NIKOLE HANNAH-JONES AND NIKKOLAS SMITH

Before the Convention gets underway, attendees are invited to gather on Wednesday, November 17, from 7:00 p.m. to 8:30 p.m. ET, for a Preconference General Session featuring Nikole Hannah-Jones and Nikkolas Smith, the coauthors and illustrator of the forthcoming *The 1619 Project: Born on the Water*. This event is included in the registration price for all Convention attendees.

NIKOLE HANNAH-JONES is a Pulitzer Prize-winning reporter covering racial injustice for *The New York Times Magazine* and the creator of the landmark 1619 Project. Hannah-Jones is author of the forthcoming *The 1619 Project: A New Origin Story* and the coauthor of the picture book *The 1619 Project: Born on the Water*, written with Renée Watson and illustrated by Nikkolas Smith. She also has written extensively about school resegregation across the country and chronicled the decades-long failure of the federal government to enforce the landmark 1968 Fair Housing Act. In 2016, she cofounded the Ida B. Wells Society for Investigative Reporting, a training and mentorship organization dedicated to increasing the ranks of investigative reporters of color.

NIKOLAS SMITH, a native of Houston, Texas, is an Artivist, picture book author, and Hollywood film illustrator. He is the author/illustrator of *The Golden Girls of Rio*, nominated for an NAACP Image Award, *My Hair Is Poofy and That’s Okay*, and *World Cup Women*. He is the illustrator of the forthcoming picture book, *The 1619 Project: Born on the Water*, cowritten by Nikole Hannah-Jones and Renée Watson. As a Black illustrator, Nikkolas is focused on creating captivating art that can spark important conversations around social justice in today’s world and inspire meaningful change. Many of his viral, globally shared and published sketches are included in his book *Sunday Sketch! The Art of Nikkolas*. He also speaks on his Artivism at conferences, workplaces, and schools around the world, and leads workshops in digital painting, character, and movie poster design. He lives in Los Angeles, California. Learn more at [www.NIKKOLAS.art](http://www.NIKKOLAS.art).
MICHELLE OBAMA

MICHELLE ROBINSON OBAMA served as First Lady of the United States from 2009 to 2017. Mrs. Obama is the author of the memoir *Becoming*, a #1 *New York Times* bestseller that won an NAACP Image Award, was named one of *Essence*’s 50 Most Impactful Black Books of the Past 50 Years, and was selected as an Oprah’s Book Club pick. *Becoming* has been adapted into an edition for young readers and is the basis for *Becoming: A Guided Journal for Discovering Your Voice*. She is also the author of *American Grown: The Story of the White House Kitchen Garden and Gardens Across America* and recently contributed the introduction for *Follow That Food!*, a picture book tie-in with *Waffles + Mochi*, a Netflix children’s series from Higher Ground Productions, the production company she founded with her husband, former President Barack Obama.
SPECIAL EVENTS

IN THE NCTE AUTHOR LOUNGE — 3:00–4:15 P.M. ET

NCTE AUTHOR STRAND
Why Empathy Is Core to Your Literacy Classroom

Why should you cultivate empathy in your classroom? Because it not only encourages mutual understanding and caring, but also deepens literacy learning. When students walk in the shoes of story characters, the practice extends thoughtfulness to the real people in their lives. As for you—teaching literacy through an empathy lens might just reinvigorate your joy of teaching.

In this 75-minute engagement, Christie McLean Kesler and Mary Knight—creators of the CoreEmpathy approach and coauthors of CoreEmpathy: Literacy Instruction with a Greater Purpose—will demonstrate how to turn an empathy lens on the reading and writing essential to all K–6 classrooms, optimizing the connection between them. Workshop participants will discover how to cultivate empathy and literacy skills simultaneously, while elevating both. Find out why, when you plant the seeds of empathy in the classroom, everything grows.

Presenters: Christie McLean Kesler, Western Washington University
Mary Knight, Lexington, KY

FEATURED SESSION — 6:00–7:15 P.M. ET

LIVE SESSION — Deeper Than Edutainment: Taking Books and Their Film Adaptations Seriously

This session upends standard practice concerning using novels with their film adaptations, presenting an engaging alternative methodology [and central component of media literacy] we’ve created with educators and movie industry people alike for its value in shedding light on the value of treating books and movie adaptations as equal partners—which flies in the face of teacher wariness of film adaptations by Hollywood.

