EO Smith HS graduate class 2021, current University of Connecticut student

Molly Rourke, EO Smith HS class of 2023

Guomin Xu, EO Smith High School

Samantha Vanvalkenburg, University of Connecticut

Vanessa Vazquez, EO Smith HS graduate class 2017

OD-74 De-norming the Syllabus: Opportunities for and Obstacles to Social Equity Approaches to Secondary English Methods

Inspired by the 2021 Annual Convention's theme, "Equity, Justice, and Antiracist Teaching," this session will highlight some of the opportunities for and obstacles to social equity-oriented approaches to English education. English educators and secondary ELA teachers can expect to walk away with ideas for "de-norming" syllabi, and why and how teaching and learning happens in their classrooms.

Presenter: H. Bernard Hall, Drexel University

OD-75 Designing a Middle School Curriculum Rooted in the Values of Justice and Antiracism

This roundtable presentation shares the process and results of a Grades 6–8 curriculum design that has been effective in disrupting and decentering the white, male, Western perspective that has dominated this suburban school district's curriculum for decades despite a shift in demographics within the student population. The updated curriculum adheres to the district's antiracist values.

Presenters: Allison Concannon-Goldstein, Andover Public Schools

Tamar Driscoll, Andover Public Schools

Joanna Ganci, Andover Public Schools

Cameron Wood, Andover Public Schools

ON-DEMAND SESSIONS

OD-76 Developing Mental Health Literacy through Adolescent Literature

This session features educators and mental health professionals sharing instructional strategies for enhancing students' mental health literacy through young adult literature. Presenters will share specific titles and ELA instructional strategies for guiding students into, through, and out of texts, in an effort to destigmatize mental illness in the middle and high school classroom.

Presenters: Jason Frydman, Lesley University
Paula Greathouse, Tennessee Technical University

Roundtable Leaders: Arianna Banack, University of Tennessee

Terry Benton

Daniela Bustamante, Licensed Creative Arts Therapist and Psychiatric RN

Susan Densmore-James

Grace Enriquez, Lesley University, "Healing through Art: Processing the Effects of Addiction in *Hey, Kiddo*"

Heidi Landis

Elsie Lindy Olan, University of Central Florida, "Teaching When Reason Breaks: Inviting Reflection, Interrogating Bias, and Making Connections"

Pamela Papish, Claremont International High School

Michelle Pate, Lesley University, "Healing through Art: Processing the Effects of Addiction in *Hey, Kiddo*"

Kia Jane Richmond, Northern Michigan University, "Teaching When Reason Breaks: Inviting Reflection, Interrogating Bias, and Making Connections"

Allen Rigell, Knoxville Psychiatry

Amanda Rigell, University of Tennessee Knoxville, "I'm Not Like That': Opioid Use Disorder and Young Adult Literature"

Katie Sciorba, San Diego State University, CA

Jeff Spanke, Ball State University, "What's Mined Is Ours: Addiction, Grief, and American Rurality in Kristin Russell's *A Sky For Us Alone*"

Jessica Traylor, Gordon State College, "Mental Health Literacy through Book Clubs"

Laura Wood, Lesley University

Sherri Woods, Youngstown State University

OD-77 Dialogue as a Tool for Democracy: Talk in the Writing Classroom

This presentation will focus on ways that teachers can emphasize dialogue as an integral component of writing instruction and assessment. By doing so, teachers can create democratic classroom spaces in which teacher-student power dynamics shift and students take ownership over their writing practices and process.

Presenters: Kira LeeKeenan, California State University Fullerton
Amber Warrington, Boise State University

OD-78 Digging Deeper into Multiple Facets of Learning

ON-DEMAND SESSIONS

Reaching students on all different ELA levels, these presenters share different ways their students explored their inner feelings to enhance their learning.

Presenters: Sarah Cordova, Distinctive Educators Institute
Catherine Graber, Compassionate Schools Project
Darius Phelps, Teachers College, Columbia University

OD-79 Digging into Issues of Equity and Justice through Young Children's Personal Digital Inquiry

This session will focus on the teaching and learning of multi literacies and pedagogy that allows students to produce, critique and analyze digital and multimodal narratives in the 21st century classroom that works to amplify student voice and promote student activism for equity and inclusion.

Presenters: Christian Hines, The Ohio State University
Jon Wargo, Boston College

OD-80 Digital Storytelling and Antiracist Teaching: Filling Classrooms with Joy, Empowerment, and Agency

This hands-on panel brings together middle school educator Lakisha Odlum and high school educator Sarah Richard to examine the ways digital storytelling and social media can be used in classroom spaces to highlight and elevate student voices and practice antiracist teaching.

Presenters: Lakisha Odlum, School of the Future
Sarah Richard, New York City Department of Education

OD-81 Digital, Visual, and Dialogic Pedagogies in Culturally Responsive Virtual and In-Person Elementary Education

Based on data from classroom studies, these presentations share critically, culturally, and socially relevant approaches to literacy instruction in elementary school classrooms that respond to the rapidly shifting educational and digital landscape of our sociopolitical world. These approaches include web-based conferencing, text discussion, student collaboration, and guided reading.

Presenters: Sally Brown, Georgia Southern University
Nedra Cossa, Georgia Southern University
Meghan Gowin, Uplift Ascend Primary
Kyungjin Hwang, University of South Carolina
Alisa Leckie, Georgia Southern University

OD-82 Disability, Advocacy, and the Power of Words

Disability is misunderstood and underrepresented in the literary canon, but its inclusion is key to an equitable and just curriculum.

ON-DEMAND SESSIONS

Presenters: Joshua Cabat, Roslyn Public Schools
Lynne Reeder, West Perry High School
Diane Smith, Random House/West Perry High School
Pamela Valente, Roslyn Middle School

OD-83 #DisruptingTexts through Self-Published Works: Using Self-Published Picture Books about Ghana to Bring New Perspectives to the Classroom

In this presentation, we use a #DisruptTexts framework to justify and analyze the use of self-published picture books about Ghana. We will provide attendees with opportunities to evaluate self-published texts and consider ways to use them in their own classrooms to expand the inclusion of stories about places and people not often found in the literature.

Presenters: Jocelyn Amevuvor, Pennsylvania State University
Phoebe Quaynor, Pennsylvania State College

OD-84 Disrupting Barriers by Building Inclusive Spaces: Secondary Writing Centers as a Hub for Equity and Social Justice

Sponsored by the International Writing Center Association (IWCA)

Secondary school writing center directors 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.

Chair: Georganne Nordstrom, University of Hawaii at Manoa

Presenters: Heather Barton, Secondary ELA
Lauren Wilkie, Eric Solorio Academy, Chicago, IL

OD-85 Disrupting Language: Using Linguistics in Antiracist Teaching to Construct Equity

Sponsored by the Linguistic Society of America

Engaging in antiracist teaching involves disrupting language ideologies in the classroom. Linguistics can be used to interrogate standardized language myths, help students confront colonialist and racist language ideologies associated with dominant varieties, and expand access and ensure equity by teaching the features of the academic register as a variety that is nobody's native language.

Presenters: Mary Hudgens Henderson, Winona State University
Cornelia Paraskevas, Western Oregon University
Amy Plackowski, Hudson High School
Josh Prada, Indiana University–Purdue University Indianapolis

ON-DEMAND SESSIONS

OD-86 Disrupting the Canon of Neutrality: Centering Diverse Queer Stories in the High School English Classroom

Teachers should select diverse LGBTQ+ stories to use with students because they have inherent value and legitimacy, reflect the realities of students in the classroom, and combat racism and homophobia. We will examine how teachers position queer knowledges—including queer knowledge rooted in the experiences of BIPOC persons—in their decisions about their literacy curricula and text choice.

Presenters: Claire Collins, University of Texas at Austin
Jimmy McLean, University of Texas at Austin

OD-88 Disrupting Whiteness, Patriarchy, and Heteronormativity in English Teacher Education

Sharing data from critical autoethnographic, narrative, and feminist discourse analysis research, this panel addresses tensions and power structures in a range of contexts, from public school classrooms to teacher education courses.

Presenters: Josh Coleman, San Jose State University
Emily Freeman, University of Wisconsin Eau Claire
Susan Groenke, University of Tennessee
Cammie Lawton, University of Tennessee
Caitlin Metheny, University of Tennessee

OD-89 Divergent Characters: A Look at Intersectionality and Complex Identities in Young Adult Literature

Teaching texts with characters experiencing marginalization based on multiple identities, or intersectionality, can achieve learning objectives and provide opportunities for students to connect to texts as they are also complex individuals with multiple identities. Presenters will use multiple YA texts to demonstrate how to analyze intersectionality through various classroom activities.

Presenters: Kristina Bybee, Arizona State University
Amanda Luszeck, Utah Valley University
Darby Simpson, Arizona State University

OD-92 Doing the Work: Unlearning Racism through Narrative Writing and Sharing Our Stories

What does it mean to do the work of antiracism, especially when you're a white teacher in a red community? Using the framework of writing and revising personal narratives, two Oklahoma teachers will share personal stories of facing racism in the communities in which they taught, along with teaching strategies for challenging existing power structures that continue to support racism.

Presenters: Shelly K. Unsicker-Durham, University of Oklahoma
Michelle Waters, University of Oklahoma

ON-DEMAND SESSIONS

OD-93 The Duality of Arab and Muslim Students Due to a Lack of Inclusivity: Creating Mirrors, Windows, and Sliding Glass Doors

Every student should feel empowered. When diverse students see themselves and their stories reflected accurately in the curriculum, teachers amplify these students' voices by providing them with opportunities to be heard. This session will empower participants to integrate culturally sustaining practices using research-based strategies that create community between diverse students.

Presenters: Sawsan Jaber, Leyden High School/Education Unfiltered Consulting
Abeer Shinnawi, Reimagining Migration

OD-94 (Eco)Critical Literacy and Democratic Citizenship: Cultivating Civic Identity through Thomas Cole's Course of an Empire Series

This presentation seeks to marble the frameworks of ecocriticism and critical literacy to explore the contemporary civic and democratic implications of Thomas Cole's 1830s painting series *The Course of Empire*. In an age of seemingly unprecedented political and environmental crises, Cole's series offers a singular example of how teachers can cultivate civic awareness through an examination of art.

Presenter: Jeff Spanke, Ball State University

OD-95 EdTPA and Literacy Teacher Training: Confronting Challenges to Equity and Justice

We present the impacts of edTPA assessment on participants in a five-year teacher preparation program. Findings reveal that edTPA diminished opportunities to develop student-teacher relationships, examine complexities of literacy education, and promote equitable, justice-based, and antiracist practices. We discuss our responses to findings, inviting audience members to share personal experiences.

Presenters: Cara Bernard, University of Connecticut
Douglas Kaufman, University of Connecticut
Mark Kohan, University of Connecticut
Glenn Mitoma, University of Connecticut

OD-96 Eight Great Platforms that Amplify Marginalized Voices

This roundtable session explores platforms that can amplify marginalized voices in an ELA classroom. At each table, facilitators and attendees will examine diverse, multimodal spaces that showcase marginalized voices and engage in critical conversations about utilizing these voices to promote racial justice and equity.

Presenters: Heather Barto-Wiley, R.J. Reynolds High School
Alan Brown, Wake Forest University

ON-DEMAND SESSIONS

William Kaskay, Clover Hill High School
Joan Mitchell, Wake Forest University
Lindsay Schneider, West Forsyth High School

Roundtable Leaders: Robby Ciarrocca, Cranford High School

Justin Corazza, Cranford High School
Taylor Crandall, Lesley University
Elizabeth Davis, Sayre School
Lauren Jensen, Fairfax County Public Schools
Elizabeth Kennard, East Forsyth High School
Matthew Koval, Booz Allen Hamilton
Rachel Koval, Head Magnet Middle School
Stephen Langford
Natalie Lett
Mark A. Lewis, James Madison University
Sheryl Long, Salem College
Victor Malo-Juvera, University of North Carolina, Wilmington
Caitlin Murphy, Bellarmine University
Tiffany Newsome, McDougle Elementary School
Bruce M. Penniman, University of Massachusetts Amherst
Sydney Schaedel, Wake Forest University
Liz Shults, Oak Mountain High School
Nicole Sieben, SUNY Old Westbury
Carl Young, North Carolina State University

OD-97 Elementary PTA Equity Committee: (Un)learning Whiteness in Community

This panel presentation (administrator, teacher, parent, researcher) interrogates the complexities and meaningful contradictions inherent in working toward social justice on an elementary school campus. We hope our process narrative will illuminate how “principled struggle” (Carruthers, 2018, p. 79) may support other campuses in establishing their own community-based equity committees.

Presenters: Kerry Alexander, University of Texas at Austin
Christine Snowden, Austin Independent School District

OD-98 Elevating the Voices of Incarcerated Women

Elevating the Voices of Incarcerated Women will explore the power that writing has to restore and cultivate hope. Led by the volunteers of Poetic Justice, a nonprofit operating in Oklahoma, San Diego, South Carolina, and Tijuana, this session will include a viewing of the documentary *Grey Matter*, followed by a poetry workshop.

Chair: Penny Kittle, Plymouth State University

ON-DEMAND SESSIONS

Presenters: Hanna Al-Jibouri, Tulsa Public Schools
Ellen Stackable, Poetic Justice
Kate Turner, Poetic Justice
Karen Workun, Jenks High School

OD-99 Embracing Our Students Lived Experiences: Using Books as Entry Points for Conversations about Race and Identity in Elementary and Middle Grade Classrooms

To create change and work toward a more just society, we must engage in conversations about race. This panel, representing various perspectives in education, will share experiences and outcomes of using books as entry points to elementary and middle grade classroom discourse about race and identity.

Chair: Laura Jimenez, Boston University

Presenters: Elizabeth Castillo-Guajardo
Melissa Guerrette, Oxford Elementary School
Lorraine Leddy, Murray Avenue School
Torrey Maldonado, Penguin/Nancy Paulsen
Christina Nosek, Lucille Nixon School
Lee Rutherford, Westerville City Schools

OD-100 Empathy, Sympathy and General Caring: How Figures in Upper Middle Grade Humanize Students

The panel of acclaimed upper middle grade authors will explore the difference between empathy and sympathy and how teaching tenets of caring help students commit to equity and justice in their engagements.

Presenter: Jeremiah Henderson, Northshore School District

Tradebook Authors/Illustrators: Christopher Baron, Feiwel and Friends/Macmillan, *All of Me*, *The Magical Imperfect*

Paula Chase, Greenwillow/HarperCollins, *Keeping it Real*, *Turning Point*

Debbi Michiko Florence, Scholastic, *Keep It Together*, *Keiko Carter*, *Just Be Cool*, *Jenna Sakai*

Kari Anne Holt, *BenBee and the Teacher Griefer*, *Ben Y and the Ghost in the Machine*

Mike Jung, Levine Querido, *The Boys in the Back Row*

OD-101 Empowering Teachers and Students: Action Steps to Antiracist Teaching

Today's classrooms rest on centuries of oppressive design. Diversifying your library is not enough. Join five educators as they lay out an equity action plan. Learn about steps they are taking to gain administrative support, undertake meaningful professional development, discover mentor texts, and rethink curriculum. Participants will leave with tools to support equity-based classroom decisions.

ON-DEMAND SESSIONS

Presenters: Sally Donnelly, DHMS, Arlington Public School
Amy Juengst, DHMS, Arlington Public School
Crystal Moore, DHMS, Arlington Public School
Beth Sanderson, Arlington Public School
Ellen Smith, Arlington Public School

OD-102 Enacting Culturally Sustaining Literacy Practices in Classroom and Virtual Learning Environments

Sharing data from critical autoethnographic, narrative, and feminist discourse analysis research, this panel addresses tensions and power structures in a range of contexts, from public school classrooms to teacher education courses.

Presenters: Delicia Greene, University at Albany
Nancy Hulan, Western Kentucky University

OD-103 Encouraging and Supporting Student Activism through Middle Grades Literacy Teaching

This exciting session will consider how teachers might encourage and support their middle grades adolescent learners to productively and purposefully engage in activism and civic engagement towards equity and justice through their literacy pedagogy. Presenters will share strategies, principles, and high-engagement project ideas.

Presenters: Jodi Baker, Anoka-Hennepin District #11
Sarah Chan, Montgomery County Public Schools/Julius West Middle School
Alison Daniels, Howard County Public School System
Vincent Deas, New York City Department of Education
Nicole Kronzer, Champlin Park High School/Henry Abrams, Inc.
Dakashna Lang, Livingston Public Schools
Kay Rosheim, Eden Prairie Schools

OD-104 Engaging Picture Books to Foster Antiracist and Social Justice Teaching

This session features the work of teacher educators who use picture books as tools for social justice teaching with preservice teachers. Presenters will share their learnings, strategies and struggles for engaging in these practices

Presenters: Kathryn Struthers Ahmed, Hunter College, CUNY
Brita Beitler, Wheaton College
Jackelyn Rivera, Student

OD-105 Engaging Possibilities and Waiting for What

ON-DEMAND SESSIONS

What does it feel like to situate ourselves alongside our students in the spaces between schools and communities, alphabetic texts and art, neighbors, families, and other vital relations? In this interactive presentation, coauthors invite participants into a discussion of how to creatively develop and ethically archive community-engaged pedagogies.

Chair: Valerie Kinloch, University of Pittsburgh

Presenters: Tamara Butler, Michigan State University
Emily Nemeth, Denison University
Grace Player, University of Connecticut

Respondent: Estrella Torrez, Michigan State University

OD-107 Ensuring All Children's Experiences Are Represented in Literature: How to Create a Diverse Text Set

Access to diverse books is critical. Four preservice teachers share how they curate and analyze children's literature collections to ensure children feel self-worth and see themselves in the stories presented in classrooms. Specifically, panelists will discuss their experiences and strategies in finding diverse texts on important topics.

Presenters: Lauren Fletcher, University of Louisville
Mikaili Gore, University of Louisville
Samantha McDowell, University of Louisville
Melanie Noguera, University of Louisville
Carson Tuscany, University of Louisville

OD-108 Epistemologies of Family: Pedagogies and Methodologies of Mutuality and Care

Sponsored by the Standing Committee on Research

This panel brings together three scholar-siblings of color seeking to build knowledge with and alongside youth and families of color about the ways they engage relational, community, and cultural literacies toward freedom. The panelists do this work understanding that familial ways of knowing and being are resources that contribute to the survival and thriving of communities of color.