Presenter: Randy Testa, Harvard Graduate School of Education
**All-Section Get-Together**
Join representatives from the NCTE Elementary, Middle Level, Secondary, and College Sections in a discussion-oriented session rooted in the 2021 NCTE Annual Convention theme. Come network with your NCTE colleagues and meet new colleagues, too!

**Elementary Section Get-Together**
**Presenter:** Gholdy Muhammad, author, *Cultivating Genius: An Equity Model for Culturally and Historically Responsive Literacy*

**Middle Level Meet-Up**
2021 Awards Celebration

**Secondary Section Get-Together**
**Presenter:** Eliot Schrefer

**College Section Get-Together**
Celebration of the 2021 NCTE Richard C. Ohmann Award
Live Sessions & Prerecorded/Scheduled Sessions

A-1  LIVE SESSION — #SayTheirNames: Naming as Literacy of the Self and Student Identity

This session will focus on the importance of learning students’ names, using their names to build relationships, and strategies for including student names in instruction to foster identity. It will focus on actionable ways to address names and naming, acknowledging names, place, and space through land acknowledgement, pronouns, and movements (such as Black Lives Matter).

Roundtable Leaders: Valerie Kinloch, University of Pittsburgh, “Naming and Implicating Ourselves in Antiracist Spaces”
Jessyca Mathews, Carman-Ainsworth High School, “Naming and Reclaiming Space for LGBTQIA+ Students and Teachers”
Caitlin O’Connor, Hommocks Middle School, Westchester County, NY, “Naming and Implicating Ourselves in Antiracist Spaces”
Holly Spinelli, Monroe-Woodbury High School, “Naming and Articulating Our Histories Effectively”
Tony Sun, Liberty Avenue School, NYCDOE, “Names and Naming among Trans and Nonbinary Students and Teachers”

A-3  LIVE SESSION — From Classroom to Community: Social Justice in Action

As educators committed to dismantling an educational system designed to maintain white supremacy, we offer a framework for engaging students in social justice work. We unpack the importance of culturally relevant pedagogy, exploring identity, selecting text, engaging children in critical conversations, and offering classroom examples of social justice in action.

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

A-4  LIVE SESSION — Painting Equity, Singing Justice, and Performing Antiracism: Making Art that Makes a Difference in the ELA Classroom

Sponsored by the ELATE Commission on Arts and Literacies

In this interactive workshop, participants can act, draw, perform, create music, and write poetry to inquire into how the arts can create opportunities for literacy and learning around themes of equity, justice, and antiracist pedagogy.

Presenters: Timothy Duggan, Northeastern Illinois University
Alisha White, Western Illinois University
Roundtable Leaders: Leo Aguilar, Young Women’s College Prep Academy, “Desdemona: A Metacognitive Approach and Conversation”
Laurie Allen, University of Tennessee-Chattanooga, “Acting on Equity: Leveling the Field through the Arts”
Chris Bass, University of Illinois at Chicago, “Mapping for Accessible Justice”
THURSDAY