Chair and Respondent: Limarys Caraballo, Teachers College, Columbia University

Presenters: Tracey Flores, The University of Texas at Austin
Grace Player, University of Connecticut
Timothy San Pedro, The Ohio State University

OD-109 Equitable Bookshelf: Centering Latinx STEM Middle Grade Voices

ON-DEMAND SESSIONS

Meet Latinx authors of novels that star STEM-affected, STEM-loving middle graders whose lives incorporate robotics, genetics, biology, computer programming, physics, ecology, and more. We'll discuss how these books can promote STEM curiosity and STEM confidence in students while immersing readers in story and modeling Latinx kids living STEM-rich lives.

Presenters: Chantel Acevedo, Balzer+Bray/HarperCollins
Rebecca Balcarcel, Chronicle Books/Tarrant County College
Angela Dominguez, Macmillan
Margarita Engle, Simon and Schuster
Carlos Hernandez, Disney-Hyperion
Loriel Ryon, Margaret K. McElderry Books/S&S

OD-110 Equitable Grading in the English Classroom

While equity and justice exist across all facets of education, they are often overlooked with regard to assessment. Teachers share ideas and research regarding grading and inequities in assessment practices.

Presenters: Paul Anderson, Jones College Prep
Nelle Andrews, Miss Porter's School
Ashley Dallacqua, The University of New Mexico
Tesla Donovan, Ellington Public Schools
Brady Gunnink, Jones College Prep
David Hallman, Calvert Hall College High School
Daniel Maloney, Marple Newtown High School
Caitlin Miller, Chicago Public Schools
Jeremy Quach, Jones College Prep
Annmarie Sheahan, Western Washington University
Elizabeth Simison, University of Connecticut, Storrs

OD-111 Equity through Mutuality of Response: Will You Open Your Reading World to Me?

When you're talking about reading with students, have you felt like something is missing? What if the missing piece was mutuality of response, or the security that readers valued as a unique individual with unique reading experiences? This sessions will offer strategies that help strengthen the student-teacher relationships among daily struggles, apathy, and negative self-perceptions.

Presenters: Michelle Best, Austintown Local School District
Kara Dibartolo, Easton Public Schools
Cheryl Mizerny, Cranbrook Schools
Justin Stygles, Wiscasset School Department

Respondent: Molly Ness, Fordham University

ON-DEMAND SESSIONS

OD-112 Everyday Antiracism: Best Practices in Mostly White Schools

In this panel presentation, a diverse group of English teachers discuss the different ways they have created antiracist spaces in their mostly white middle and high school classrooms—despite facing obstacles from parents, administrators, and colleagues. They will share their unit, lesson, and environment-based antiracist routines, strategies, and structures.

Presenters: Lindsay Cherry, West Ottawa Public Schools, “Social Justice Literature Circles as Safe Spaces for Learning and Growing”

Dylan Connor, Chicago Public Schools, “Pursuing Equity in an Inequitable System”

Jessica Klap, Zeeland Public Schools, “Exploring Diverse Texts and Representations with Students”

Abby Labarge, Hudsonville Public School District, “Subtle and Not-So-Subtle Daily Practices for Inclusivity”

Respondent: Deborah Van Duinen, Hope College, “Antiracism Pedagogy in Communities of Practice”

OD-114 Expanding the Teacher Toolkit for Discussing Linguistic Diversity in Language Arts and Literature Courses

Dialect diversity is overlooked in many teacher-education programs, leaving teachers unprepared to lead discussions around language variety and culture. This workshop illustrates pedagogical practices that employ dialectology and language data, so that English language arts teachers may better address linguistic diversity in ways that promote inclusion and advance equity.

Presenters: Kylie Bray, Western Kentucky University

Chasity Crafton, Western Kentucky University

Jessica Link, Western Kentucky University and Simpson County School System

Trini Stickle, Western Kentucky University

Adrianna Waters, Western Kentucky University

Alison Youngblood, Western Kentucky University

OD-115 Exploring Civil Rights in the Classroom

Presenters will share how they use texts to discuss civil rights and civic engagement in their classrooms.

Presenters: Mogan King, Gwinnett County Public Schools

Gwen Pauloski, Houston ISD

Kinsey Rubio, Gwinnett County Public Schools

Julie York, Worthington High School, OH

Lisa York, Gwinnett County Public Schools

OD-116 Exploring Student Lives & Experiences While Striving for Equity in the Middle Grades

ON-DEMAND SESSIONS

The adolescent years are among the most critical to the development of the racial, ethnic, cultural, and community identities of youth. This session includes presenters who will explore how literacy learning, equity, and antiracist teaching are central to the support of our students' lives and developing identities.

Presenters: Rick Coppola, Chicago Public Schools/University of Illinois at Chicago
William Kerns, University of Arkansas at Little Rock
Hannah Lipman, Jefferson County Public Schools/University of Louisville
Anne Namuth
Marisa Segel, Boston College
Andrea Vaughan, University of Illinois at Chicago
Rebecca Woodard, University of Illinois at Chicago

OD-117 Eye See You and Me: Recognizing and Celebrating Student Identity in the Classroom

Eye See You and Me: Recognizing and Celebrating Student Identity in the Classroom is a workshop designed to meaningfully address the concept of classroom identity of both the educator and students. During the session participants will engage in activities that are designed to be self-reflective of their own educator identity and recognize the importance of celebrating student identity.

Presenter: Samantha Utley, Falk Laboratory School

OD-118 A Family's Case of Discussing Racial Justice through Reading a Biography of Martin Luther King Jr.

This qualitative case study captures a child's and a mother's conversations, demonstrating the mother's color awareness and the efforts to facilitate her first-grade child's understanding of racial justice by reading a Martin Luther King Jr. biography. The study suggests how a caregiver can build safe and meaningful learning contexts of racial justice.

Presenter: Sunah Chung, University of Northern Iowa

OD-119 Fighting for Equity as an English Department Mission

This panel highlights the work of English teachers at East Side Community School, a Grade 6-12 Title I public school in New York City and recipient of the 2018 Library of Congress American Prize for Literacy. At East Side, students develop a passion for reading, social justice, discussion, and inquiry. Participants will engage in dynamic workshops and receive unit plans to take back to their schools.

Chair: Chantal Francois, Towson University College of Education, "Fighting for Equity as an English Department Mission"

Presenters: Joanna Dolgin, East Side Community High School, "Exploring Race, Gender, and Sexuality as a Course Framework"

Hana Feit, East Side Community High School, "Critiquing the Canon Toward Liberatory Literacy"

ON-DEMAND SESSIONS

Christina Hiras, East Side Community High School, “Equitable English for Students with Disabilities”
Kim Kelly, East Side Community High School, “The Fight for Social Justice in Sports”
Jennifer McLaughlin-Cahill, East Side Community High School, “Queering the English Classroom”
Nailah Moonsammy, East Side Community High School, “Rewriting Our Narratives, Taking Our Voices Back”

OD-120 Fighting for Justice-oriented ELA Curriculum: Superhero Graphic Novels and Multimodalities in Our Socio-Political Landscape

In this session, educators will provide curricular overviews of how they conceptualized and implemented justice-oriented English language arts curriculum through the study of superhero graphic novels. The presentation will offer classroom examples of how superhero graphic novels work across grades and institutions to concretize justice-oriented English language arts curriculum.

Presenters: Erica Del Riego, St. Brendan High School
Javier Del Riego, University of Florida
Christian Hines, The Ohio State University
Cody Miller, SUNY Brockport
Jon Mundorf, P.K. Yonge Developmental Research School at the University of Florida
Mario Worlds, University of Florida

OD-121 Finding Courage/Speaking Truth (Even When It's Hard): Literature, Writers, and Classroom Connections

This panel knows the messiness of raising voices to tell stories that explore power and privilege and ignite response and resistance. Each author will discuss how their books—historical fiction, graphic novel, and nonfiction—tell stories of truth and courage, even when it's hard. We'll also address classroom strategies to complicate, interrupt, honor, and extend what students believe is “truth.”

Presenters: Adrianna Cuevas, Abrams Books
Priya Hug, Macmillan Children's Publishing Group
Nancy Johnson, Western Washington University
Kristine Nugent-Ohls, Lynden Middle School
Candacy Taylor, Macmillan Children's Publishing Group

OD-122 Folger Library + Smithsonian American Art Museum: How and Why to Teach the Intersections of Art and Literature, Race, and Gender, Then and Now

A white marble woman called “Greek Slave.” An abstract black mirror called “I Saw Othello's Visage in His Mind.” A stately bronze depicting General George Washington. Act One of Shakespeare's *Othello*. This hands-on workshop will show you how and why to pair texts this way and inspire students to read everything closely.

Presenters: Elizabeth Dale-Deines, Smithsonian American Art Museum

ON-DEMAND SESSIONS

Amber Phelps, Baltimore City College High School/Folger Shakespeare Library
Corinne Viglietta, Folger Shakespeare Library

OD-122a Fostering Critical Conversations: Using Reading Groups to Engage in Conversations about Equity, Justice, and Antiracism in the Classroom

In this presentation, attendees will learn how to prepare for, organize, and execute online reading groups that are focused on equity, social justice, and antiracism for pre-service and practicing teachers.

Presenters: Jody Googins, Xavier University
Vanessa Winn, University of Dayton

OD-123 Fostering Equity through Basic Writing

Presenters share experiences fostering a more equitable learning experience in Basic Writing classrooms through multimedia projects, rethinking grammar instruction, and the way new literacies theories can enhance equitable teaching and learning.

Presenters: Susan Bernstein, CUNY
Zach Marshall, Greenville University
Odette Reid, University of Buffalo and Buffalo State College

OD-124 Fostering Literacy Independence through Equity and Productive Struggle

Equity + Productive Struggle = Literacy Independence. In an equitable classroom, teachers and students cocreate, sharing power, experience, and knowledge. In this session we will explore evidence-based, equitable literacy practices that engage students in productive struggle as they gain literacy independence. Participants will experience strategies they can immediately use with their students.

Presenters: Jodi Baker, PhD, Anoka-Hennepin District #11
Kristi Romo, Anoka-Hennepin District #11

OD-125 From Nèpantla to the Stars: Liberation through Speculative Fiction

This panel explores how a new future (or radically different present) is reflected in Latinx speculative fiction for young readers.

Presenters: David Bowles, University of Texas Rio Grande Valley
Cristina Rhodes, Shippensburg University

Tradebook Authors/Illustrators: Zoraida Cardova, Little, Brown Books for Young Readers

Romina Garber-Lobizona, Macmillan Publishers

Lizz Huerta, Macmillan

Anna-Marie McLemore, Macmillan Children's Publishing Group

Daniel Jose Older, Scholastic Press

ON-DEMAND SESSIONS

Mark Oshiro, Tor Teen
Aiden Thomas, Macmillan

OD-127 The Freedom of Literacy: Reading, Writing, Teaching, and Learning behind and beyond Bars

This panel presentation shares the learning experiences of four teacher-researchers' reading, writing, and teaching behind and beyond bars. Curricula, pedagogy, and engagements that support "literacy as freedom" in incarcerated contexts are described, and the perspectives of jailed youth, adults, and their teachers are amplified during this session.

Presenters: Tori Flint, University of Louisiana at Lafayette
Mary Styslinger, University of South Carolina

OD-128 The Future of African American Literature: Building a Culturally Responsive Curriculum around Afrofuturist Literature

A student's interest in the works of Octavia Butler and Ebony Thomas led to the development of an independent study in Afrofuturism, which led to a course that has become integral to a new undergraduate plan of study that emphasizes concentrations in antiracism and social justice and cultural studies.

Presenters: Rhianna Bennett, University of Connecticut
Jason Courtmanche, University of Connecticut
Aarushi Nohria, University of Connecticut
Kiedra Taylor, University of Connecticut
Samantha Vanvalkenburg, University of Connecticut

OD-129 The Future Is Now: Exploring 21st-Century Teaching Ideas with the Next Generation of English Teachers

Sponsored by the ELATE Graduate Strand

In this wide-ranging session sponsored by ELATE-GS, undergraduate and master's-level preservice and novice English teachers from across the nation will lead presentations that explore 21st-century teaching ideas and research-driven pedagogical practices. Please join us to support the next generation of English teachers and NCTE members.

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

Respondents: Heather Barto Wiley, R.J. Reynolds High School
Chris Bass, University of Illinois at Chicago
Crystal L. Beach, Union County High School
Susanna Benko, Ball State University
Ashley Davis Black, Northwest Missouri State University

ON-DEMAND SESSIONS

Brennan Davis, Columbia College
Tiffany Doerr, Louisiana State University
Katie Dredger
Anita Dubroc, Louisiana State University
Timothy Duggan, Northeastern Illinois University,
Sarah Fletcher, The Ohio State University
Nicole Green, University of Nebraska–Lincoln
Karly Grice
Jason Griffith, Penn State University
Sara Hoeve, Purdue University
Charlotte Land, Pennsylvania State University
Diana Liu, Teachers College Columbia University
Sheryl Long, Salem College
Stacia Long, The University of Georgia
Kristin McIlhagga
Mike Metz, University of Missouri
Charlotte Pass, SUNY Cortland
Joelle Pedersen, Boston College
Summer Pennell, Truman State University
Tammie Pierce, Harris County High School / Columbus State University
Stephanie F. Reid, University of Montana
Leslie Rush
Stephanie Anne Shelton, University of Alabama
Liz Shults, Oak Mountain High School
Darby Simpson, Arizona State University
Kristin Sovis, Central Michigan University
T. Hunter Strickland, Anderson University
Nick Thompson, Kennesaw State University
Amy Vetter, UNC Greensboro
Emily Wender, Indiana University of Pennsylvania
Wendy Williams, Arizona State University
Michelle Zoss, Georgia State University

Roundtable Leaders: Katie Alford, McKendree University
Johnny Allred, Fort Hays State University
Melissa Bedford, Eastern Washington University
Erinn Bentley, Columbus State University
Ashley Boyd, Washington State University
Alan Brown, Wake Forest University
Rebekah Buchanan, Western Illinois University
Jonathan Bush, Western Michigan University
Fawn Canady, Sonoma State University
James Chisholm, University of Louisville
Dawan Coombs, Brigham Young University

ON-DEMAND SESSIONS

Thomas C. Crochunis, Shippensburg University
Jennifer Dail, Kennesaw State University
Nicole Damico, University of Central Florida
Ann David, University of the Incarnate Word
Deborah Dean, Brigham Young University
Mark Fabrizi, Eastern CT State University
Michelle Falter, North Carolina State University
Will Fassbender, Montana State University
Jill Flynn, University of Delaware
Michelle Fowler-Amato, Old Dominion University
Jim Fredricksen, Boise State University
Marshall George, Hunter College of the City University of New York
Ricki Ginsberg, Colorado State University
Wendy Glenn, University of Colorado, Boulder
Crystal Glover, Winthrop University
Christian Z. Goering, University of Arkansas, Fayetteville
Charles Gonzalez, Austin Peay State University
Ruben Gonzalez, Stanford University
Heidi Hadley, Missouri State University
Alice Hays, California State University, Bakersfield
Aimee Hendrix-Soto, Texas Woman's University
Katherine Higgs-Coulthard, Saint Mary's College
Kate Hope, California State University Stanislaus
Amber Jensen, Brigham Young University
Raven Jones Stanbrough, Michigan State University
Sara Kajder, University of Georgia
Katie Kelly, Furman University
Michelle Knotts, Pennsylvania State University
Catherine Lammert, The University of Iowa
Kira LeeKeenan, California State University Fullerton
Mark A. Lewis, James Madison University
Danielle Lillge, Illinois State University
Naitnaphit Limlamai, University of Michigan, Ann Arbor
Stephanie Loomis
Steffany Comfort Maher, Indiana University Southeast
Victor Malo-Juvera, University of North Carolina, Wilmington
Melinda McBee Orzulak, Bradley University
Joan Mitchell, Wake Forest University
Robert Montgomery, Kennesaw State University
Clarice Moran, Appalachian State University
Maggie Morris Davis, Illinois State University
Caitlin Murphy, Bellarmine University
Allan Nail, Winthrop University
Jonathan Ostenson, Brigham Young University

ON-DEMAND SESSIONS

Christopher Parsons, Keene State College
Jennifer Penafiora, Berryville High School
Emily Pendergrass, Vanderbilt
Darius Phelps, Georgia Department of Early Care and Learning
David Premont, Purdue University
Ian Parker Renga, Western Colorado University
Stephanie Robillard, Stanford University
Luke Rodesiler, Purdue University Fort Wayne
Ryan Schey, University of Iowa, Department of Teaching and Learning
Nina Schoonover, North Carolina State University
Shelly Shaffer, Eastern Washington University
Eileen Shanahan, Eastern Kentucky University
Melanie Shoffner, James Madison University
Nicole Sieben, SUNY Old Westbury
Audra Slocum, West Virginia University
Laura Snyder, Brown University
Elisabeth Spinner, Western Michigan University
Erin Stutelberg, Salisbury University
Terri Suico, Saint Mary's College
Bonnie S. Sunstein, The University of Iowa
Amy Tondreau, Austin Peay State University
Deborah Van Duinen, Hope College
Donna Wake, University of Central Arkansas
Allen Webb, Western Michigan University
Alisha White, Western Illinois University
Shelbie Witte, Oklahoma State University
Allison Wynhoff Olsen, Montana State University
Carl Young, NC State University
Craig A. Young, Bloomsburg University of Pennsylvania
Emily Zuccaro, Eastern Kentucky University

OD-130 Gaslighting in YAL: When Females Fight Back

We offer curricular and pedagogical suggestions for addressing student-driven social movements countering sexual assault using YAL. Using Kate Manne's concept of gaslighting, this presentation considers how to combat institutional forces that perpetuate sexual violence in our culture.

Presenters: Shelby Boehm, University of Florida
Kathleen Colantonio-Yurko, SUNY Brockport
Kathleen Olmstead, SUNY Brockport

OD-131 Gatekeeping or Linguistic Justice? Investigating Instructor Attitudes toward Language and Literacy Practices at the University

ON-DEMAND SESSIONS

In the context of navigating online instruction amid BLM protests, many instructors are asking how to implement antiracist pedagogical practices. This panel presents the findings of our mixed-methods pilot study examining the attitudes, strategies, and practices instructors use to engage with and respond to student writing in online writing intensive courses across the curriculum.