1:30–2:45 P.M. ET

Blair Bolton, Georgia State University, “Visual Essays as a Tool to Explore about Equity in Urban Spaces”
Nadine Bryce, Hunter College, CUNY, “Everyday Antiracism in Aesthetic Education”
Rebekah Buchanan, Western Illinois University, “Creating Art as Social Justice Work in English Education”
Kay Cowan, University of Tennessee-Chattanooga, “Imaging the Word: Equity in Education through the Arts”
Candance Doerr-Stevens, University of Wisconsin-Milwaukee, “Using Collaborative Collage to Promote Equitable Engagement and Deeper Knowing”
Timothy Duggan, Northeastern Illinois University, “Making a Song for Justice”
Stephen Goss, Kennesaw State University, “Disruptive Art: Using Images and Words to Disrupt Oppressive School Environments”
Cecily Honeycutt, University of Tennessee-Chattanooga, “Imaging the Word: Equity in Education through the Arts”
Shelly Krajacic, University of Wisconsin-Milwaukee, “Using Collaborative Collage to Promote Equitable Engagement and Deeper Knowing”
Matthew Krueger-Ross, West Chester University, “Do You See What I See? Strategies for Deconstructing Contentious Visual Texts”
S. Rebecca Leigh, Oakland University
Kristine Lize, University of Wisconsin-Milwaukee, “Using Collaborative Collage to Promote Equitable Engagement and Deeper Knowing”
Katherine J. Macro, Buffalo State College, “Creative Drama and Textual Analysis: Disrupting Thematic Exploration”
Chea Parton, The University of Texas at Austin, “Finger Painting to Process: Facilitating Courageous Conversations about Difficult Texts”
Hung Pham, University of Arkansas, “More Than a Single Story: Using Digital Photo Editing Tools to Compose Self-Portraits that Talk Back”
Peggy Rice, Ball State University, “Developing Perspectives on Justice through Photography and Poetry”
Christina Romero-Ivanova, Indiana University Kokomo, “Voicing Experience, Resistance, and Resilience through Spoken Word”
Valerie Rutledge, University of Tennessee-Chattanooga, “Acting on Equity: Leveling the Field through the Arts”
Pauline Schmidt, West Chester University, “Do You See What I See? Strategies for Deconstructing Contentious Visual Texts”
Nina Schoonover, North Carolina State University, “Using Multimodal Narratives to Address Key Issues: Making Zines and Comics to Tell Our Stories”
Jacob Sliger, Fort Wayne Community Schools, “Developing Perspectives on Justice through Photography and Poetry”
Allison Smith, University of Wisconsin-Milwaukee, “Using Collaborative Collage to Promote Equitable Engagement and Deeper Knowing”
Rebecca Walker, Metea Valley High School, “Empowering All Voices through Improvisation and Choice”
Alisha White, Western Illinois University, “Creating Art as Social Justice Work in English Education”
Wendy Williams, Arizona State University, “Using Graphic Novels to Support Antiracist Teaching”
Michelle Zoss, Georgia State University, “Visual Essays as a Tool to Explore about Equity in Urban Spaces”
A-5

LIVE SESSION — Empowered Educators: Art & Race Talk
Empowered Educators is an ongoing partnership across a museum, university, and the Writing Project. It has worked with hundreds of educators with an ongoing core community of practice to use the exhibits of the museum as a catalyst to practice engaging in “Race Talk.” Our talk will review four years of collective learning, including specific questions and activity modules to take with you.

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

A-6

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

Presenters: Meredith Bortz, Shifting Power in Education Initiative
Emily Koren, University of Pittsburgh
Greg Latshaw, University of Pittsburgh
Susi Long, University of South Carolina
Rachelle Rectenwald, Western Pennsylvania School for the Blind
Courtney Ross, University of Pittsburgh
Max Schuster, University of Pittsburgh

A-7

Supporting Critical Racial Identity Development of Asian American Students and Teachers

Presenters: Grace Choi, Fairfax County Public Schools
Betina Hsieh, California State University Long Beach
Crystal Lee, North Carolina State University
Diana Liu, Brooklyn Technical High School/Teachers College, Columbia University
Tien Pham, Northwestern Pennsylvania Collegiate Academy
A-8 Choosing Equity and Inquiry: What to Read First in High School English

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

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

**Respondent:** Randy Ribay, Kokila/Penguin Random House, “Beyond First Choices: What Do I Teach Next?”

A-9 Calling in Community: One School’s Journey Incorporating Antiracist Pedagogy with YA Texts

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

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

A-10 A Picture[book]’s Worth a Thousand Words: Using Diverse Picturebooks to Craft Critical Classrooms

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

**Presenters:** Julia Lopez-Robertson, University of South Carolina
Jennifer D. Morrison, University of South Carolina
Melissa Wells, University of Mary Washington
**A-11**  
**Leveling the Playing Field: Gamification and Engagement in the ELA Classroom**

This highly interactive session will demonstrate ways to engage already overwhelmed students through gamified online discussions and media creation. We'll demonstrate how to revitalize a summer homework program, gamify blogging centered around podcasts and public radio stories, and much more! Participants will leave energized with numerous resources to get started.

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

**A-12**  
**The Hidden Curriculum of Whiteness in Early Childhood Spaces: Sitting with Difficult Conversations and Confronting (Un)Productive Tensions**

This session juxtaposes examples of early childhood norms across curricular materials with moments of teacher and child agency in disrupting whiteness. Through images of children and teachers sitting with discomfort and grappling with the transformational potentials and complexities of curriculum, we offer ideas for antiracist and equity-oriented early childhood spaces.

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

**A-13**  
**LIVE SESSION — Literacy for Social Change: Words Changing Worlds**

Pam Allyn and Varian Johnson will discuss all the ways words and stories can create wholeness and activism in the lives of our students.