Presenters: Adrienne Jankens, Wayne State University
Mariel Krupansky, Wayne State University
Anna Lindner, Wayne State University
Anita Mixon, Wayne State University
Nicole Varty, Wayne State University
Clay Walker, Wayne State University

OD-132 Getting into Good and Necessary Trouble: Creating All-American Change Agents through Diverse Critical Literacy Readings and Practices

Presenters share how they used Lewis's *March* and Reynolds and Kiely's *All American Boys* as texts for antiracist curriculum in composition and critical reading courses. Presenters demonstrate how students developed their "all American" activism as change agents through community projects. Participants will engage in designing their own community-based projects.

Presenters: Maryellen Ohrnberger, Chandler-Gilbert Community College
Renaë Rude, Chandler-Gilbert Community College

OD-133 Getting the Story Right: #OwnVoices Nonfiction for Every Library

In this dynamic panel, four celebrated #OwnVoices authors of new PB and MG nonfiction will give insights into their research and writing process. Through a moderated Q&A, the authors will discuss how their own experiences impact their art and how #OwnVoices nonfiction can deepen young readers' knowledge of the subject matter and paint a more complete picture of the truth.

Presenters: Becky Calzada, Leander Independent School District
Christina Soontornvat, Candlewick Press

Tradebook Authors/Illustrators: Gloria Amescua
Rajani LaRocca, HarperCollins
Kekla Magoon, Bloomsbury/Candlewick

OD-134 Growing Advocacy Online: Bringing Together Teachers, Researchers, Families, and Communities to Advocate for Authentic Writing Instruction

Sponsored by the ELATE Commission on Writing Teacher Education

How can we share ideas about our experiences with, and our visions for, teaching writing in a public space? Join editors, authors, and reviewers from the writing advocacy blog, Writers Who Care, to

ON-DEMAND SESSIONS

discuss, write, and bring together voices from across communities and to inspire real change in writing instruction.

Presenters: Sarah Donovan, Oklahoma State University
Amber Jensen, Brigham Young University
Charlotte Land, Penn State University
Kira LeeKeenan, California State University Fullerton
Robert Montgomery, Kennesaw State University
Amy Vetter, UNC Greensboro

OD-135 Hatching Your Gender Creative Classroom

Through playful inquiry, this roundtable will invite educators to hatch their own spaces. This session explores notions of hatching the future by examining what we can do today to incubate and care for all children as they create their own gender journeys. Participants will be led through a series of provocations and questions as opportunities to investigate their own classrooms.

Presenter: Clare Hammor, Compositive Primary

OD-136 Healing through Creativity: Creative Writing as a Balm

In this session, participants will be introduced to the *Healing through Creativity* anthology, learn about a summer experience for students who have experienced grief, and receive lesson plans to support creative writing for healing. Participants will also write and talk together about the relationship between writing and healing.

Presenters: Tanya Baker, National Writing Project
Dave Binkard
Katie Bonner, Scholastic
Kaitlyn Breidenbach, North Dakota State University
Tendo Mutanda

OD-137 Helping High School Readers Explore and Embrace Activism through “New Adult” Literature

“New Adult” (NA) literature targets readers in their late teens/early twenties. Many NA books depict real or fictional young people actively working for justice, rights, and equity. This session will discuss ways librarians and teachers can match relevant NA titles with budding or potential student activists. Readers can acquire role models and learn practical ways to promote a better world.

Presenter: Sharon Kane, SUNY Oswego

OD-138 Hip Hop in the Hallway: Using Hip Hop to Foster Equitable Dispositions amongst Preservice Teachers

ON-DEMAND SESSIONS

Hip hop literature study has the ability to serve as mentor text to cultivate antiracist dispositions for students and teachers. This presentation exhibits the curricular work of two teacher educators in an urban teacher educator program using hip hop as mentor text for activism and notions of justice. This session will present exemplar student work , curricular assignments, and spaces for dialogue.

Presenters: Evan Taylor, Indianapolis Public School/Indiana University Purdue University Indianapolis
Kara Taylor, Indiana University Purdue University Indianapolis

OD-139 History Is a Way of Building Identity: How One Elementary Independent Neighborhood School Uses Black Cultural Movements to Engage Sociopolitical Perspectives

This presentation will demonstrate the ways that one preK–6 independent neighborhood school that centers Black history opens up culturally sustaining space for young children to be active participants in learning about themselves and the world and to resist the status quo by taking up activist stances concerning injustice.

Presenter: Wintre Johnson, Teach Plus

OD-140 How Do Preservice Teachers Understand Race through the Lens of a Social Justice Book Club?

Many current and preservice teachers are white, yet there is great diversity in public school classrooms in terms of race, ethnicity, culture, linguistic background, disability status, and many other subdomains (e.g., religious affiliation, gender identity, gender expression, and more). This panel looks at whether participation in a social justice book club influences teachers' perceptions.

Presenters: Melissa Labelle, Bridgewater State University
Sheena Manuel, Bridgewater State University
Sarah Thomas, Bridgewater State University

OD-141 How Does Analytical Writing Reproduce Whiteness and Dominant Masculinities?

A ninth and tenth grade English teacher at Landon School, Dan Moorin identifies issues with his school context, asks how analytical writing instruction reproduces whiteness and dominant masculinities, and shares his experience teaching experimental analytical writing assignments aimed at naming, studying, and reflecting on whiteness and masculinity.

Presenter: Daniel Moorin, Landon School

OD-142 How Fear Functions to Promulgate White Supremacy Culture in Secondary English Methods

When white supremacy culture is not interrupted, students dwell on unlikely fears rather than the lived experience of fear within their students' lives. We utilize examples from class discussions in an English methods course to demonstrate how fear functions to center whiteness and to forestall the work of racial reconciliation and justice.

ON-DEMAND SESSIONS

Presenters: Briana Asmus, Aquinas College, Grand Rapids, MI
Heather Hurst, Frostburg State University

OD-143 How to Facilitate Antiracist Professional Learning that Disrupts Unconscious Bias in Instructional Decision Making

This session offers concrete strategies for antiracist instructional leadership. We will: (1) explore the impact of (racist) conditioning, (2) unpack three tenets of intellectual work that disrupt unconscious bias and train educators to create access, and (3) review the Equitable Outcomes framework for how to create, sustain, and systematize this kind of intellectual work within and across school systems.

Presenter: Sable Mensah Fulmore, Equitable Outcomes LLC

OD-144 Humanizing Black and Asian American People through Youth Literature

This session will explore how educators can navigate teaching Black Asian American race relations and dynamics within literature, the classroom, and society.

Presenters: Edith Campbell, Indiana State University
Tesla Donovan, Ellington Public Schools
Jung Kim, Lewis University
Elizabeth Simison, University of Connecticut, Storrs
David Yoon, Penguin Random House
Nicola Yoon, Random House Children's Book Author

OD-145 Humanizing the Virtual Classroom: Reflections of a Middle School Educator

This presentation will discuss an educator's actions to enhance a virtual humanities class through humanizing pedagogy. The educator will describe her actions to co-construct an antiracist and culturally sustaining environment for middle school students. Participants are encouraged to reflect on their own classroom practices as well.

Presenter: Lindsey Allen, University of Maryland, College Park

OD-146 Igniting Activism through a Humanities Poetry Workshop

Inspire student activism through a humanities writing workshop on advocacy poetry! Walk through a mini advocacy poetry workshop and learn how to teach students to connect historical activism with global issues today. Leave with a unit plan, mentor texts, and protocols for creating advocacy writing workshops around any historical era.

Presenters: Samantha Futrell, St. Michael's School
Rebekah O'Dell, St. Michael's School

ON-DEMAND SESSIONS

OD-147 I'm Going to Be Open with You: Teacher Negotiations of a Local Histories Project

In this session, two teacher educators use critical race composite stories and Youth Participatory Action Research to reflect on a middle school local histories project. The project revealed how researchers and teachers must confront their positionality and how it can ultimately shape and constrain students' opportunities to develop criticality.

Presenters: Jason Mizell, University of Miami
Katie Nagrotzky, Sacred Heart University

OD-148 Improving Communication through Audience Analysis: Understanding, Respecting, and Making Authentic Connections between Writer and Audience

Discover the importance and power of audience analysis in the writing process. In this interactive workshop, Beverly Ann Chin shares ways to help students analyze and build respectful relationships with their audience. By reflecting on their own perspectives and their audiences' perspectives on controversial topics, students learn how to write like a reader and read like a writer.

Presenter: Beverly Ann Chin, University of Montana

OD-149 Incorporating Literature and Community Protests to Affirm Black and Brown Voices

Attendees will use a variety of strategies with literature that represents Black and Brown voices. Also in this session, a classroom teacher will describe the creation and implementation of a unit on literary practices of the Movement for Black Lives, and former students will share their reactions to that unit.

Presenters: Sarah Donovan, Oklahoma State University
Brandon Keller, Cincinnati Public Schools
Eliza Ramirez, Chicago Public Schools
Susannah Remillard, Cape Cod Lighthouse Charter School
Sonam Shahani, NCTE Middle Level Steering Committee

OD-150 Interrupting Antiracism within Literacy Praxis

Presenters and attendees will engage with/in literacy participation and teaching as practices that interrupt antiracism. Roundtables will use and discuss restorative literacy practices such as storytelling in order to think/act/teach in ways that are anti-racist and anti-biased.

Presenters: Scott Cook, University of Texas at Austin
John Evanich, University of Texas at Austin
Pamela Jones, Bank Street College
Victoria Sherry, University of Texas at Austin
Molly Trinh Wiebe, University of Texas at Austin

ON-DEMAND SESSIONS

OD-151 Intersectional Healing through Poetry: Combatting Traumas in the Classroom

This presentation will focus on ways in which poetry can be healing for students by focusing on how poetry has allowed for the queer Chicax community to heal. We as educators can take the ways in which they recenter the lost voice and embed them into our curriculum in ways that not only center lost voices but provide students a space for their voices to prevail.

Presenter: Damon Carbajal, University of New Mexico

OD-152 An Inquiry Unit on Systemic Racism in the United States

In our society, there is a misconception that the effects of oppression can be explained by individual pathology as opposed to systematic issues. This session proposes an inquiry unit for students of ages 10–18 to recognize and challenge an issue of systemic oppression. If no race is inherently inferior or superior, instances of racial disparity must be explained by systemic issues.

Presenter: Christina Salazar, Mesquite ISD

OD-153 Invisible and Silent No More: Asian American Literature and the Power of Representation for All

This presentation will be led by three educators presenting a wide variety of Asian American literature that a range of teachers can incorporate within their curriculum as dominant texts of study as well as more possibilities for addressing issues of equity, representation, and race.

Presenters: Grace Choi, Fairfax County Public Schools
Jung Kim, Lewis University
Diana Liu, Teachers College, Columbia University

OD-154 Invitations to Create: Reimagining Social Justice through Aesthetic Literary Response

This session will demonstrate ways teachers might tap into students' imaginations by using Invitations to Create as a culturally sustaining and antiracist method for teaching literature. With a focus on Zora Neale Hurston's *Their Eyes Were Watching God*, presenters will engage participants in strategies for opening possibilities of aesthetic response to literature for social justice.

Presenters: Adele Bruni Ashley, Teachers College, Columbia University
Nathan Blom, New York City DOE

OD-155 "It's More than Just Science": Critical Literacy, Climate Justice, and the Preparation of Preservice Early Childhood and Elementary Literacy Teachers

ON-DEMAND SESSIONS

In this presentation, we, two critical literacy scholars and teacher educators, present findings from a research project designed to inform how we prepare elementary and early childhood teachers to teach about climate change. We discuss implications of our findings for literacy teacher educators interested in addressing climate change and climate justice from a critical literacy perspective.

Presenters: Ysaaca Axelrod, University of Massachusetts Amherst
Denise Ives, University of Massachusetts Amherst

OD-156 Justice for All and Participatory Democracy to Dismantle Inequities

This panel addresses the need for to work for "Justice for All" by focusing on two distinct lines of research: (1) Critical literacies and social justice teaching that decenters whiteness and recenters reparatory justice for Black students; and (2) Dismantling the school-to-prison pipeline by collaborating with educators, parents, community, and local/state officials.

Presenters: April Cobb, Sunshine Education Coalition
Thais Council, Georgia State University
Charity Gordon, Georgia State University
Denise Thomas Ford

OD-157 Latina Educadoras de la Comunidad Negociando Conocimiento: A Case Study Using a LatCrit and Testimonio Approach to Understand Language, Race, and Matemáticas

Through the analysis of testimonio and their self-reconstructed identidades, three Latina educadoras better understood how to connect their curriculum to Latinx students' everyday practices outside of the classroom as well as more fully assess their students' comprehension of matemáticas.

Presenter: Joanna Maravilla, Lewis University

OD-158 Let the Documents Speak for Themselves: Harnessing the Power of Primary Sources, Complementary Texts, and Modern Media

In this interactive panel, academic practitioners will guide colleagues through "Freedom on the Move," a historian-compiled database of fugitives from North American slavery. Using this vast resource as a springboard, panelists and participants will discuss the power of primary sources, complementary texts, and modern media. Select textual and non-textual resources will be shared.

Presenters: Jarah Botello, The Hard History Project
Cora Lee Davis, Freedom on the Move; Atlanta Public Schools
Heather Ingram, Chicago Public Schools
Ahmariah Jackson, Freedom on the Move; Atlanta Public Schools
Kate Shuster, Teaching Tolerance; The Hard History Project

ON-DEMAND SESSIONS

OD-159 Let's TED-Talk about Social Justice: Eleventh Grade Writers of Color Investigate Critical Issues Central to Their Lives

How will we create curricular opportunities for our students to write toward liberation? How will we reconceptualize classroom writing as a powerful tool to reach real audiences and enact real justice? I respond to these urgent questions in my instructional design and execution of an ambitious writing project alongside my eleventh-grade students at a Title-I high school in Brooklyn, New York.

Presenter: Joseph O'Connor, Teachers College, Columbia University

OD-160 LGBTQ+ Book Group for Educators: Books and Talk on Love and Activism

How can you support LGBTQ+ students and colleagues in your school? Meet author Alexandra Villasante and members of a country-wide educator book group to read excerpts from LGBTQ+ YA lit and talk openly about ways to work with admin, parents, librarians, and organizations to create more inclusive-affirming schools for students. Get practical teaching ideas and make new, compassionate teacher-friends.

Presenter: Sarah Donovan, Oklahoma State University

Tradebook Author/Illustrator: Alexandra Villasante, Penguin/Putnam, "LGBTQ Storytelling: Mental Health, Joy, and Intersecting Identities"

Roundtable Leaders: Jessica Arl, The Frances Xavier Warde School, "Lessons in Our Catholic School: A Quick and Easy Guide to They/Them Pronouns (a Graphic 'Novel')"

Nicole (Nikki) Bylina-Streets, Abston ES, Clark County School District, "Making the Transition in Middle School: *Zenobia July*"

Colleen Flathers, Central DeWitt High School, "Community Activism in *Anger Is a Gift*"

Sarah Fleming, Westhill High School, "Sci-Fi, Immigration, and Love in *The Grief Keeper*"

Dillon Graham, Stillwater Junior High School, "The Art of Self-Identifying in *Felix Ever After*"

Erica Johnson, Vilonia High School, "Indigenous Culture with Paranormal Twists: *Elatsoe*"

Katrina Morrison, Skiatook High School, "The Beauty of an Anthology: *Love Beyond Body, Space, and Time*"

Robin Pelletier, Clark County School District, "Genre-Bending Monsters in *Pet*"

Sumer Samano, Chicago Public Schools, "Being Enough in America and Iran: *Darius the Great Is Not Okay*"

Kristy Self, Stillwater High School, "Exploring *The Stonewall Riots* in AP Class"

OD-161 Linguistic Justice for All: Raising Critical and Black Linguistic Consciousness

In this session, presenters will explore the possibilities and promise of centering Black Language and Blackness for antiracist practice in ELA classrooms and curriculum.

Presenters: Scott Jarvie, San Jose State University

Teaira McMurtry, University of Alabama at Birmingham

ON-DEMAND SESSIONS

Kisha Porcher, University of Delaware
Patrick Sitzler, Teachers College, Columbia University

OD-162 Literacies of Liberation: Writing and Reading to Reclaim Identities

This session shares the transformative literacy practices that incarcerated individuals engaged in through letter writing to elementary students and engagement in an outreach program for incarcerated fathers in which they explore different facets of their identities, in various ways. Speakers discuss implications for English language arts classroom to push critical conversations into action.

Presenters: Tori Flint, University of Louisiana at Lafayette
Rebecca Witte, Michigan State University
Eena Wright, Grand Rapids Christian School

OD-163 Literacy Narratives as a Culturally Responsive Teaching Practice

With policymakers limiting or removing remedial and developmental courses, there is an increasing challenge for instructors to meet the diverse needs of their first-year writing students. The presenter discusses her research study about assessing and incorporating literacy narratives into the first-year writing classroom as a culturally responsive teaching practice.

Presenter: Haley Stammen, Wilmington College

OD-164 Literacy Narratives as Liberatory Tools to Build Social Equity

Two presenters examine the role of literacy narratives in prison-based education while the third looks at ways to build social equity with the literacy narrative as a starting point.

Presenters: Gregory Bruno, Kingsborough Community College, City University of New York
Katharine Romero Jimenez, DePaul University
Casey Podoll, Western Oklahoma State College

OD-165 Literature as a Catalyst: Engaging Students in Personalized Learning to Foster Dynamic Discussions about Social Justice

Fostering productive conversations about social justice issues can often be challenging. However, panel members found that academic achievement and student confidence in ability to engage in meaningful conversations increased significantly when they were encouraged to have voice and choice in selecting, analyzing, and presenting literary passages as a catalyst for authentic community engagement.

Presenters: Araceli Garcia, Workman High School
Blake Taylor, Walnut Hills High School
Nichole Wilson, William Mason High School

ON-DEMAND SESSIONS

OD-167 Making Meaning Visible: Visual Verbal Journals that Activate Social-Emotional and Social Justice Responses to Children’s and Adolescent Literature

Sponsored by CELT: Center for Expansion of Language and Thinking

Visual Verbal Journals (VVJs) support readers’ meaning making about children’s and adolescent literature with challenging social-emotional and social justice themes. We’ll illustrate how VVJs encourage safely sharing sociopolitical identities, build meaning about justice and equity through art, and support book selections that activate critical reading to support social-emotional and social justice learning.

Presenters: James Chisholm, University of Louisville
Krista Griffin, Metropolitan State University of Denver
Karen Spector, University of Alabama
Kathryn Whitmore, Metropolitan State University, Denver

OD-169 Middle Grade Fantasy: A Portal to Exploring Power, Politics, and Privilege

Six authors will engage in a moderated discussion on how educators can use the unique characteristics of middle grades fantasy to explore the dynamics of power, politics, and privilege. Panelists will provide examples from their work and offer exercises to address issues of social justice in a cross-disciplinary manner.

Presenter: Andrea Childes, Highcroft Elementary (Parkway School District)

Tradebook Authors/Illustrators: B. B. Alston, Balzer + Bray (HarperCollins)

Kekla Magoon, Bloomsbury/Candlewick
Aisha Saeed, Abrams Publishing
Christina Soontornvat, Candlewick Press
Jessica Vitalis, HarperCollins
Alysa Wishingrad, HarperCollins

OD-170 Middle by Design: Voices from the Middle Explores Design Thinking in the ELA Classroom

Sponsored by the Middle Level Section Steering Committee

In this interactive session, you are invited to join the editors of *Voices from the Middle* and featured authors as they collectively unpack their discoveries around integrating design thinking in the classroom. Learn ideas to help students in developing empathy, navigating ambiguity, being flexible, and ideating based on feedback. Discuss ideas for future publishing opportunities with the editors.

Presenters: Shanetia Clark, Salisbury University
Robyn Seglem, Illinois State University
Matt Skillen, Elizabethtown College

ON-DEMAND SESSIONS

OD-171 Mindful at Every Step: Implementing Antiracist Practices at Predominantly White Institutions

How can three white teachers of writing work to engage with antiracist initiatives that are responsive to the racism and race-blindness endemic to a predominantly white institution (PWI)? In this panel we discuss mindful teaching practices related to writing classroom activities, assessment, and community engagement.

Presenters: Courtney Cox, Illinois State University
Matt Schering, Illinois State University
Joyce Walker, Illinois State University

OD-172 (Mis)Perceptions and Feedback, Benefits and Barriers: Suburban Middle School Educators on Culturally Responsive Teaching

This presentation will share findings of a qualitative research study focused on suburban, middle school educators who are interested in culturally responsive teaching. A focus group interview and classroom observations provide an analysis in understanding participants' feedback about the approach and what investment in the pedagogy means to their professional practice and personal well-being.

Presenter: Tequila Cornelious, Concordia University Chicago

OD-173 Mixing Languages and Dialects in Our Classrooms

Presenters introduce participants to approaches to designing instruction for linguistically diverse students.

Presenters: Lauren Ardizzone, Morris Academy for Collaborative Studies
Kate Seltzer, Rowan University

OD-174 More Than Just Friendships: Allies in Middle Grades Fiction

Explore what it means to be an ally with five middle grades authors. This moderated author panel will discuss the role of allies in middle grades novels and how fictional allies model empathy, activism, and advocacy for readers. Attendees will gain an understanding of what it means to be an ally, learn about best practices, and share fiction titles that explore the theme of allyship for learners.

Presenter: Becky Calzada, Leander Independent School District

Tradebook Authors/Illustrators: Ruth Behar, Penguin Random House Books
Barbara Dee, Aladdin/Simon & Schuster
Lamar Giles, HarperCollins
Laura Shovan, Random House Children's Books
Padma Venkatraman, Penguin Random House

ON-DEMAND SESSIONS

OD-175 Movement Building for Racial Justice, Equity, and Democracy in Education: Making Citizen Teachers

This panel examines how two university teacher educators and a middle school assistant principal came together with local educators to build an antiracist movement in schools throughout Southern California's Inland Empire. These panelists share stories about their efforts to create the Inland Empire Educators for Social Justice (IEESJ) network and conduct antiracist workshops for local teachers.

Presenters: Mikela Bjork, University of Redlands
Brian Charest, University of Redlands
Temika Morris, Moreno Valley Unified School District

OD-176 Moving beyond Mainstream Mandates: Stories of Culturally Sustaining Leadership and Pedagogy

Considering the important role educational leaders play in building and shaping teachers' learning environment, this panel brings together three papers that emerged from one research project on the theoretical, methodological, and practical implications of culturally sustaining educational leadership for English language teaching and learning.

Presenters: Fatima Brunson, University of Pittsburgh
Tanja Burkhard, Washington State University Vancouver
DaVonna Graham, University of Pittsburgh

OD-177 Multicultural for ALL

Multiculturalism is needed in ALL classrooms in order to provide mirrors into their lives, but also windows into the world of others. Knowing the needs of multiculturalism in our society, these presenters discuss how classrooms are places where students freely learn in an environment that sees them.

Presenters: Haidy Diaz, University of South Carolina
Amber Lawson, Michigan State University
Rhianna Thomas, New Mexico State University
Wenjie Wang, New Mexico State University

OD-178 Multiracial Literacy Toolbox

This presentation will provide techniques to encourage class discussions of racial literacy while generating writing exercises that address implicit and explicit bias and enhance racial literacy. In addition, presenters will describe and examine Yosso's cultural capital model and its intersection with education, advancing culturally relevant language practices that embrace students' language diversity.

Presenters: Cathy Bankston, Tulsa Community College
Kayla Harding, Tulsa Community College

ON-DEMAND SESSIONS

Lisa Smith, Johnson & Wales University
Kelly Wolfe, Johnson & Wales University

OD-179 My Canon Is #Complicated: Promoting Antiracism in the Twenty-First Century Middle Grades and YAL Classroom Canon

This presentation will examine the ways in which attention to inclusive, antiracist mindsets about the classroom canon can help to create an atmosphere of equitable learning and representation for the twenty-first century middle grades/secondary classroom.

Presenter: Kristie Smith, Gardner-Webb University

OD-180 Naming Matters: Empowering Student Activists through Antiracist Vocabulary Instruction

Our students are ready for tough conversations, but do they have the words they need? Educators must assist students in building the dictionary they need to engage in dialogue about social change. In this session, we will discuss personal experiences and practical applications for teaching and modeling antiracist vocabulary as well as the impact that naming racism can have on a school community.

Presenter: Grace Crumpton

OD-181 Native American (Hi)story in the Writing Classroom: Reimagining the Past, Present, and Future

Interconnection informs my writing classroom. I privilege texts that confront one-sided (racist) colonial narratives (that often removed and silenced Natives) and texts that expose Native voices, worldviews, and biases. In this classroom, students can reimagine Native (hi)stories and identities. Writing assignments are meaningful when Native students can embrace their past, present, and future.

Presenter: Aretha Matt, University of New Mexico-Gallup

OD-182 The Native Americans Welcomed Him, Too: Essentialized Representations in English Language Arts Curricula

Traditionally, the voices and perspectives of Indigenous peoples have long been absent from elementary instructional spaces. This study looks at two widely available ELA curricula and analyzes representations in the text to better understand how perspectives are presented, discussed, and/or problematized. Initial findings call for higher-quality texts and communication with local communities.

Presenter: Thomas Hill Jr., University of Pittsburgh

OD-183 Native Now: Contemporary Narratives Push Back against Stereotypes and Erasure to Celebrate Today's Indigenous Peoples

ON-DEMAND SESSIONS

Eight Native authors/illustrators push back against stereotypes and erasure in their recently published books. In consideration of what it means to be “Native Now” and with a focus on writers’/illustrators’ craft, this presentation offers a multifaceted picture of the rich storytelling and innovation within their contemporary narratives.

Presenters: Angeline Bouley, Macmillan Children's Publishing Group
Cherie Dimaline, ABRAMS Children's Books
Ricki Ginsberg, Colorado State University
Michaela Goade, Little, Brown
Cynthia Leitich Smith, Author, Consultant CLS, LLC
Carole Lindstrom, Macmillan Children's Books
Darcie Little Badger, Elatsoe, Levine Querido
Kevin Maillard, MacMillan
Traci Sorell, Penguin, Charlesbridge

Respondent: Chloe Kannan, University of Pennsylvania Graduate School of Education

OD-184 Navigating and Negotiating in Uncertainties: Young Girls Virtual Immersion in Multimodal Literacy during COVID-19

This study is motivated by learning of the challenges that rural girls are experiencing during the pandemic caused by COVID-19 and how they use short-video platforms to navigate and negotiate the environment in uncertainties through exploring, transforming, and creating multimodal literacy.

Presenter: Jue Wang, Pennsylvania State University, University Park

OD-185 Nonfiction Now! Innovative, Intriguing, and Inclusive

Five highly acclaimed nonfiction authors present a crash course in how they navigate expository writing, presenting all the stages of the process—identifying a topic, research, drafting, revising, and publishing—this session will feature highlights from each author's recent books and will include teaching strategies to support students as expository writers.

Chair and Presenter: Susannah Richards, Eastern CT State University

Tradebook Authors/Illustrators: Sarah Albee, author
Nancy Castaldo, Algonquin/Houghton Mifflin
Lesa Cline-Ransome, Penguin/Random House
Jennifer Swanson

OD-186 Nonfiction Writers Dig Deep: Promoting Equity, Justice, and Antiracism through Informational Writing

ON-DEMAND SESSIONS

A diverse panel of nonfiction authors describes how the equity and social justice topics they explore reflect their passions, personalities, beliefs, and experiences in the world. Then they share strategies to help students become personally invested in their own informational writing, so they can craft rich, engaging prose.

Presenters: Lesa Cline-Ransome, Leaving Lymon, Holiday House
Patricia Newman, Lerner Books
Traci Sorell, Penguin, Charlesbridge
Melissa Stewart, Children's book author
Lee Wind, Lerner Books Presenter
Paula Yoo, Norton Books for Young Readers

OD-187 Normalizing Diversity and Decentering the Dominant Culture: Using Picture Books for Antiracist Teaching

Part of antiracist teaching means we must consciously and intentionally make subtle changes that shift who and what we value as humans. We can use picture books to normalize diversity and bring marginalized people out of the margins by centering marginalized people, communities, and cultures and decentering the dominant white culture to create a balanced vision of value for all.

Tradebook Authors/Illustrators: Tina Cho, Kokila/Penguin Random House
Sharon Langley, Abrams Kids
Rajani LaRocca, HarperCollins
Andrea Loney, Lee and Lowe, Penguin, Random House, Knoff
Zeena Pliska, Los Angeles Unified School District, Page Street Kids, Roaring Brook Press
Traci Sorell, Penguin, Charlesbridge

OD-188 Normalizing the LGBTQIA+ Experience: YA Authors on Writing Coming-of-Age Stories Exploring the Intersection of Love and Identity

In this session, LGBTQIA+ authors with books released in 2021 speak on the various forms love takes and on writing characters that navigate cultivating relationships while also exploring identity. They will also speak on the importance of representation and how teachers can use YA novels to normalize the experiences of LGBTQIA+ people and have critical conversations with all students.

Presenters: Jay Coles, Scholastic
Leah Johnson, Scholastic
Eli Oldham
Alice Oseman, Scholastic
Molly Knox Ostertag, Scholastic

OD-190 Open Educational Resources (OER): Tools for Equity in Writing Programs

ON-DEMAND SESSIONS

As faculty at a large public university, the presenters of this roundtable have been addressing issues of equitable access to textbooks and course materials since 2019. In this session, they focus on the use and usefulness of OER in first year writing courses, technical writing, writing about literature, information literacy, and the equitable distribution of, and access to, scholarly materials.

Presenter: Terri Pantuso, Texas A&M University, “OER and Freshman Composition”

Roundtable Leaders: Kathy Anders, Texas A&M University, “Teaching Information Access and Intellectual Property through OER”

Claire Carly-Miles, Texas A&M University, “Special Considerations for OER and Literature”

Nicole Hagstrom-Schmidt, Texas A&M University, “Dis/Ability, Access, and Best Practices in OER Creation and Use”

Sarah LeMire, Texas A&M University, “Integrating Information Literacy”

Matt McKinney, Texas A&M University, “Recontextualizing the Decontextualized in Technical Writing”

OD-191 Our Ecological Community: Place Consciousness for Middle Schoolers

This presentation focuses upon a community literacy project for middle school students centered upon ecological literacy. The discussion will focus upon the critical place conscious theory that framed the conception of the project's curriculum and highlights the students' experiences. It also discusses the process of a formal proposal to school administrators to support and fund the project.

Presenters: Cathie English, Missouri State University

Brittany Robbins, Ozark Middle School

OD-192 Our Voice Matters: Preservice Teachers Claim Their Identities through Equity-Oriented Writing Instruction

Three teacher educators cocreate digital spaces that enable preservice teachers to connect with and support K–8 students as writers and, in the process, claim their own identities as writers and teachers of writing committed to equity and social justice.

Presenters: Kimberly Lewinski, La Salle University

Jamie Marsh, California State University, Los Angeles

Haley Sigler, Washington and Lee University

OD-193 Outside the School Walls: Ensuring Engaging and Equitable Education in a Changing World

Although teacher education programs prepare teachers, more training in how to plan engaging lessons and be equitable in a virtual environment would be helpful for the next generation of teachers. In this session, teachers will learn how to use available resources to plan lessons and deliver them virtually.

Presenter: Tara Foster, Jefferson County Schools

ON-DEMAND SESSIONS

OD-194 Owning Our Errors: From Authentic to Ethical Assessment

National forces in education define equity as all students achieving the same outcomes, including written communication. Yet, scholars have challenged the teaching of academic language as reinforcing white norms. These three studies examine perceptions of grammar in assessment practice and teacher training. How do we build ethical assessment within the strictures of our everyday teaching practice?

Presenters: Jennifer Grouilng, Ball State University, “National Writing Rubrics and the Authoring of Error”

Emilie Schiess, Ball State University, “Ethical and Antiracist Grading of Grammar: Reassessing Rubric Values”

Lynne Stallings, Ball State University, “Perceptions of International Student Writing”

OD-195 Own-Voices Picture Books in the Secondary Classroom

Katelynn Giordano, a middle school teacher, and Caitlin O'Connor, a high school teacher, will discuss the importance of own voice texts with Carole Lindstrom, the author of *We Are Water Protectors*, and offer teachers guidance on using own voices picture books to supplement secondary classroom reading.

Presenters: Mahogany Browne, Macmillan

Katelynn Giordano

Carole Lindstrom, Macmillan Children's Books

Caitlin O'Connor, Hommocks Middle School, Westchester County, NY

OD-196 Paired Texts for Future Teachers: How *Stamped* Expanded a Course on Language in ELA Classrooms

This presentation will explain how a university course for secondary English educators paired *Stamped*, a YA nonfiction book, with articles on language, grammar, and power. The presenters will show how this pairing provided necessary historical context for students to have conversations around the racist nature of language gatekeeping in schools.

Presenters: Sarah Burriss, Vanderbilt University

Melanie Hundley, Vanderbilt University

Emily Pendergrass, Vanderbilt

Holland White, Vanderbilt University

OD-197 The Past Informs the Present: Representation and Intergenerational Empathy Using the *American Masters* film *Amy Tan: Unintended Memoir*

Join us for a session utilizing the *American Masters* film *Amy Tan: Unintended Memoir* and Tan’s writing to explore how writing and storytelling can serve as the foundation for antiracist teaching. The panel will address how the past informs the present, the importance of representation, and how dialogue between generations can reveal a deeper understanding of the forces that shape America.

ON-DEMAND SESSIONS

Presenters: Hannah Dawe, The WNET Group
Kristina Kirtley, The WNET Group

OD-197a Picture Book Authors Analyze Their Work through Critical Lenses

Award winning authors will examine critical topics within the field of children's literature from multiple lenses across storytelling elements to engaging in antiracist work. Attendees will begin the session with an overview of frameworks and then move through small groups where these authors will use these frameworks to discuss their work.

Presenter: Jennifer Zwillenberg

Roundtable Leaders: Kelly J. Baptist, Lee and Low Books

Carmen Arga Deedy, Scholastic

Joana Pastro, Scholastic

Peter H. Reynolds, Scholastic

Aida Salazar, Scholastic

Natasha Anastasia Tarpley, Scholastic

Donald Tate, Abrams

Muon Thi Van, Scholastic

OD-198 The Power of Healing-Centered Engagement to Support Inclusive Critical Education in Our School Spaces

Based in healing-centered engagement, this session provides educators with practical ways to engage in inclusive critical education in their classrooms, curricula, and school spaces. Participants will examine how systems of oppression impact their classroom, student body, and school, and plan action that is rooted in a compassionate, strengths-based lens.

Presenters: Courtney Beatty, Chapman University

Katie Cubano, West Windsor-Plainsboro Regional Schools

Justin Dolcimascolo, West Windsor-Plainsboro Regional School District

Jamaica Ross, Long Beach Unified School District

Dana Stachowiak, University of North Carolina Wilmington

OD-199 The Power of Relational Learning: A Radical Re-Imagining of Professional Book Clubs

By challenging prescriptive ways of selecting, reading, and interacting with texts, this session introduces participants to The Re-Imagined Professional Book Club, a model for professional teacher development that disrupts the prescriptive, colonial ways of making meaning from texts. In this model, educators collectively co-construct meaning through sustained relational learning experiences.

Presenter: Evelyn Paris, TCDSB

ON-DEMAND SESSIONS

OD-201 Picturing Diversity through Peritext

Presenters will share how teachers and students can redesign the peritext (e.g., book covers) of YA novels to more accurately and equitably reflect a book's concern with celebrating diverse identities. Presenters will argue that critical attention to peritext allows students to examine and critique existing structural inequalities in literature.

Presenters: Johnny Allred, Fort Hays State University
Sean Connors

OD-201 A Place at the Table (and on Your Classroom Shelves)

Five award-winning authors discuss new and recent nonfiction books that reflect the world's diversity and showcase remarkable but previously unheralded events and accomplishments. The panel will go from title-talk to lesson ideas to group discussion, designed to inspire you to add new nonfiction to your classroom library.

Tradebook Authors/Illustrators: Tracey Baptiste, author
Leah Henderson, Sterling Children's Books/Atheneum/Simon & Schuster
Carole Lindstrom, Macmillan Children's Books
Aisha Saeed, Abrams Publishing

Respondent: Andrea Childes, Highcroft Elementary (Parkway School District)

OD-202 Podcasting: A Tool for Antiracist Teaching and Learning

Before we begin to read and write, we learn to listen. Our cultures are steeped in oral traditions and storytelling. Today, we glean information to actively participate in society in many different formats. Podcasts are a great text for listening and learning, and they also can also be utilized for student creation and creative expression. Learn how to empower your students to create podcasts.