**Presenters:** Pam Allyn, Independent  
Varian Johnson, Scholastic

**A-14**  
**LIVE SESSION — The Nerdy Book Club: Supporting Equitable, Joyful Reading Communities**

The Nerdy Book Club, a community blog and educator resource, promotes children’s and young adult literature and provides tips and resources for engaging young people with reading. In this session, exchange instructional ideas, book recommendations and resources, and suggestions for family and community collaboration that support more equitable, joyful reading experiences for all students.

**Tradebook Authors/Illustrators:** Dusti Bowling, LBYR-Hachette/Sterling Children's Books, “Book Release: The Canyon's Edge”  
THURSDAY

1:30–2:45 P.M. ET

Leslie C. Youngblood, Little Brown Young Readers, “Book Release: Forever This Summer”

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

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

Presenters: Sylvia Vardell, Texas Women’s University, “Presentation of Recent Anthologies that Are Diverse and Inclusive”
Janet Wong, Pomelo Books, “Indie Publishing Nuts and Bolts”

A-16  LIVE SESSION — Exhibitor Session — Joint Publisher Book Buzz with Bloomsbury/Disney/Sourcebooks/Publisher Spotlight
Sponsored by Bloomsbury/Disney/Sourcebooks/Publisher Spotlight
Take a tour through current and forthcoming releases from publishers for students of all ages, including YA, middle grade, and picture books. Find a variety of formats—fiction, nonfiction, graphic novels, and audiobooks—and plenty of diversity that complements curriculum and engages readers.

Presenters: Margaret Coffee, Sourcebooks
Beth Eller, Bloomsbury
Maddie Hughes, Disney
Ellen Myrick, Publisher Spotlight
B-1  LIVE SESSION — Turning Antibias and Antiracist Theory Into Classroom Practice

Join antibias and antiracist practitioners as we identify and explore texts, student work, and original units of study that center the confluence of understanding and concretizing ABAR theory in the classroom.

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

B-2  LIVE SESSION — 3D Antiracism: Deconstructing, Decentering, and Designing Whiteness in ELA Classrooms

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

The urgency to deconstruct and decenter whiteness is clear, but how do we actually do it? This session will move from conceptual antiracist frameworks to personalized practical applications. By deconstructing and decentering whiteness, only then can we design an equitable way forward.

**Presenters:**
- Scott Bayer, Richard Montgomery High School
- Lorena Germán, Multicultural Classroom
- Nate Madden, Montgomery County Public Schools
- Jazmen Moore, University of Washington
- Christie Nold, Frederick H. Tuttle Middle School
- Holly Spinelli, Monroe-Woodbury High School

B-3  LIVE SESSION — Toe Tag Monologues: Creating Equity and Justice for Adolescents in Crisis through Performance and Young Adult Literature

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

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

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

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

**Tradebook Authors/Illustrators:**
- e. E Charlton-Trujillo, Candlewick, “Mob Mentality”
- Ellen Hopkins, Penguin Publishing Group, “Community Violence”
**B-4**

**LIVE SESSION — “‘Now Is the Time’: Developing Pedagogies for Antiracist Teaching and Learning”**

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

**Presenters:**
- Darrell Hucks, Keene State College, “Purposeful Teaching and Learning in Diverse Contexts”
- Gholnecsar (Gholdy) Muhammad, University of Illinois Chicago, “Cultivating Genius and Joy in Times of Anti-Black Racism”
- Tonya Perry, University of Alabama at Birmingham, “Getting to Know Our Students and Teaching Them Using Antiracist Practices”
- Detra Price-Dennis, Teachers College, Columbia University, “Advancing Racial Literacy in the Digital Age”
- Yolanda Sealey-Ruiz, Teachers College, Columbia University, “Purposeful Teaching and Learning in Diverse Contexts”

**B-5**

**LIVE SESSION — Editing Out Whiteness: Editorial Leadership Grounded in Antiracism, Collectivity, and Love**

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

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

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

**B-6**

**LIVE SESSION — Teaching through Coronavirus: Toward Urgent Humanizing Distance Learning Pedagogies**

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

**Presenters:**
- Keisha McIntosh Allen, University of Maryland, Baltimore County
- Alicia Arce-Boardman, Northern Parkway School
- Kyia Britt, University of Maryland Baltimore County
- Theresa Bruce, Baltimore City Public School System
- Kerry Elson, Central Park East II, New York Public Schools
- Sakeena Everett, University of Georgia
- Antoinette Gibson, Richland School District One
- Laquisha Hall, Baltimore City Public School System
- Kindel Nash, University of Maryland Baltimore County
- Roderick Peele, Northern Parkway School
B-7 Changing the Narrative, Reimagining the Curriculum: Elevating Marginalized Voices