Presenter: Michele Haiken, Rye Middle School

OD-203 Poetry as Possibilities for Antiracist Teaching

This session provides pathways for thinking about how poetry could be used for antiracist teaching and practice.

Presenter: William Wright, University of Georgia, Athens

OD-204 Premodern Literature and Antiracist Teaching

ON-DEMAND SESSIONS

YA authors and teachers (middle school through college) will share strategies for responding to premodern texts through two antiracist frameworks: contemporary retelling, a revision of the original that centers the voices of the racially marginalized, and decolonization, antiracist inquiries into premodern texts that disrupt the white supremacy of literary curricula.

Presenters: Kara Crawford, The Bishop's School
Rosa Angelica Martinez, California State University at Sacramento
Anna-Marie McLemore, Macmillan Children's Publishing Group
Alex Mueller, University of Massachusetts Boston
MK Waterman, The Lovett School
Kim Zarins, California State at Sacramento

Roundtable Leader: Thomas Goodmann, University of Miami

OD-208 Questioning the Status Quo: Lessons from Pandemic Teaching

Challenged by a global pandemic, this session focuses on how one teacher educator shifted a traditional English language arts methods course for middle-secondary teachers to a hybrid experience. This session will walk through course design and the tools used to foster active engagement and co-construction of knowledge as well as share work produced by preservice teachers through this hybrid course.

Presenter: Sarah Hunt-Barron, Lander University

OD-209 Race Matters in Poe's Narratives

Edgar Allan Poe intertwines horror and mystery to capture the social and political consciousness of the antebellum era, shedding light on the implications of racial diversity in the US. Power of words includes a language with "the army and navy of a culture." This presentation will address Poe's narratives to dismantle the linguistic bastion of systemic racism and social injustice.

Presenter: Mabel Khawaja, Hampton University

OD-210 Race, Racial Identity, and Curriculum Building for Educators

In this interactive session, the presenter will review concepts of race, racial identity development, and microaggressions for educators who want to deepen their own knowledge of and support the racial literacy of their students. While this presentation may seem most immediately applicable to the humanities, all subject-area teachers are encouraged to attend.

Presenter: Ah-Young Song, Vassar

OD-211 Racial and Ethnic Impacts on Literacy Teaching and Being

ON-DEMAND SESSIONS

This session centers the literacies, wellness, and ways of knowing and being of teachers of color as they prepare to enter and remain in the profession.

Presenters: Cynthia Apantenco, Yorkville High School
Joseph E. Flynn, Northern Illinois University
Kathleen King, North Central College
Vincent Laverick, Lourdes University
Cassandra Lo, St. Thomas Aquinas College
Mary Ressler, North Central College
Wideline Seraphin, University of Memphis
Lindsay Wexler, North Central College

OD-212 Reader's and Writer's Workshop in the Linguistically Diverse Classroom

Reader's and writer's workshops are innovative literacy instructional approaches that involve authentic learning, student choice, and a little controlled chaos. Learn how you can effectively modify the workshop approach to best serve your linguistically diverse students by leveraging all students' languages in multimodal reading and writing in personally meaningful ways.

Presenters: Holly Genova
Mandy Stewart, Texas Woman's University

OD-213 Real Talk: Moving Teacher Conversations beyond Chat toward Curriculum that Drives Change

Changing teaching practices not only comes through personal and professional reflection but also through navigating systems of oppression. This presentation invites teachers to question how they can learn from one another and how that learning can become a community of practice that drives change toward equity, justice, and antiracist teaching. It is work that requires communities and allies.

Presenters: Rosanna Orta
Ashley Yap, Chandler High School

Roundtable Leader: Monica Baldonado-Ruiz, Arizona State University, "Bringing Teachers Together for 'Real Talk'"

OD-214 Reflexive Practices for Antiracist Education

The presenters advocate for affordances possible when providing self-reflexive reading and writing opportunities to teachers and students. Through three qualitative studies, the audience will learn of ways to engage students in examining their language(s), literacy(ies), and cultural practices. Presenters showcase successful practices for examining and enacting antiracist education.

Chair: Monica Pineda, The University of Texas at Austin

ON-DEMAND SESSIONS

Presenters: María Fránquiz, University of Texas at Austin
Maria Leija, The University of Texas at San Antonio
Desiree Pallais, The University of Texas at Austin
Irán Tovar, The University of Texas at Austin
Adeli Ynostroza Ochoa, The University of Texas at Austin

Respondent: Gilberto Lara, The University of Texas at San Antonio

OD-215 Reframing the CASEL Competencies: Exploring the Intersections of Social-Emotional Learning and Social Justice Education

In this session, we will explore the bridge between social-emotional learning (SEL) and social justice education (SJE). We will discuss the importance of equipping young people with all of the tools they need to become changemakers in the world.

Presenters: Kelly Hilton, Pleasanton Unified School District
Jenna King, Pleasanton Unified School District
Nadia Razi, Pleasanton Unified School District

OD-216 Reimagining Reading and Literature Instruction for Equity in the Middle Grades

This session focuses on strategies and perspectives on reading and literature instruction in the middle grades with a focus on antiracism and equity teaching. Attendees can expect to gain new insights, strategies, and suggestions for how to use literature in antiracist ways as they teach reading in their classrooms.

Presenters: Ilisa Lieberman-Leibovich, Florida International University
Sarah Lightner, West Chester University
Keisha McIntyre-McCullough, Florida International University
Laura Saunders, Morningside Middle School
Eileen Shanahan, Eastern Kentucky University

OD-217 Reimagining Resistance through Fantasy: Using Fantastic Literature Circles to Examine the Past and a New Future

Channel your students' love for fantasy books into a reimagining of how they think of literature, themselves, and the future. Using Ebony Elizabeth Thomas's framework, let's change the way we look at reading and writing (fan-fiction counts!). Come learn about how to implement Fantasy Lit Circles in your classroom!

Presenter: Megan Forbes, First Avenue Middle School

OD-219 Representing Voices, Co-constructing Truths: What We Write When We Write about Students

ON-DEMAND SESSIONS

Teachers write about students all the time, but what are the stakes of this writing? What can we learn about ourselves through the practice of writing? How can writing help drive our work toward equity, justice, and antiracist teaching? This panel explores complex questions of identity and politics as they connect to the difficult work of representing students and their learning through writing.

Presenters: Lauren Gatti, University of Nebraska, Lincoln
Rick Marlatt, New Mexico State University
Jessica Rivera-Mueller, Utah State University
Stacey Waite, University of Nebraska Lincoln

OD-220 Re-reading and Re-writing Rural Narratives and Communities: Socially Just Possibilities for Teacher and Student Critical Literacy Learning and Inquiry

Discover how centering rural students' literacies and lives challenges the essentialized monolith of rural life in texts, cultural artifacts, and secondary and university classrooms. Coanalyze texts and student writing to explore what becomes possible within socially just literacy inquiry work in rural schools and communities.

Chair and Respondent: Cathie English, Missouri State University

Presenters: Abigail Byrnside, Illinois State University
Maggie Morris Davis, Illinois State University
Destiny Dungey, Illinois State University
Danielle Lillge, Illinois State University
Anushree Rayarikar, Illinois State University
Brooklyn Vogel, Roanoke-Benson High School

OD-230 Rethinking the Hero's Journey through *Black Panther*

Black Panther is a distinctively Afrocentric film that has incredible value in the classroom as a piece of literature that students can analyze. In this panel, teachers will discuss their own journeys using *Black Panther* as a text in the classroom, developed a pedagogy centered around both individual and collective identity, and created classrooms where Black lives matter using *Black Panther* as an anchor.

Presenters: Traniece Brown-Warrens, Jason Lee Elementary School
Timothy Jones, #HipHopEd
Caitlin O'Connor, Hommocks Middle School, Westchester County, NY
Islah Tauheed, NYC Schools
Victoria Thompson, Technology Access Foundation

OD-240 RISE-ing to Equity and Inclusion in Selecting Course Readings

Selecting books that reflect the diversity of our students and our world is a complex task. How can we be sure that the books we select are diverse and inclusive, and that they demonstrate equity? What

ON-DEMAND SESSIONS

questions do we ask when evaluating books for our students? This participatory session will share a rubric designed for a children's literature course to evaluate literature for young readers.

Presenter: Teresa Purvis, Lansing Community College

OD-242 Scholastic Media Empowers Students to Use Their Voices to Address Inequalities and Inform Their Communities

Sponsored by the Journalism Education Association

This panel will showcase the value of journalistic storytelling to empower students as they navigate issues of identity, intolerance, conflict, and truth. After learning why and how scholastic media helps students inform communities and build media literacy skills, participants will interact through guided practice and gain curriculum resources and free digital tools they can use immediately.

Presenters: Evelyn Lauer, Niles West High School
James Miller, duPont Manual Magnet High School
Sarah Nichols, Journalism Education Association
Liz Palmer, duPont Manual Magnet High School

OD-243 Seeking Equity: Digital Pedagogies and Creative Teaching Adapted from the COVID-19 Crisis

Now that schools and districts have begun to address access to technology, teachers need support in designing lessons and curriculum that integrate this technology. Our presentation will help build that support for attendees and supply them with ready-to-use tools with which to return to their physical and digital classrooms.

Presenters: Megan Kowalski, John A. Walsh Elementary
Andy Schoenborn, Mt. Pleasant High School, Mt. Pleasant, MI
Becky Schwartz, Springport High School

OD-244 Shakespeare and Young Adult Literature: Pairing for Social Justice

This roundtable session delves into engaging ideas and approaches for teaching social justice issues by pairing Shakespeare's most frequently taught plays alongside contemporary young adult novels. 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
Victor Malo-Juvera, University of North Carolina Wilmington

Roundtable Leaders: Laura Bolf-Beliveau, University of Central Oklahoma, "Monsters Matter: Using YA to Reexamine Caliban and *The Tempest*"

ON-DEMAND SESSIONS

Jennifer Dail, Kennesaw State University, "An Exploration of Alterity: Using *All American Boys* to Contextualize *Othello*"

Susan Groenke, University of Tennessee, "Interrupting Racial Microaggressions: Reading Jacqueline Woodson's *If You Come Softly* as Complement to *Romeo and Juliet*"

Joseph Haughey, Northwest Missouri State University, "Revenge, Mental Health, and Suicide: Pairing Shakespeare's *Hamlet* and Matthew Quick's *Forgive Me, Leonard Peacock*"

Melanie Hundley, Vanderbilt University, "Betrayal, Brotherhood, and Belonging: Language and Power in *Julius Caesar* and *The Chocolate War*"

Matthew Kruger-Ross, West Chester University, "Shakespeare vs. the Homo Sapiens Agenda: Exploring Gender Equity in Secondary ELA"

Jen McConnel, Longwood University, "What Is the Price of Ambition? Teaching *Macbeth* with *On the Come Up*"

Pauline Schmidt, West Chester University, "Shakespeare vs. the Homo Sapiens Agenda: Exploring Gender Equity in Secondary ELA"

OD-245 Shakespeare for Bullies: Curriculum for Teaching Respect for Gender Identity and Sexuality in the Classroom

Shakespeare is the ultimate outsider. Characters, themes, and plots in his plays and poetry reveal an author who was clearly interested in bisexuality, gender identity, and human behavior. Bullying behavior is often related to anxiety about sexuality and gender identity. Shakespeare for Bullies empowers students to change behavior by sharing their stories.

Presenter: Cheryl Eagan-Donovan, Lesley University

OD-246 Slam Poetry, Activism, and Decolonizing Writing: Documentary Film to Explore the Power of Poetry as a Tool for Justice and Self-Expression

Join us for a session featuring *Jamaica Heolimeleikalani Osorio: This Is the Way We Rise*, a documentary short film presented by *American Masters*, to explore empowering students' voices, decolonizing poetry, and art as activism. The session will include a screening of the film, panel discussion, interactive activities to spark conversation around slam poetry in the classroom, and performances.

Presenters: Hannah Dawe, The WNET Group
Kristina Kirtley, The WNET Group

OD-247 Social Justice, Civic Engagement, and Student-Produced Creative Content before, during, and after a Global Pandemic

Participating in our democracy can be messy. Between critical literacy best practices and genuinely empowering and engaging students in authentic, relevant civic engagement inquiry-based research projects, there's a growing movement to suppress student free speech and academic freedom. Call it what you want, "toning it down" or "watering it down," perhaps now is the right time to double down.

ON-DEMAND SESSIONS

Presenter: Jason Kaye, Pioneer Middle School

OD-248 Sociolinguistic Landscapes toward Language Equity: Critical Dialogues in Teacher Preparation

This presentation will discuss initial results of a visual participatory study with ESL/bilingual preservice teachers. The study was guided by the following question: How do bilingual teachers' sociolinguistic experiences inform, transform, or reproduce certain linguistic ideologies around bilingualism, biculturalism, biliteracy, and binumeracy as educators?

Presenter: Yuliana Kenfield, Western Oregon University

OD-249 The Sound of Music: Hip Hop, Punk, and Soulful Prose

Presenters will (1) discuss the pedagogical promise of punk's emphasis on critical thinking, the creation of alternatives to the "norm," and punk's emphasis on the experiential and experimental, all of which will be grounded in examples of critical classroom practices; (2) place Hip Hop at the center of first-year writing as an intellectual writing activity to generate new ideas about invention and arrangement in writing and a distinctive way to speak back to social injustices; and (3) will show you how to take advantage of cultural speech norms in many Black communities, on display at Black evangelical churches every Sunday as they gain their effect through repetition and rhythm, the music of prose.

Presenters: Andre Jones, Virginia Tech
Steven Lessner, Northern Virginia Community College
Russ Markert, Retired

OD-250 Start with Yourself: Educator Reflection for Equitable and Inclusive Teaching

Self-reflection is critical to educating for equity and antiracism. Drawing on the work of Facing History and Ourselves, this session will invite participants into a process of personal and professional reflection designed to help educators become more self-aware, more purposeful, and more capable of crafting relevant curricula and building authentic and supportive relationships with all students.

Presenters: Isabel Rodriguez-Lopez, "Facing History and Ourselves"
Alexis Wright, "Facing History and Ourselves"

OD-251 Stop Policing Students: From Small Steps to Big Impact in Antiracist Community-Building

Do this! Don't do that! I'd be lying if I said I never had such thoughts in the classroom. This presentation examines how such deliberate though sometimes unconscious practices—typically rooted in systemically racist assumptions about language and communication—attempt to control students and their work and then outlines small steps educators can take to move from policing to supporting students.

Presenter: Traci Gardner, Virginia Tech

ON-DEMAND SESSIONS

OD-252 *Storytelling and Technology as Tools for Antiracist Teaching*

By centering the narratives and ways of speaking of children and families of Color, stories can serve as a site for the enactment of antiracist teaching. We invite you to step into our prekindergarten classroom to see how we used the stories of children’s names to build an app to empower our students, engage with families, honor their cultural practices and ways of speaking, and build community.

Presenters: Daniela Bertoli, Teachers College, Columbia University/Montessori Day School of Brooklyn
Rafaella Navarro Soares-Bailey, Teachers College, Columbia University

OD-253 *Striving to Stay Ahead of the Code: Exploring Equity and Justice in Writing Assistance Tools*

Participants will engage in authentic discourse with teacher writers as they share their inquiry questions, wonderings, field research, and teacher and student reflections as we strive to stay ‘ahead of the code’ by contemplating the role of writing assistance tools in our instruction and the extent to which they enhance and/or exacerbate equity in education.

Presenters: Rachel Bear

Elyse Eidman-Aadahl, National Writing Project

Troy Hicks, Central Michigan University

Beth Rimer, Ohio Writing Project

Jason Torres-Rangel

Sarah Woodard, University of Colorado Denver

Roundtable Leaders: Katie Bills-Tenney, Ohio Writing Project

Ritu Champlin, Ohio Writing Project

Amanda Cornwell, Chippewa River Writing Project, “Teacher Inquiry, Research, and Reflections: To What Extent Do Writing Assistance Tools Enhance and/or Exacerbate Equity and Justice in Education?”

Amy Hoying, Ohio Writing Project

Jeremy Hyler, Fulton Middle School, “Teacher Inquiry, Research, and Reflections: To What Extent Do Writing Assistance Tools Enhance and/or Exacerbate Equity and Justice in Education?”

Sharon Murchie, Okemos High School, Okemos, MI/CRWP, “Teacher Inquiry”

Janet Neyer, Chippewa River Writing Project, “Teacher Inquiry, Research, and Reflections: To What Extent Do Writing Assistance Tools Enhance and/or Exacerbate Equity and Justice in Education?”

Andy Schoenborn, Mt. Pleasant High School, Mt. Pleasant, MI, “Teacher Inquiry, Research, and Reflections: To What Extent Do Writing Assistance Tools Enhance and/or Exacerbate Equity and Justice in Education?”

Becky Schwartz, Springport High School, “Teacher Inquiry, Research, and Reflections: To What Extent Do Writing Assistance Tools Enhance and/or Exacerbate Equity and Justice in Education?”

Bernadette Wayne, Ohio Writing Project

ON-DEMAND SESSIONS

OD-254 Supporting Preservice Teachers' Integration of Equity and Social Justice in Literacy Instruction through Cross-Pollination

This presentation describes how two teacher educators developed a cross-course read-aloud assignment to support preservice teachers' integration of topics around equity and justice within literacy. Presenters will discuss assignment results highlighting students' ability to identify a culturally authentic text, connect to social justice standards, and execute literacy instruction.

Presenters: Brittany Adams, SUNY Cortland
Annemarie Kaczmarczyk, SUNY Cortland

OD-255 Supporting Student Identities through the Picture Books We Choose: Critical & Intentional Selection of Read Alouds

The choices we make matter for our students and how they view their place in our classrooms. Learn how critical selection of daily picture book read alouds with #ClassroomBookADay allows educators to take an inclusive stance and build community. Then sit in with authors & illustrators at roundtables sharing how they create stories and allow their identities to inform their work.

Presenter: Jillian Heise, Kenosha Unified School District

Respondent: Jenny Seiler, Erie Middle School

Tradebook Authors/Illustrators: Jacqueline Alcantara, Simon & Schuster

Winsome Bingham, Abrams

Martha Brockenbrough, Little, Brown

Alina Chau, Scholastic

CG Esperanza, Abrams

Michaela Goade, Little, Brown

Yas Imamura, Candlewick

Bea Jackson, HMH

Julia Kuo, Little, Brown

Carole Lindstrom, Macmillan Children's Books

Kevin Maillard, MacMillan

Juana Martinez-Neal, Macmillan/Roaring Brook Press

Miranda Paul, HMH

Aida Salazar, Scholastic

Maggie Tokuda-Hall, Candlewick

Alicia D. Williams, Simon & Schuster

OD-256 Sustainability and Environmental Justice in the Classroom

students are exposed to injustice in the news media, social media, and society at large, therefore creating spaces for students to feel safe and engage in conversations should be our primary focus. As

ON-DEMAND SESSIONS

educators we must find creative ways to infuse students' values, beliefs, and perspectives into their learning experiences. In this session, we will share tools and examples of ways to begin.

Presenters: Towanda Harris, Heinemann Publishing Company
Islah Tauheed, New York City Schools

OD-258 #TeachLivingPoets Convergence: Roundtables Featuring BreakBeat Poets

This session bridges together BreakBeat Poets and classroom teachers to share the authors' writing experiences with educators' best practices. Roundtables will explore how poet educators and teachers can collaborate to create innovative learning opportunities. Poets will share insights into their writing process in roundtables, where discussants will close-read and discuss a poem by the poet.

Tradebook Author/Illustrator: Kevin Coval, Breakbeat Poets and Young Chicago Authors

Roundtable Leaders: Jessica Eades, University High School
Melissa Hughes, Michele Clark High School
Joel Mayo, Gray's Creek High School
Nicole Rivers, Gray's Creek High School

OD-259 #TeachLivingPoets Roundtables: Complicating the Canon and Empowering Students

In this #TeachLivingPoets roundtable session, participants will engage in close reading and discussion of a poem by a living poet, facilitated by table moderators, who will also share their experience with teaching the poem in their classroom. Participants will walk away with tools and strategies for teaching new poems by living poets.

Presenters: Lindsay Illich, Curry College
Melissa Smith, Lake Norman Charter School,

Roundtable Leaders: Scott Bayer, Richard Montgomery High School
Joel Garza, Greenhill School
Kelly Herrera, Buena High School
Jori Krulder, Paradise High School
Joel Mayo, Gray's Creek High School
Mary Villalpando, Henry W. Grady High School
Grover Cleveland Winfield III, Rappahannock High School

OD-260 Teacher Education Collectives: Humanizing Antiracist Pedagogies in Online Spaces

We explore how our teacher educator collective supported pedagogies that press preservice teachers toward antiracist commitments. Our collective shares humanizing, purposeful pedagogies that are unapologetically antiracist in virtual learning spaces. We invite the audience to consider how teacher educator collectives foster antiracist critical reflection, accountability, and community.

ON-DEMAND SESSIONS

Presenters: Laura Lemanski, University of Minnesota
Sara Sterner, Humboldt State University
Megan Van Deventer, Weber State University

OD-262 Teachers Discussing Diverse LGBTQ-Inclusive Books: Reading Queerly, Intersectionally, and with Intention in a K–8 Teacher Book Club

What happens when K–8 teachers have space to read and think about LGBTQ-inclusive books together? In this presentation, we share diverse queer-inclusive books read and discussed in an online teacher book club and explore how teachers responded to and negotiated teaching with this literature. We shed light on scaffolding that can help teachers overcome barriers related to more inclusive instruction.

Presenters: Jill Hermann-Wilmarth, Western Michigan University, Kalamazoo
Mikkaka Overstreet, East Carolina University
Caitlin Ryan, University of North Carolina Wilmington
Craig A. Young, Bloomsburg University of Pennsylvania

OD-263 Teaching African American Poetry Using the Furious Flower Digital Archive: Equity, Justice, and Antiracist Curricula

In an equity, justice, and antiracist teaching demonstration on African American poetry using the Furious Flower digital archive, www.furiousflower.org, panelists will showcase the impactful poetry of Samuel W. Allen, Mari Evans, Elizabeth Alexander, and Kevin Young to answer the question, “What is the relationship between the most important line in the poem and the title of the poem?”

Presenters: Mary Beth Cancienne, James Madison University, Harrisonburg, Virginia
Bria Coleman, Broad Run High School, Loudoun County
Joanne Gabbin, James Madison University, Harrisonburg, Virginia
Kailyn Gilliam, Jack Jouett Middle School, Albemarle County
Kristina Gooden, Wilson Memorial High School, Augusta County

OD-264 Teaching Children’s Literature in New Ways

How can we teach children’s literature in new and illuminating ways at this exciting moment in history? Three author-educators will suggest activities designed to help students think critically about the books they read (and to introduce them to innovative works by BIPOC authors). Practical, classroom-tested teaching materials provided.

Presenters: H. M. Bouwman, University of St. Thomas/G. P. Putnam’s Sons Books for Young Readers
Anne Nesbet, U.C. Berkeley/Candlewick Press
Dawn Quigley, St. Catherine University/Heartdrum/HarperCollins

ON-DEMAND SESSIONS

OD-265 Teaching for Equity: Enacting Agency through Collaborative Faculty Leadership

This interactive presentation illustrates how one group of teachers reenvisioned collaborative learning to claim our agency as faculty in order to promote institutional and social change. Participants will learn specific strategies to create shared space for critical dialogue around individual teaching practices and in pursuit of culturally sustaining pedagogies.

Presenters: Anne Bauer, University of Cincinnati
Stephen Kroeger, University of Cincinnati
Miriam Raider-Roth, University of Cincinnati
Mark Sulzer, University of Cincinnati
Connie Kendall Theado, University of Cincinnati
Susan Watts-Taffe, University of Cincinnati

OD-266 Teaching Immigrants through the Lens of Equity, Justice and Antiracism

Presenters will offer titles and materials to bring the lived experiences and identities of refugees, immigrants, and exiles into your classroom.

Presenters: Tesla Donovan, Ellington Public Schools
Elizabeth Simson, Miss Porter's School
Ann Smith, North American University
Karen Dulaney Smith, Margaret Long Wisdom High School
Ayse Suslu, Waller High School

OD-267 Teaching Justice: Engaging Students in Activist Pedagogy inside and outside the Composition Classroom

This panel presentation explores literacy curricula informed by research that focuses on civic mindfulness. The presenters will share their experiences and some course materials regarding current issues and social justice topics using activist pedagogical tools, such as mature reasoning and promoting active citizenry, ecomposition and community engagement, and small culture.

Presenters: Christina Lane, Tulsa Community College/Oklahoma State University
Sarah Lonelodge, Oklahoma State University
Katie Rieger, Oklahoma State University

OD-268 Teaching Native Centered Texts in a Diverse Classroom

Presenters will discuss bringing Native American texts, including *There There* by Tommy Orange, into the classroom.

Presenter: Stephanie Noll, Peñasco High School

ON-DEMAND SESSIONS

OD-269 Teaching the Humanities in Times of Social Conflict: Supporting New Teachers in Antiracist Teaching

This panel discussion will explore the experiences of early career educators, in various stages of their careers, as they intentionally embedded themes of equity, social justice, and antiracism in their daily teaching with P–12 learners in the Deep South. Central to this discussion is the role of teacher preparation and ongoing mentoring, with a chance for audience participation.

Presenters: Roxanne Bowles, Russellville City Schools
Maria Kersteins, Colbert Heights High School
Jessica Mitchell, University of North Alabama

OD-270 Teaching through Trauma: Harnessing the Power of Narrative in the ELA Classroom

Teaching through trauma can be intimidating, but it's not impossible. By focusing on mindfulness and narrative, teachers can help students access essential language skills to help build student voice and encourage healing while meeting firm state standards. Teachers can use these activities for their own wellness throughout the year as they guide all students through rigorous, engaging lessons.

Presenters: Kate Bonacorsi, CLK Schools
Aimee Hardy, Pinson Valley High School
Britani Kerns, Virginia Beach City Public Schools
Teri Tucker, Virginia Beach City Public Schools
Cammie Vadersen, Virginia Beach City Public Schools

OD-271 Teaching toward Equity and Social Justice with and through Children's Literature and Expansive Texts

Presenters describe the ways they engage with children's literature in K-8 classrooms to explicitly teach toward equity and social justice. They share explicit strategies for selecting texts that represent and center many ways of knowing and being, illuminate silenced stories and counter "isms." Presenters provide resources and classroom examples of engaging this work alongside students.

Presenter: Sabrina Brinson, Missouri State University

OD-271a 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 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: Desireé Cueto, Western Washington University
Denise Davila, The University of Texas at Austin

ON-DEMAND SESSIONS

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/Boyd's Mills/Kane
Julia Lopez-Robertson, University of South Carolina
Sanjuana Rodriguez, Kennesaw State University
Jeanne Swofford, University of North Carolina Wilmington

OD-272 The Afrofuturistic Novel as a Pedagogical Tool

Antiracist education requires us to be able to reach across time and space to understand our current moment through historical perspective. Presenters will discuss Octavia Butler's *Kindred*, Afrofuturistic novels, and Project Based Learning and Afrofuturism.

Presenters: Jasara Hines, Thornton Township HSD 205
Edward Montalvo, Seminole County Public Schools
Dave Wooley, Westhill High School, Stamford Public Schools

OD-273 They CAN Handle the Truth: Teaching the “Day After” and All the Days in Between

How might we intentionally and proactively build communities in our learning environments so that when times of disruption or unrest happen in our world, we can “work together to address these moments during, after, and most important before they arrive” (Sarah Ahmed, *Being the Change*). This teacher-led roundtable will explore how to tackle the truth for all 180 days.

Presenters: Angela Faulhaber, Hamilton County ESC
Anna Owens, Winton Woods City School District
Katrice Quitter, Hamilton County ESC
Tiffany Walters, West Clermont Local School District

OD-274 They Come by It Honest: Equity, Identity, and (Rural) Teachers Teaching Rural Young Adult Literature

This panel examines the teaching of rural YA literature as equity-based practice, specifically addressing the ways teachers can and do center intersectional rural voices and stories in their classrooms. Each panelist will discuss research they have undertaken to investigate how place influences representations and enactments of identity and teaching.

ON-DEMAND SESSIONS

Presenters: Ashley Boyd, Washington State University
Janine Darragh, University of Idaho
Chea Parton, The University of Texas at Austin

OD-274a Three Trains Running: The Intersectionality of Race-Based Trauma, African American Youth, and Race-Based Interventions

The session will detail the findings from a phenomenological study that examined the lived experiences of 10 African American emerging adults (18–25) who participated in race-based interventions during high school and successfully integrated the interventions to mitigate race-based trauma academically, socially, and emotionally. During the session, key qualitative data findings will be revealed.

Presenter: Lisa Pickett, Pittsburgh School for the Creative and Performing Arts & Education

OD-275 Toward an Equity, Justice, and Antiracist Consciousness in Preservice and Inservice Teacher Education

In this session, presenters will discuss how pre-service and in-service teachers engage with anti-racist and equity-oriented theories and practices through interdisciplinary pedagogical approaches, teacher discourse, and understandings and practices of trauma-informed pedagogy, including how teachers take up and enact notions of critical consciousness in their teaching and learning journeys.

Presenters: Brittany Frieson, University of North Texas
Noah Golden, California State University, Long Beach
Jessica Murdter-Atkinson, University of Texas
Mary Neville, New Mexico State University
Robert Petrone, University of Missouri
Kaitlin E. Popielarz, University of Texas at San Antonio

OD-276 Toward Antiracist Writing Pedagogies and Policies in One University Composition Program

Four faculty from one university describe how they are infusing antiracist principles at different levels--the writing program, dual-credit writing program, and writing classroom. The presenters discuss pedagogies and policies for dismantling the association between white, middle-class ways of communicating and the constructs of academic writing, Standard English, and college readiness.

Presenters: Charlotte Asmuth, University of Louisville
Kendyl Harmeling, University of Louisville
Andrea Olinger, University of Louisville
Steve Smith, University of Louisville

OD-277 Toward Equity and Justice: The Work of Sigma Tau Delta Chapters

Sponsored by Sigma Tau Delta

ON-DEMAND SESSIONS

The session explores member and chapter advisor engagement in Sigma Tau Delta, the International English Honor Society. As members learn, engage, and teach, how do they present and understand equity and social justice; how do equity and social justice become a focus of chapter life and the university experience? Time will be spent explaining the process of starting chapters at the high school and university levels.

Presenters: Sarah Dangelantonio, Franklin Pierce University
Albi Hayes, Franklin Pierce University
Anna Rose McIntyre, Palm Beach Atlantic University
Carl Miller, Palm Beach Atlantic University

OD-278 Trail Connectors: Adding a Blaze with a Marker of Intersectionality

This project explains a collaborative reading and writing effort developed to meet the social, emotional, and health needs of middle and high school English language arts students learning through a hybrid model. Presenters will share two successful classroom experiences as well as methods of using outdoor physical activity to immerse students in reading and creative writing.

Presenters: Kristie Camp, Gaffney High School
Erin Fox, Cherokee County School District
Brandon Watkins, Ewing Middle School

OD-279 Transforming Curriculum, Teaching, and Assessment for Diverse Students

Sponsored by NCTE Early Career Educators of Color

This panel features yearlong projects developed by our 2020 Early Career Educator of Color Leadership Award recipients. Our panel features three teacher-scholars who focus on social justice, revisioning curriculum, and teaching.

Presenters: Tiffany Armstead-Flowers, Georgia State University Perimeter College
Sapna Chemplavil, Clark County School District
Valente' Gibson, Jackson Creek Elementary School
Deion Jamison, NCTE Early Career Educator of Color Leadership Award

Respondent: Jeffrey Cabusao, Bryant University

OD-280 Translanguaging, Linguistic Pride, and Multilingual Approaches to Centering Youth Identities and Literacies in ELA

Presenters discuss the richly layered identities of multilingual, newcomer, and emergent bilingual students, providing resources and pedagogical approaches that can best serve these youth in schools and communities. Pedagogical approaches discussed in this session include translanguaging, working with visual and multilingual texts, and adapting to remote learning through empathetic engagements.

ON-DEMAND SESSIONS

Presenters: Laura Ascenzi-Moreno, Brooklyn College
Deirdre Faughey, Oyster Bay High School
Somin Kim, The Ohio State University
Rebecca Quiñones, New York City Department of Education
Kate Seltzer, Rowan University

OD-281 *Trust Me* Documentary

Trust Me is a documentary film that helps build students' aspirations and well-being through critical thinking skills. As media "ill-literacy" may be one of the most important issues of our time, *Trust Me* raises awareness of our need for media and information literacy (MIL), similar to how *An Inconvenient Truth* raised awareness of climate change. Ninety-minute screening with filmmaker Q&A.

Presenters: Roko Belic, *Trust Me* Documentary
Joe Phelps, *Trust Me* Documentary
Rosemary Smith, Getting Better Foundation

OD-282 20 Years Post-9/11: Using Historical Events to Teach Equity and Justice in the Classroom

To help teach equity and justice, we must expose our students to historical literature that will create a bridge between past and present. Two middle school educators and two authors will discuss how picture books and graphic novels can help students process current issues in society by looking at the events of September 11, 2001, as that bridge to teach the importance of equity and justice.

Presenters: McKinsey Poole, Belton Middle School
Jennie Smith, Belton Middle School

Tradebook Authors/Illustrators: Alyssa Bermudez, Macmillan Children's Publishing Group
Sean Rubin, Macmillan Children's Publishing Group

OD-284 21st Century Middle Grades Teaching & Antiracist Pedagogy

Teaching in the 21st century will require that our pedagogies be new, dynamic, and antiracist. The array of presenters in this roundtable session will share unique insights, exciting perspectives, and culturally responsive strategies and lesson ideas that will offer educators from many different settings exciting new possibilities.

Presenters: Shelby Boehm, University of Florida
Amber Deig, University of Florida
Melissa Pelkey, Northwest Missouri State University
Reena Shah, New Horizon School

OD-285 Unapologetically Black Shakespeare: Core Lessons from Folger + Reconstruction.us

ON-DEMAND SESSIONS

Experience the groundbreaking partnership between Reconstruction—a celebrated new start-up providing world-class courses for Black students created and taught by Black scholars and teachers—and Folger Library, the world’s center for learning and teaching Shakespeare. Discover the strong but often-overlooked connections between African Americans and Shakespeare. Important for ALL students.

Presenters: Noelle Cammon, Heritage High School/Folger Shakespeare Library
Rachel Etienne, Reconstruction.us
Donnaye Moore, Brookwood High School/Folger Shakespeare Library
Peggy O’Brien, Folger Shakespeare Library
Maryam Trowell, Folger Shakespeare Library

OD-286 Upper Middle Grade Fiction: Creating Readers, Thinkers, and Change Agents

Upper middle grade fiction uniquely inspires even the most reluctant readers to become thinkers and change agents. Focusing on complex social topics without sentimentality, five award-winning authors discuss and provide resources for engaging students who are emotionally and psychologically transitioning between middle grade and high school topics, themes, and characterization.

Presenter: Kasey Short, Charlotte Country Day School

Tradebook Authors/Illustrators: Paula Chase, Greenwillow/HarperCollins
Brandy Colbert, HarperCollins/Balzer + Bray
Barbara Dee, Aladdin/Simon & Schuster
Jewell Rhodes, Arizona State University
Jamie Sumner, Atheneum/Simon & Schuster

OD-287 Using Digital Texts to Deepen Understanding: Elevating Critical Thought, Student Writing, and Civic Engagement through Mentor Texts

Given the events of 2020–21, students need hope, guidance, and accessible avenues to attain digital equity. Discussing how to use “Snow Fall: The Avalanche at Tunnel Creek” as a multimedia mentor text, we explore larger issues driving events and identifying current issues. We invite you to see what students achieve when given a choice in topic and approach to develop their digital writing skills.

Chair: Brandon Abdon, Cincinnati Public Schools

Presenters: Andy Schoenborn, Mt. Pleasant High School, Mt. Pleasant, MI
Alice Wu, The King’s Academy

Respondent: Troy Hicks, Central Michigan University

OD-288 Using Genre as a Guiding Framework to Teach Writing for Equity, Justice, and Antiracism

ON-DEMAND SESSIONS

This panel invites secondary and college teachers to harness students' lived experience, interests, voices, and ideas through the teaching of writing. Panelists will share projects that promote equity, justice, and antiracist teaching using genre as a guiding framework.