Sponsored by the NCTE Asian American Caucus

This presentation highlights how texts representing marginalized perspectives can push back on dominant narratives in classrooms. Participants will leave with a greater awareness of potential pitfalls when “diversifying” curriculum and will reflect on their practices to consider how they can mindfully integrate, deepen their use of, and center diverse voices.

Presenters: Betina Hsieh, California State University Long Beach
Diana Liu, Brooklyn Technical High School, Teachers College Columbia University
Tien Pham, Northwestern Pennsylvania Collegiate Academy
Norman Sales, Farrington High School

B-8 Coloring Outside the Lines:(Re)storying the Intersection of Teachers’ Racialized Experiences, Social Justice, and Critical Pedagogy

Teacher-scholar-activists explore the role of art/aesthetics and creative production for excavating teachers’ histories and experiences with race and racism. By looking inward, the panel reimagines school for Black and Brown students, sharing personal insights, ongoing dilemmas, and questions of practice surfacing at the intersection of multiple pandemics.

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

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

B-9 LIVE SESSION — Whose Perspectives Are Centered? Critical Media Literacy in Special Education and Bilingual Education Classrooms

This session invites teachers to incorporate critical media literacy analysis into their classroom practice in combination with oracy development. Teachers will interact with images that bring issues of equity, justice, and racism to the forefront and use this model to plan their own visual literacy activities.

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

B-10 We Begin with Story: Equity, Justice, and Antiracist Pedagogy in Teaching Memoir

Reading and writing memoir tells students their lives matter, that through their stories they can advocate for equity and justice. In our roundtable session teachers will demonstrate how they honor students’ unique stories and lift their voices as points of advocacy. Table leaders will introduce attendees to memoirists who compose in various genres and whose stories document the world.

Presenters: Glenda Funk, Highland High School
Stefanie Plato, Highland High School

Roundtable Leaders: Gary Anderson, Illinois State University
Lauren Foster, Germanna Community College
Joel Garza, Greenhill School, Addison, TX
Christine Kervina, Northern Virginia Community College-Manassas
Dianna Minor, Hoover City Schools, “‘Ordinary Hazards’: Our Stories in Verse”
Timothy Shea, Lancaster Bible College
Memuna Sillah, Northern Virginia Community College
B-11  **LIVE SESSION — Stuck at the Intersection of Racism, Police Brutality, and Homophobia: Helping Students through Antiracist Pedagogy and Digital Multimodal Compositions**

Come explore the world of digital multimodal compositions and discover you can use *Anger Is a Gift* by Mark Oshiro to help your students develop equitable critical thinking skills to deconstruct racism, combat police brutality, and confront homophobia. Participants will be creating a digital multimodal composition during the presentation, so make sure to bring your electronic device.

**Presenters:** Neil Klein  
Becki Maldonado, University of Oklahoma

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B-12  **Literacy and Community Engagement in Diverse Settings**

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

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

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B-13  **LIVE SESSION — Commitment Issues: Moving beyond Antiracism as Educational Fad toward Antiracism as a Lifelong Commitment**

We—Stephanie, Cornelius, and Kylene—have worked, thought, and discussed social justice, equity, and antiracism for years, two of us for far too few years. Join us now in this interactive session as we share our thoughts regarding what it means to forge a society and a profession as committed to doing antiracism as it is to simply talking about antiracism.

**Presenters:** Kylene Beers, Beers.Probst Consulting  
Stephanie Harvey, Stephanie Harvey Consulting  
Cornelius Minor, The Minor Collective/Heinemann

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B-14  **Build Your Stack — “Unbound”: Picture Books that Celebrate and Uplift Differently-Abled People**

Books that celebrate and highlight differently-abled individuals.

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

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B-15  **LIVE SESSION — Exhibitor Session — Supporting Reading, Writing, and Communication with FREE Microsoft Tech Tools**

*Sponsored by Microsoft*

Microsoft has created free, accessible built-in tools to support students of all abilities with reading, writing, and communication! You will learn how these free tools can be used to support classroom engagement of students with learning differences such as dyslexia, dysgraphia, ADHD, emerging readers and even nonnative speaking students. These tools work across Microsoft 365 and are accessible with Chromebook, Ipad, and Mac.

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

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

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

Presenters: Jennifer Fletcher, California State University, Monterey Bay, “Reading across Contexts and against the Grain”
Michael Guavara, Judson High School
Carol Jago, California Reading and Literature Project, UCLA, “Reading Fast and Slow, Online and Off”

C-3  LIVE SESSION — Imagining Worlds Worthy of Our Youth: Designing Speculative Approaches to Literacy Education
Our students are not blind to the destructive forces of racism and injustice in public life today; they see precarious society they are inheriting and they deserve opportunities to dream of alternative worlds and design liberating futures. Session presenters will share principles and strategies from speculative youth literacy projects.

Presenters: Antero Garcia, Stanford University
Nicole Mirra, Rutgers University
Tiffany Nyachae, Pennsylvania State University
Ebony Elizabeth Thomas, University of Pennsylvania, “Toward the Future of ELA”
Stephanie Toliver, University of Colorado, Boulder
LIVE SESSION — Cultivating New Voices (CNV) Roundtables: Equity and Justice in Practice and Research

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

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

**Roundtable Leaders:**
- April Baker-Bell, Michigan State University, “Protecting Black Language at All Costs: Interrogating Anti-Black Linguistic Racism”
- Eurydice Bauer, University of South Carolina, “Developing Metalinguistic Awareness in Elementary Dual Language and ESL Classrooms”
- BernNadette Best-Green, San Joaquin Delta College, “Discussions of Race as Breaking Linguistic Castes: What We Learn from Middle Level Multiethnic Youth’s Languages as Acts of Power and Resistance”
- Ayanna Brown, Elmhurst University, “Discussions of Race as Breaking Linguistic Castes: What We Learn from Middle Level Multiethnic Youth’s Languages as Acts of Power and Resistance”
- Gerald Campano, University of Pennsylvania, “Reclaiming Their Time: Children, Youth and Families as Change Makers”
- Patricia Enciso, The Ohio State University, “Storying Self: Immigrant Youth’s Navigation of the United States’ Racial and Linguistic Terrain”
- Brittany Frieson, University of North Texas, “Protecting Black Language at All Costs: Interrogating Anti-Black Linguistic Racism”
- Carmen Kynard, Texas Christian University, “Reflections from Black Feminist Compositionistas on Research, Teaching, and Writing”
- Alexis McGee, University of Alabama-Tuscaloosa, “Reflections from Black Feminist Compositionistas on Research, Teaching, and Writing”
- Teaira McMurtry, University of Alabama at Birmingham, “Antiracist Writing Practices in the New Educational Landscape”
- Renee Moreno, California State University, Northridge, “A Chicana/o Studies Perspective to Social Justice in Education”
- Gholnecsar (Gholdy) Muhammad, University of Illinois Chicago, “Hush Harbors: The Pedagogical Possibilities of Spaces Created Outside the White Gaze for Classrooms and Schools”
- Shamari Reid, Teachers College, Columbia University, “Hush Harbors: The Pedagogical Possibilities of Spaces Created Outside the White Gaze for Classrooms and Schools”
- Cori Salmerón, Georgia State University, “Developing Metalinguistic Awareness in Elementary Dual Language and ESL Classrooms”
- Timothy San Pedro, The Ohio State University, “Ubuntu: A Community Centered Approach of Literacy”
- Allison Skerrett, The University of Texas at Austin, “Understanding Transnational Literacies: Lessons from K–12 and College Level Research”
- Francisco Torres, Kent State University, “Reclaiming Their Time: Children, Youth and Families as Change Makers”
C-5  
**LIVE SESSION — Empowering Educators to be Change Agents: Louisville’s Collaborative for Antiracist Teaching**

The Collaborative for Antiracist Teaching (Louisville, KY) is devoted to community healing by developing the capacity of preservice and practicing educators (P-20) and creating innovative classrooms, institutions, and organizations that support the engagement, the success, and the transformation of students of color. Join the panel to learn about this group born of deep need in Summer 2020.

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

C-6  
**LIVE SESSION — Humanizing Professional Development: Implications for Teachers and Researchers**

Given the disproportionate impact of COVID-19 on communities of color and continuous acts of anti-Black violence, along with teachers’ expressed needs for support during persistent and interlocking pandemics, this presentation shares how an intergenerational group of four researchers and 100 public school educators in an urban school district developed justice-oriented policies and practices.