Chair: Jessica Early, Arizona State University

Presenters: Amy Dallenbach, Arizona State University

Michelle Glerum, Arizona State University

Nicole Nava, Corona Del Sol High School

OD-289 Using History to Develop a Culturally Relevant Pedagogy

This panel presentation explores rationale, assignments, and student work for a writing-about-protest course, the groundbreaking work of Black women teachers in the late 19th century, and approaches to creating and teaching assignments using the rhetorical underpinning of historical practice.

Presenters: Monika Brown, UNC Pembroke

LauraAnne Carroll-Adler, University of Southern California

Benjamin Schwartz, Vanderbilt University

OD-290 Using Life Stories for Justice, Equity, and Antiracist Teaching: The Biography Clearinghouse

Looking to renew your classroom in the areas of justice and equity? The open-access teaching resources at The Biography Clearinghouse, www.thebiographyclearinghouse.org, can help! A panel of experienced educators and biography creators will show how diverse life stories can transform your classroom.

Presenters: Mary Ann Cappiello, Lesley University (Emeritus)

Xenia Hadjioannou, Pennsylvania State University, Harrisburg

Tradebook Authors/Illustrators: Jennifer Bryant, Abrams Books

Erika Dawes, Lesley University

Don Tate, Little Brown

OD-291 Using Picture Books to Build an Antiracist Foundation for All Ages

Picture books are easily accessible yet have the ability to pack complex ideas and emotions into (typically) 400 to 600 words. This makes them the perfect tool for building an antiracist foundation in individuals, classrooms, and systems. Explore the intentionality behind picture book creation and learn concrete ideas for using these books to develop critical reflection and action.

Presenters: Lorena Germán, Multicultural Classroom

Aeriale Johnson, Washington Elementary School

Zeke Peña, Publishing

ON-DEMAND SESSIONS

Tradebook Authors/Illustrators: Michaela Goade, Little, Brown
Joanna Ho, HarperCollins/East Palo Alto Academy
Carole Lindstrom, Macmillan Children's Books

OD-292 Using Visibility Language to Create Classroom Empathy

Visibility language can offer educators an ethical way to explore the complexities of biased language in diverse texts, including race, sex, body, and religious bias. Using their own middle grade and young adult texts, panelists will offer a model for exploring biased language in civil liberties and diverse books curricula.

Presenters: Lisa Ramee, Balzer + Bray
Katherine Rothschild, Stanford University

OD-293 Utilizing Collaborative Autoethnography to Improve Diversity, Equity, and Inclusiveness Practices

In this session, three teacher educators share findings from their collaborative autoethnography research exploring their experiences as diversity, equity, and inclusion facilitators. This presentation focuses on strategies we used to improve our practices through our study and an actionable model that participants can use to reflect on their own practices.

Presenters: Elisabeth Booze, University of Denver
Kristian Lenderman, Office of the State Superintendent of Education
Rosa Nam, University of Houston

OD-294 Video Storytelling: Centering Race, Identity, and Social Activism in Elementary Literacy

Sponsored by the Asian/Asian American Caucus

In this presentation, teacher-researchers will share the story of why and how they are cocreating texts and curriculum with students and families as a way to build coalition across linguistic, racial, and cultural differences. Participants will explore how responsive curriculum beyond traditional literacy could look in their specific contexts.

Presenters: Sarah Affolter, Jean Parker Elementary, SFUSD
Lily Chen, Jean Parker Elementary
Christine Le, Jean Parker Elementary
Cliff Magno, Jean Parker Elementary / YMCA
Ana Olivar, Jean Parker Elementary
Marissa Stone, Jean Parker Elementary
Marie Tang, Jean Parker Elementary
Bonnie Tong, Jean Parker Elementary

ON-DEMAND SESSIONS

OD-295 Virtual Professional Network: Creating Collaborative Twitter Chats to Promote Self-Reflective Linguistic Justice

The session will provide details on how to develop Twitter chats that push preservice teachers to expand students' interrogation of their personal experiences of and perspectives on language, grammar, history, and anti-Blackness. Participants are exposed to student artifacts and their reflections from Twitter that illustrate their self-reflection about linguistic justice.

Presenters: Tasha Austin, Rutgers University
Shamaine Bertand, The College of New Jersey
Kisha Porcher, University of Delaware

OD-296 Water Justice and Water Literacy: Intersections of Literacy, Science, and Justice in a Water Study Unit in an Elementary Literacy Methods Course

This session showcases an example of ELA teacher educators bringing together literacy, science, and justice through an exploration of water justice in an elementary literacy methods course.

Presenters: Kristine Schutz
Rebecca Woodard, University of Illinois at Chicago

OD-297 We Are Grateful: Opening Doors to Social Justice Teaching in Early Childhood

Social justice teaching makes a difference in young children's thinking and learning. Presenters will share practices used with young dual language children: naming historically inaccurate representations and colonial myths and using social justice themes, literature selections, dialogues, and action plans. Insights and connections between social justice teaching and literacies will be discussed.

Presenters: Adriana Cardenas, Canutillo Independent School District
Anita Hernandez, New Mexico State University
Elisa Holguin, Las Cruces Public Schools
José Montelongo, New Mexico State University

OD-298 Weaving a Stronger Tapestry: How Can We Thread Commitments to Culturally Sustaining and Antiracist Approaches throughout Teacher Education Coursework?

The coursework and experiences we weave into our program have the power to influence how our students conceptualize the role of the teacher and determine their personal and professional commitments. Working from culturally sustaining and antiracist approaches, this session explores one urban teacher education program's approach to weaving a diversity focus throughout the fabric of the program.

Presenters: Adele Bruni Ashley, Teachers College, Columbia University
Kelly DeLuca, Teachers College, Columbia University
Marcell Mentor, Teachers College, Columbia University

ON-DEMAND SESSIONS

OD-299 We're All in This Together: Increasing Equity through an "AP for All" Approach

In 2019, our school made the courageous decision to enroll 100 percent of tenth-grade students in AP Literature and Composition. In this presentation, a teaching team shares personal stories from this transition and discusses strategies for successfully implementing a rigorous college-level course that eschews gatekeeping and invites all students to participate in the challenge of AP English.

Presenters: Jessie Doernberger, Baltimore City College High School
Tonya Luster, Baltimore City College High School
Amber Phelps, Baltimore City College High School
Amy Sampson, Baltimore City College High School
Lena Tashjian, Baltimore City College High School

OD-300 What Do We Want? JUSTICE! When Do We Want It? NOW! How Justice Now Learning Hubs Create a Space for Student Learning through Justice

What do we want? Justice. When do we want it? Now. African American students and their peers experienced trauma at every turn in 2020. It is because of this that three Kentucky Teachers of the Year decided to use their platform to give students the voice to speak up. Justice Now!!

Presenter: NyRee Clayton-Taylor, Jefferson County Public Schools

OD-301 What Does Equity Have to Do with English?

Through vibrant classroom communities where we foster relationships between life, literature, and learning, we are building the next generation of citizens and scholars. Four teachers provide lessons and stories that demonstrate how establishing equitable classrooms and being actively antiracist resists forces that intellectually and morally debase English literature and language instruction.

Presenters: Yara Barbosa, East Kentwood High School
Tamar Jaffe, Niles West High School
Tasha Nemo, Dr. Martin Luther King Jr. Literary and Fine Arts School
Dillin Randolph

OD-302 Water Is Life: Engaging Hydronarratives for Ecological Literacy and Environmental Justice

Sponsored by the ELATE Commission on Climate Change and the Environment in English Education (c3e3)

This session will engage participants in a study of ecological literacy and environmental justice through water stories that illuminate contemporary social and environmental problems. In breakout groups, speakers will demonstrate how K–12 literacy teachers and teacher educators can use “hydronarratives” to teach about climate change, sustainability, and environmental racism.

ON-DEMAND SESSIONS

Presenters: Becki Maldonado, University of Oklahoma, “Exploring the Setting through Finger Painting: Teaching about the Effects of Climate Change in Antarctica”

Russell Mayo, Purdue University Northwest, “Trouble the Water: Hydronarratives and Environmental Justice in the Secondary English Classroom”

Alexandra Panos, University of South Florida, “Through the Sea and the Swamp: Navigating Upper Elementary and Middle Grades Stories in and on Florida’s Waters”

Katharine Werthwine, Pasco High School, “Through the Sea and the Swamp: Navigating Upper Elementary and Middle Grades Stories in and on Florida’s Waters”

Respondent: Matt Henry, University of Wyoming, “Hydronarratives, Ecological Literacy, and Environmental Justice”

OD-303 What Is English Education? Studies in the History and Shifting Identity of Our Discipline

This is a collaborative and interactive session designed to report on, revise, and collect new data from participants in the room for an ongoing research project on the history (with special attention to issues of race, diversity, and social justice), influential theories, foundational studies and authors, and mentorship genealogies of the field or discipline of English education.

Presenters: Sheridan Blau, Teachers College, Columbia University, “The History and Rationale for Our Research Project”

Abdul Qadir Islam, Teachers College, Columbia University, “The Missing Pages: African American Voices before the Black Caucus at NCTE”

Kathleen Kelly, The Bishops School, “Enduring Relevance of James Moffett’s Work in the ELA Classroom”

Shannon Potts, Special Music School, “New Discoveries about Dartmouth, James Moffett, and the History of English Education”

Patrick Sitzler, Teachers College, Columbia University, “Exploring NCTE’s Resolutions for Justice in English Education”

Ashlynn Wittchow, Teachers College, Columbia University, “Teacher Research in English Education: Intellectual and Professional Legacies among the Bread Loaf Teacher Network”

OD-304 What Marzano Missed: Prioritizing Standards Using Equity Lenses

Ever wonder how to “fit it all in” when it comes to standards AND equity? In this panel session, educators share examples of standards, texts, and practices that support commitments to equity and social justice in the age of virtual and hybrid learning. Participants will walk away with a framework for implementing more equitable practices for prioritizing standards for middle and high school classrooms.

Presenters: Cynthia DeVese, Westerville City Schools

Jennifer Knapp, Westerville City Schools

Lee Rutherford, Westerville City Schools

John Sands, Westerville City Schools

Cat Stathulis, Westerville City Schools

Briana Swanson, Westerville City Schools

ON-DEMAND SESSIONS

Jill Williams, Westerville City Schools

OD-305 When Is Conferring Equity Work, and When Is It Not?

Reading and writing conferences can teach students to be powerful, critical thinkers. But when they focus on what children can't do, they can be harmful—as is often the case for BIPOC students. This panel will explore innate biases shared by many teachers and inherent in many curriculum approaches, and suggest ways to do better in our 1:1 interactions with students.

Presenters: Daniel Feigelson, Independent
Cornelius Minor, The Minor Collective/Heinemann
Tiana Silvas, New York City Department of Education

OD-306 “When Mercy Seasons Justice”: Using Shakespeare’s Problem Plays to Promote Cultural Awareness

This presentation demonstrates how book clubs help students relate to Shakespeare’s “problem plays,” *Measure for Measure*, *The Merchant of Venice*, *Othello*, and *The Winter’s Tale*. Participants will practice prereading activities, receive mini-lessons on the structural components of the plays, and view examples of collaborative multimedia projects.

Presenter: Sheridan Steelman, Northview High School

OD-307 When Teachers Write and Heal Together: Navigating the New Normal through Equitable, Antiracist Shared Writings

When the world turned upside down in the spring and summer of 2020, a group of teacher-leaders based in Alabama banded together to create a space for teacher collaboration, professional and emotional support, and self-expression. This presentation shares the philosophy, format, and success of what happens “When Teachers Write Together.”

Presenters: Sonjanika Henderson-Green, Birmingham City Schools
Naomi Pryor, Greenville High School
Vanessa Vega, University of Alabama at Birmingham

OD-308 “Where I’m From/De Donde Soy”: Co-Constructing a Culturally Responsive/Sustaining Virtual Writing Community with Preservice Teachers

We share insights from a virtual space that was designed as a daily collaboration among university teacher educators, classroom teachers, preservice teachers (PSTs), and hundreds of children. By highlighting one Latinx PST’s experience, we critically examine the role technology can play in helping preservice teachers enact culturally responsive/sustaining writing pedagogies with children.

Presenters: Beth Buchholz, Appalachian State University

ON-DEMAND SESSIONS

Jason DeHart, Appalachian State University
Beth Frye, Appalachian State University
Liliana Martinez, Academy at Middle Fork
Devery Ward, Appalachian State University

OD-309 White Educators' Roles in Addressing Diversity, Equity, and Inclusion

In this session, five white educators will share their efforts to dismantle systems of oppression that exist in the school settings where they teach, presenting experiences and outcomes related to establishing identity-affirming spaces for Black and Brown students where lived experiences are recognized, learning is co-created, norms are disrupted, and critical consciousness created.

Presenters: Susan Adamson, Butler University, "Working toward Getting It Right with the Help of Muhammad's Historically Responsive Literacy Framework"
Samantha Cusick, Indianapolis Public School #55/Butler University Lab School, "Classroom Practitioners as Equity Enactors"
Courtney Flessner, Partnership for Inquiry Learning, "Nonprofit Organizations' Roles in Advocating for Diversity, Equity, and Inclusion"
Ryan Flessner, Butler University, "Diversity, Equity, and Inclusion as Tools for Mathematical Literacy"
Rebecca Tarnowski, Indianapolis Public School #55/Butler University Lab School

OD-310 White Teacher Educators Engaging Antiracism at PWIs

In this panel, three white English teacher educators share experiences working with preservice teachers at predominately white institutions (PWIs). After sharing their individual papers, panelists will facilitate a discussion with the audience on how they can interrogate their own pedagogy and curriculum through an antiracist lens.

Presenters: Ashley Boyd, Washington State University, "Revisiting the Unit Plan: Requiring Social Justice and Antiracism"
Mike Cook, Auburn University, "Redesigning Antiracist Methods Courses: Collaborating with ELA PSTs to Reframe Teacher Education"
Summer Pennell, Truman State University, "Confronting My Syllabus: An Antiracist Reframing of an English Education Course"

OD-311 Whose History? Problematizing Literary Whiteness with Historical Nonfiction Texts in a Community-Wide Reading Program

In this panel presentation, teachers and students from different schools and grade levels discuss how their participation in a community-wide reading program prompted them to explore the question "Whose histories get told?" by reading historical nonfiction texts and their counterstories. Presenters will share the resources and art activities that deepened their understanding of equity and justice.

ON-DEMAND SESSIONS

Presenters: Becky Calvert, Allegan Public Schools, “Exploring Untold Sides of History during a Time of Societal Unrest”

Lisa Lundy, Holland Christian Schools, “Reflecting on My Own Learning Journey of Problematizing Literary Whiteness”

Karen Rowe, Black River Public School, “Layered Voices (or Partner Texts): Pairing Fiction and Nonfiction Texts to Fill in the Gaps in Narrative History”

Claire Van Duinen, Holland Christian Schools, “Whose History? Student Perspective”

Deborah Van Duinen, Hope College

Eric Wilkinson, West Ottawa Public Schools, “Justice Lessons in History: How Do We Lead and Whom Should We Follow?”

Ellie Zomer, Holland Public Schools, “Whose History? Student Perspective”

Joy Zomer, Hamilton Community Schools, “Digging for the Untold Stories”

OD-312 #WhyMiddleMatters—Justice in the Middle: Bringing Culturally Sustaining Pedagogy into the Middle Grades Curriculum

Sponsored by the Middle Level Section, Latinx Caucus, Black Caucus, and Genders and Sexualities Equality Alliance

Have you been eager to pursue antiracist, culturally sustaining pedagogies in the complex terrain of middle school, but aren't sure where to begin? This exciting #whymiddlematters session puts educators into conversation with equity-researchers to examine concrete examples of lessons and practice that bring culturally sustaining pedagogy into the middle grades classroom.

Presenters: Michael Domínguez, San Diego State University

Carla España, Rye Country Day School

Respondent: Django Paris, University of Washington

Roundtable Leaders: Luz Herrera, California State University, Channel Islands

Clint LaFuente, The University of Texas at Austin

Alethea Maldonado, Lockhart Junior High

OD-313 #WhyMiddleMatters—Justice in the Middle: Using Literature and Curiosity to Disrupt Student Thinking

Sponsored by the Middle Level Section Steering Committee

In this #WhyMiddleMatters interactive session, you are invited to join students, their teacher, and Jeff Zentner, author of *In the Wild Light*, as they collectively unpack their discoveries and learning within a multimodal, inquiry-rich unit of study resulting in work that occurred within their communities.

Presenters: Sarah Bonner, Heyworth Junior High School

Robyn Seglem, Illinois State University

Tradebook Author/Illustrator: Jeff Zentner, Penguin Random House

ON-DEMAND SESSIONS

OD-318 Wicked Social Problems: How Stories Help Students Talk about Postmodern Identity and Racism

In response to the recent and expansive increase of racist discourse in popular and political culture, I reexamine my approach to selecting and discussing texts for a general education/English education curriculum at my small liberal arts university so that course readings explicitly challenge us to address racism and to recognize racist acts, symbols, and signifiers in our daily lives.

Presenter: Jo Van Arkel, Drury University

OD-319 “Wild Tongues Can’t Be Tamed”: Amplifying and Celebrating Voices from the Latinx Diaspora in Young Adult Literature and in the Classroom

Authors from across the Latinx diaspora will examine the different myths and stereotypes about their rich and diverse community. Using their new anthology as a framework, these changemakers will discuss the urgent need to create equitable learning environments for students and offer access to works that will affirm students’ identities and encourage a new generation to read, succeed, and achieve.

Presenters: Saracicia Fennell, Macmillan
Mark Oshiro, Macmillan
Sandra Saco, Arizona State University
Ibi Zobo, Macmillan

OD-320 Windows, Mirrors, and Sliding Glass Doors in Children’s Literature for Urban Students

When texts act as mirrors and windows, children see themselves and others represented in books. The two presenters taught a course that interrogated portrayals of urban children in texts and researched the lives of authors and illustrators of books with urban characters. This session will analyze the class posts and projects as well as data collected from NYC school educators.