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

C-7  
**Tales of Futures Past: Speculative Science Fiction, Social Justice, and the Secondary Language Arts Classroom**

Afrofuturism, science fiction, and speculative fiction provide avenues for students to develop critical civic literacies and identities that speak to the communities and cultures often erased, absent, or invisible in traditional curricula. These award-winning authors and educators present practical strategies and approaches for meaningful incorporation of the genre into classroom instruction.

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

6:00–7:15 P.M. ET
C-8  Framing a Critical Place Conscious Literacy: Writing to Know Our Communities

Preservice and inservice English Language Arts (ELA) teachers in a mixed credit course focused upon teaching composition in high school engage in three writing experiences to frame their understanding of a critical place conscious literacy that can be enacted in rural, urban, and suburban locales. Teachers will discuss their writing experiences and how they informed their instructional practices.

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

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

C-9  A More Equitable Table: Centering Students as Agentive Learners and Social Justice Advocates

Join us as we explore ways to expand the narrative and center all voices “at the table” to empower students as agentive learners in equitable and liberatory literacy practices. We will share how we engage students in our classrooms in identity exploration, critical conversations around text using a sociopolitical lens, and ultimately action for social justice.

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

C-10  Soaring above the Rim: Examining Historical Roots of Activism for Equity

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

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

Tradebook Authors/Illustrators: Jen Bryant, Abrams Books, “Introducing the Next Generation to a Great Athlete and Advocate for Equity”
Frank Morrison, Abrams Books, “Illustrating the Athleticism and Artistry of Elgin Baylor”
C-12  LIVE SESSION — Amplifying Asian American Youth Literature
This panel of Asian American creatives and scholars will speak back to Asian American stereotypes, and discuss why Asian American stories and counterstories are critical. Panelists will explore what creatives and educators can do to promote greater access to, understanding of, and inclusion of authentic Asian American narratives.

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

C-13  Build Your Stack — Make Room in Your TBR Pile for New & Notable YA from ABRAMS
Sponsored by Abrams Books
Make room in your TBR pile! Eight ABRAMS creators share their inspiration behind their new and forthcoming young adult books: Jordan Ifueko (Redemptor), Cherie Dimaline (Hunting By Stars), Priya Huq (Piece by Piece), Terry Blas (Lifetime Passes), Candacy Taylor (Overground Railroad), Diana Ma (Her Rebel Highness), Sajni Patel (My Sister’s Big Fat Indian Wedding), and Ray Stoeve (Arden Grey).

Presenter: Jenny Choy, Abrams Books

C-14  LIVE SESSION — Exhibitor Session — Using Social Justice Questions to Analyze Text
Sponsored by Southern Poverty Law Center
Support students’ critical thinking and social emotional learning by writing questions using Learning for Justice’s Social Justice Standards. Learn how to create and implement questions that analyze identity, diversity, justice, and action in text and that work to create and sustain classroom environments that honor diversity, equity, and justice.

Presenters: Sarah-SoonLing Blackburn, Southern Poverty Law Center
Kimberly Burkhalter, Southern Poverty Law Center
GEORGE M. JOHNSON

GEORGE M. JOHNSON is the author of the memoir *We Are Not Broken*. Johnson has written for major outlets, including *Teen Vogue, Entertainment Tonight, NBC, The Root, BuzzFeed, Essence, Ebony, THEM*, and *The Grio*. They have also served as Guest Editor for BET.com’s Pride month. They were awarded the 2019 Salute to Excellence Award by the National Association of Black Journalists for their article “When Racism Anchors Your Health” in *Vice Magazine*, and named to *The Root* 100 Most Influential African Americans in 2020. They are the author of the bestselling memoir *All Boys Aren’t Blue*. 
IN THE NCTE AUTHOR LOUNGE — 10:00–11:15 A.M. ET

NCTE AUTHOR STRAND
Information Session around the New Perspectives on Primary Sources (NPPS) Project

Learn more about a fellowship opportunity with NCTE, in partnership with the Library of Congress: New Perspectives on Primary Sources. With a December 1 application deadline, fellowships will begin in January 2022 and offer approximately 60 hours of professional learning throughout 2022 along with the expectation to contribute an instructional unit and chapter for an NCTE-edited book. As incentives, participants will be given complimentary registration for the 2022 NCTE Annual Convention and stipends of $2,000 will be offered. Applicants must be current educators teaching in secondary classrooms. Come chat with the leaders of this fellowship to learn more!