Presenters: April Bedford, Brooklyn College
Deborah Greenblatt, Medgar Evers College, CUNY

OD-321 World Englishes and Translingualism in the Composition Classroom

Presenters look at a programs supporting growing multilingual populations, teaching multilingual skills in the writing classroom, and new ways to think of translingualism and World Englishes in the classroom.

Presenters: Barbara George, Kent State University at Salem
Ana Wetzl, Kent State University at Trumbull
Qianqian Zhang-Wu, Northeastern University

ON-DEMAND SESSIONS

OD-322 #WriteNow: Getting Real with Literacy in the Classroom

Is writing something you love to teach, or dread? Love it or hate it, writing is a necessity in education, regardless of the subject area. This session will explore how writing can be taught effectively through a number of modern avenues, including rap music, sticky notes, commercials, peacock feathers, props, sport programming, and social media.

Presenter: Rebecca Harper, Augusta University

OD-323 Writing and Teaching Writing for Justice

This panel explores writing and the teaching of writing that prioritizes restorative and transformative practices grounded in equity, justice, and antiracist pedagogies.

Presenters: Karyn Allee-Herndon, Mercer University

Randi Beth Brady, Weatherford ISD

Rebecca Buchana, University of Maine

Erica Holyoke, Keene State College

Annemarie Kaczmarczyk, SUNY Cortland

Christopher Kingsland, University of Michigan

OD-324 Writing Centers and WAC as Drivers of Equity

Writing centers re-vision their mission and its practice to better foster equity as instructors evaluate assignment design and assessment to promote an antiracist-informed learning experience.

Presenters: Katherine O'Meara, Saint Norbert College

Tina Matuchniak, California State University, Long Beach

OD-325 Writing Club as a Space for Agency and PBL as a Space for Finding One's Identity

In this combined session, panelists will discuss ways that they asked middle grade writers to be critically conscious learners and take on the challenge of creating writing clubs that would be supportive and equitable. What worked? What didn't? Where do we go from here? What strategies can you implement in your classroom? In addition, they will share how they use writing clubs to empower students, encourage reflection, and implement research through literature and composition to expand students' understanding of themselves, race, equity, and social justice.

Presenters: Tracy Coskie, Western Washington University

Anna Hicks, Westwood Middle School

Michelle Hornof, Bellingham Public Schools/Cordata Elementary

Angela Johnson, Westwood Middle School

Kristine Nugent-Ohls

Brandi Wolfe, Westwood Middle School

ON-DEMAND SESSIONS

OD-326 YAL as Tools for Social Justice Teaching and Learning

This session features the work of teacher educators who use YAL as tools for social justice teaching with preservice teachers. Presenters will share their learnings, strategies and struggles for engaging in these practices.

Presenters: Brittany Adams, SUNY College at Cortland
Nicole Amato, University of Iowa
Gillian Mertens, University of Florida
Katie Piske, University of Iowa
Shawn Quinlan, Bentonville Public Schools

OD-327 "You can say anything you want online": Helping Students Manage Messages on Social Media through Critical Literacy Practices

As educators, we can help students critically analyze messages of hate and misinformation on social media to increase their civic participation and develop critical thinking skills. Participants will walk through a simulation of an originally developed, research-based, classroom activity to help students critically analyze information they read online in an engaging and informative way.

Presenter: Rachel Besharat Mann, Fordham University

OD-328 Youth Enacting Critical, Digital, and Civic Literacies for Social Change

In this presentation, researchers and youth mentors discuss the civic, digital, and critical meaning-making processes of youth activists and researchers. Each of these projects highlights young people's agency as they engage in activism, pedagogy, and counter-storytelling as forms of social action.

Presenters: Molly Buckley-Marudas, Cleveland State University
Liz Murray, Bay Area Writing Project

OD-329 Zines as Liberatory Texts

This session discusses the zine, a modality used for decades by radical social justice activists and organizations. The zine gained popularity during the Riot Grrrl movement of the 1990s but has roots in civil rights and other activist movements. They have long served as spaces for learning through movements and can offer the same in English classrooms when used as text, assessment, and more.

Presenters: Mahogany Browne, Macmillan
Caitlin O'Connor, Hommocks Middle School, Westchester County, NY
Islah Tauheed, New York City Schools

ON-DEMAND SESSIONS

Posters

OD-330 From Race War to Anti-Racism: A Story of Development and Growth

A reflective study of student-work and professional development in the ELA classroom that attempted to take one school community from violent outbursts of racial tension to practicing antiracism and social justice.

Presenter: Isabella Droginske, Wheeling Park High School

OD-331 “Where I’m From”: George Ella Lyon’s Poem Creates Virtual Connections for Students across Borders

Kentucky Poet Laureate George Ella Lyon's classic poem, “Where I'm From” serves as a guide for students to share their life stories. This project examines how a modern day poetry writing exchange celebrates student voices while promoting understanding and empathy for people around the world.

Presenter: Kristina Bybee, Arizona State University

OD-333 Breaking Down Cultural Roadblocks: The Use of Manga in the Secondary Classroom

This session will describe how manga may be used in the secondary classroom. During this session, students will share experiences related to reading the Bungo Stray Dogs series. This time of sharing will include personal anecdotes related to exposing their own cultural and racial bias, awareness of new (old) authors/poets, and challenges to their literacy skills as they tackled difficult texts.

Presenters: Abigail Whittingham, Greenbriar High School
Maggie Whittingham, Greenbriar High School

OD-334 Bridging the Divide: Using Gamification Pedagogy to Improve Literacy in US Urban Classrooms

In this poster presentation, the presenter will explore gamification as an intervention strategy to address gaps in literacy that disproportionately affect urban K–12 classrooms across the United States. The presenter will introduce gamification pedagogy, provide different strategies of how gamification can be used, and how instructors can accessibly implement these tools into their classrooms.

Presenter: Shan Cawley, University of Pittsburgh

OD-335 Calling Out Racism through Critical Visual Literacy and Counternarratives

This poster presentation explores the ways in which a critical literacy lens can empower young readers to interrogate the power dynamics in visual texts, develop an understanding of structural racism, and explore how the subversive re-framing of stereotypical images and descriptions can provide counternarratives that challenge and deconstruct dominant histories.

ON-DEMAND SESSIONS

Presenter: Emilie Curtis, The Ohio State University

OD-336 Culturally Responsive Practice: A Culturally Relevant (re)Framework of Meaning Making and Teacher Practice

What theories and practices are available to encourage teachers to co-construct and work alongside their students and communities to authentically and critically engage with sociopolitical contexts that include and exclude various identities and ways of knowing/being? Culturally Responsive Practice is a way for teachers to work toward developing more equitable and socially critical classrooms.

Presenter: Danny Miller, University of Wisconsin-Madison

OD-337 Dismantling Fences

Through August Wilson's play, *Fences*, students creatively investigate their own biases and reflect on the social and personal implications their own "fences" have on their lives and on the human experience.

Presenters: Charlene Krieger, Florida International University
Carmen Marroquinn, Miami-Dade County Public Schools/Florida Interantional University

OD-338 Encountering New Perspectives: Reactions and Revelations from Student Writing in Response to Multicultural Texts

What we bring to the text affects the way we interpret the text. True, but I can also learn to appreciate someone by reading their stories, and that is why we need a variety of voices present in a secondary ELA classroom. Which influence is greater? Which voice gets heard? This presentation explores those questions in an action research project of public high school juniors in the rural south.

Presenter: Kristie Camp, Gaffney High School

OD-339 Equitable Access: Attitudes of Teachers and Librarians toward Graphic Novels

This session presents the findings of a study related to the equitable access to graphic novels. The debate over the viability of graphic novel use in the classroom continues. The researchers of this study questioned not only the attitudes of school librarians and classroom teachers towards the use of graphic novels but also, equitable access to graphic novels.

Presenters: Kevin Powell, University of Central Arkansas
Erin Shaw, University of Central Arkansas
Amy Thompson, University of Central Arkansas
Jeff Whittingham, University of Central Arkansas

ON-DEMAND SESSIONS

OD-341 Exploring Patterns in Books: A Portal for Understanding Issues of Equity and Justice

This poster session explores patterns woven into two works of historical fiction, *The Wednesday Wars* and *Moon Over Manifest*. The unique patterns in these books have the potential to lead to a deeper understanding of themes related to equity and justice. The session includes instructional recommendations for scaffolding students' explorations of patterns in novels.

Presenters: Janis Harmon, University of Texas at San Antonio
Miriam Martinez, University of Texas at San Antonio
Marcy Wilburn, University of Texas at San Antonio

OD-342 Extensive Picturebook Reading Program with Struggling College EFL Learners

This study aims to examine whether the Extensive Picture-Book Reading (EPBR) program focusing on text-meaning construction with struggling EFL college learners is an effective and pleasure way to facilitate their reading attitude changes, leading to better learning and better performance on reading comprehension in subsequent reading activities.

Presenter: Chia-Ho Sun, Kainan University

OD-343 Finding Equity in a Communities of Practice Group

What do equity, justice, and antiracist teaching look like in a teacher's communities of practice group? How do the teachers use the strategies from Beers & Probst (2012) *Notice & Note* to create equity, justice, and antiracist teaching in their own classrooms? This poster presentation centers on promoting equitable, just, and antiracist teaching using the nonfiction strategies from *Notice & Note*.

Presenter: Bobbi Hammill, Armstrong School District

OD-344 Giving Testimonio: One High School Classroom's Experience Writing, Sharing, and Voicing Silenced Histories

National Writing Project Rainbow Research Presentation

This study serves as a counter narrative (Ladson-Billings, 2009) to the systemic erasure of student's lived experiences, home languages, stories, and the stories of their communities (Solozorano & Yosso, 2001). The poster presentation examines the influence of an instructional unit on writing testimonio (Latina Feminist Group, 2001) as a narrative genre in one urban Highschool ELA Classroom.

Presenter: Monica Baldonado-Ruiz, Arizona State University

OD-345 Grappling with the Unprecedented: A First Year Teacher's Chronicle of Enacting Antiracist Pedagogy during Tragic and Traumatic Times

My autoethnographic study critically examines my experiences as a new educator navigating teaching during a pandemic in a grieving community following tragedy and uprising for racial justice. I chronicle

ON-DEMAND SESSIONS

how I use literature as an accessible tool for antiracist pedagogy and creating equitable learning spaces for humanizing, honoring, and healing.

Presenter: Samantha Cronin, University of Minnesota

OD-346 Harnessing the Power of Identity to Cultivate Equitable Literacy Practices for Young Learners

In this interactive poster presentation, the presenter will provide research demonstrating how sociocultural literacy practices impact third-grade students' reading identities. Educators will be inspired to develop equitable literacy practices that harness young readers' and their emerging identities to see themselves as readers and actively engage in the social construction of literacy.

Presenter: Darlene Daley, Canandaigua Primary-Elementary School/Keuka College/Judson University

OD-347 I Matter, We Matter, Words Matter

Exposing students to culturally relevant texts and engaging students in conversations about the texts can increase engagement and foster positive identity development. In this poster session, presenters will share activities and multimedia materials used to scaffold the development of culturally relevant teaching practices and foster increased support for read-aloud instruction.

Presenters: Charissa Govan, Educator
Ariss Rider, Educator

OD-349 It Takes All of Us—Blending Justice, Equity, and Antiracism into a Curriculum Using *Blended, Stamped, American-Born Chinese, and Other Young Adult Texts*

This poster session allows colleagues to view a thorough and engaging visual depiction of our Middle School Social Justice Curriculum, complete with several current, recommended young adult texts, exciting digital tools/platforms, and numerous activities reflecting best practices and standards-driven assessments. Additionally, authentic student artifacts and extensive handouts will be available.

Presenter: Meagan Kirchoff, Ithaca City School District

OD-350 Learning Together: An Antiracist Teaching Book Club for Teacher Candidates

Researchers will share their experience in hosting an antiracist teaching book club with preservice teacher candidates at the University of Georgia. Researchers will discuss participants' general reactions to the book club, along with their perception of what it is like to work with a community of educators focused on antiracist teaching, as shared in interviews conducted after book club meetings.

Presenters: Jennifer Ervin, University of Georgia
Madison Gannon, Language and Literacy Education

ON-DEMAND SESSIONS

Lemell Overton, University of Georgia

OD-351 Making It Personal: Using Texts to Introduce Accomplishment, Activism, and Advocacy

This poster presentation will demonstrate how we cultivated a library where students could 'meet' great thinkers and people of action who persevered- through their life stories as told by themselves or others. We believe that these stories will empower students to recognize their own power. Attendees will gain a plethora of new ideas, book titles, and strategies to use in their own classrooms.

Presenters: Mia Mercurio, Southern Connecticut State University
McKenna Morse, Greens Farms Academy
Regine Randall, Southern Connecticut State University

OD-352 Moving Writers Create Moving Writing: Connecting Composition and Choreography Brings Writing to Life on Stage

This session describes a collaborative project a teacher educator, a non-profit dance company, and K–12 writers. What began as a summer workshop experience grows into a way to keep children moving and writing during virtual learning.

Presenters: Claire Sigler, Lylburn Downing Middle School
Haley Sigler, Washington and Lee University

OD-353 Outside the School Walls: Ensuring Engaging and Equitable Education in a Changing World

Although teacher education programs prepare teachers, more training in how to plan engaging lessons and be equitable in a virtual environment would be helpful for the next generation of teachers. In this session, teachers will learn how to use available resources to plan lessons and deliver them virtually.

Presenter: Tara Foster, Jefferson County Schools

OD-354 Reading Journals as a Self-Regulatory Tool for Older Struggling Readers

Self-regulated learning (SRL) involves interrelated cognitive processes that allow students to self-evaluate their learning and make plans to fill any knowledge gaps. The successful application of SRL correlates with academic success. Research has generally focused on understanding how SRL supports comprehension in elementary and middle school, but, since struggling readers depend on their time

Presenter: Gordon Van Owen, NYCDOE/Fordham University

OD-355 Reflection in Literacy Methods Courses as Scaffolding for Elementary Teacher Candidates' Inquiry into Culturally Responsive Teaching

ON-DEMAND SESSIONS

Future teachers must be able to consider multiple perspectives, incorporate diverse histories and representation, and adjust instruction to meet varying needs. This session will provide tools for coaching teacher candidates to reflect on culturally responsive instructional practices through scaffolded literacy engagements.

Presenter: Katherine Higgs-Coulthard, Saint Mary's College

OD-356 Research in the Age of Google

Get students to move beyond “searching it up” to finding and analyzing more than one source. Learn about strategies to help students develop research skills that will carry them through high school and college.

Presenter: Rebecca Barrett, Katy Independent School District
Elizabeth Walls, Katy Independent School District/Tays Junior High School

OD-357 Sensory-Cognitive Instruction in Response to a State Dyslexia Mandate

A case study will highlight Fort Smith Public Schools' response to Arkansas's Dyslexia legislation and how they successfully implemented sensory-cognitive instruction in a district-wide model, across all grades, within three years. This session will review lessons learned and longitudinal student performance data.

Presenter: Dave Kiyvyra, Lindamood-Bell Learning Processes

OD-358 Teachable Moments: Recognizing the Centennial of the Greenwood Massacre

This poster session will present data from Oklahoma teachers polled during the semester immediately prior to the centennial of the Greenwood massacre in Tulsa, regarding whether they included explicit or tacit material about the massacre in their curriculum, and an exploration of factors which may affect teachers' comfort with teaching the event.

Presenter: Shaista Fenwick, University of Oklahoma/Moore High School

OD-359 The 1000 Books before Kindergarten Movement: Supporting Early Literacy and Nurturing a Lifelong Love for Reading

The 1000 Books Before Kindergarten foundation does important work by promoting reading to children starting in their youngest years. Their simple, accessible, and fun approach to intentional language exposure in the early years provides foundational early literacy skills that will sustain and support children by setting them up for success as lifelong learners and readers.

Presenter: Samantha Cronin, University of Minnesota

ON-DEMAND SESSIONS

OD-360 The Excavation of Identity: Using Five Experiences to Deconstruct Identity and Develop Critical Self-Awareness in the Classroom

This poster presentation provides an overview of a professional development framework completed with a group of urban high school teachers in Denver, Colorado, and provides an overview of five experiences that allow for the deconstruction of identity and the development of critical self awareness which are both essential for educators working with BIPOC student populations.

Presenter: Chris DeRemer, Denver Public Schools

OD-361 The Worst Thing You Can Do Is Do Nothing

Our students need to talk about uncomfortable topics, and we need to be willing to engage. In this presentation we'll demonstrate ways to issue neutral invitations to talk, offer models of specific conversational moves we make when we engage with students and colleagues, and give examples of relationship-building follow ups we have with people after we've had a particularly tough conversation.

Presenters: Molly Blocker, Blue Springs School District
Sonya Gough, BSSD/Delta Woods Middle School

OD-362 United States History of Mass Shootings: A Curriculum Unit for the ELA Classroom

The rate of gun violence in the US compared to other countries is astonishingly high. This curriculum unit will demonstrate how to address this topic with students in the ELA classroom in a way that will promote awareness and empathy using critical literacy, inquiry, and multimodal texts to facilitate these difficult discussions.

Presenter: Christina Thomas, Texas Woman's University

OD-363 What Is Left Unsaid: Interrogating Silences for Antiracist Education

To promote antiracism, it is as important to focus on what is not said, as on what is. Mazzei's (2008) research reveals that 'racially inhabited silences' (p. 1127) 'furthered rather than confronted' stereotypes (p. 1129) and limited open dialogues about race and diversity. This presentation discusses the importance of and offers resources for interrogating silences surrounding issues of race.

Presenter: Natalie Carro, Florida International University

OD-364 When Reviewing YA Literature and Examining Game Shows in American Culture Collide: The Delivery of a Curriculum with Equity, Justice, and Antiracist Teaching

This session offers colleagues an intriguing unit on the role of game shows/reality television in American culture. Additionally, educators are presented with not only YA Literature related to game shows, but

ON-DEMAND SESSIONS

also some of the newest and most appealing YA Literature reflecting issues of equity, justice, and antiracism. Extensive handouts with readings, resources, and activities will be provided.

Presenter: Jennifer Kirchoff, Le Moyne College

OD-365 Words Count: Using Word Count to Facilitate More Growth and Participation in Writing

National Writing Project

This proposal will take a look at specific grading practices such as grade contracts and word count to see if they can foster more active learning and skills growth.

Presenter: Rico Gonzalez, Perry Township Schools

ON-DEMAND SESSIONS