Presenters: Lisa Storm Fink, NCTE Professional Learning and Member Engagement, NCTE Teaching with Primary Sources Program
Troy Hicks, Central Michigan University and Chippewa River Writing Project

IN THE NCTE AUTHOR LOUNGE — 4:15–5:30 P.M. ET

NCTE AUTHOR STRAND
Using Film to Unlock Textual Literacy

Struggling to help kids engage with print text? Looking for ways to help your students learn to analyze text deeply in a hands-on, differentiated, and real-world environment? Or maybe just want to learn how to take a better bathroom selfie? Robert Crisp, author of Using Film to Unlock Textual Literacy: A Teacher’s Guide, explores strategies for using film study and filmmaking to help students engage in entirely new ways with print text. No special equipment beyond a cell phone is required, and no filmmaking experience is necessary to be successful.

Presenter: Robert Crisp, Myers Park High School, Charlotte, NC
LIVE SESSION — 1:15-2:30 P.M. ET

ELATE Keynote Session
Presenter: Charles Person, author of Buses Are a Comin’: Memoir of a Freedom Rider

LIVE SESSION — 2:45-4:00 P.M. ET

Middle Level Keynote Session
Presenter: Eve L. Ewing, author of Electric Arches, 1919, Ghosts in the Schoolyard, and Maya and the Robot

LIVE SESSION — 3:45-5:00 P.M.

College Level Keynote Session
“Standard White Mainstream English Is the Floor, Not a Ceiling”: Interrogating and Transforming Your Language Pedagogy through the Lens of Black Linguistic Justice
Presenter: April Baker-Bell, Michigan State University
LIVE SESSION — Choice and Voice: What It Means to Be an Independent Reader

Kylene Beers, author and coauthor of the bestselling books *When Kids Can’t Read/What Teachers Can Do, Notice and Note, Disrupting Thinking,* and *Forged by Reading,* shares thoughts on what it means to be an independent reader, that type of reader who not only can struggle successfully through a challenging text, but thinks deeply about texts that challenge our thinking. She’ll discuss the role of choice in developing the independent reader who is really an independent thinker and discuss what happens when censors decide to remove choice. As a part of this discussion, she will interview Jerry Craft, winner of the 2020 Newbery Medal, the Coretta Scott King Author Award, and the Kirkus Prize, and author of *New Kid* and *Class Act.*

**Presenters:** Kylene Beers, author and coauthor, *When Kids Can’t Read/What Teachers Can Do, Notice and Note, Disrupting Thinking,* and *Forged by Reading*
Jerry Craft, author, *New Kid* and *Class Act*
FEATURED SESSION — 5:45-7:00 P.M. ET

LIVE SESSION — Civic Reasoning and Discourse: The Role of Literacy Instruction in K–12 Classrooms

This session addresses the role of literacy in preparing students for civic reasoning and discourse across subject matter domains. This session builds upon a recent National Academy of Education report Educating for Civic Reasoning and Discourse that synthesizes evidence from studies of human learning and development to inform civic learning.

**Presenters:** Antero Garcia, Stanford University  
Kris Gutierrez, University of California, Berkeley  
Carol Lee, Northwestern University  
Nicole Mirra, Rutgers University  
Na’ilah Suad Nasir, The Spencer Foundation
**Live Sessions & Prerecorded/Scheduled Sessions**

**D-1**

**LIVE SESSION — Setting as an Act of Revolution: Writing Our Stories of Resistance**

This presentation features four YA authors who write stories of resistance and revolution situated and contextualized in time and place. In this interactive presentation, the authors will share their writing process and engage the audience in four different writing activities, which can be replicated with students, related to setting.

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

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

**D-2**

**LIVE SESSION — Louisville Is Our Classroom: Wrestling with Police Brutality in Our Own Backyard**

In this interactive session, presenters from one school’s racial equity committee will guide educators in their year-long process of using uprisings in Louisville, Kentucky, to facilitate schoolwide conversations about racial equity. Participants will reflect on their school’s engagement and explore using their current context to deepen their conversations about race.

**Presenters:**
- LaQueisha Bonds, Mill Creek Leadership Academy
- Michelle Mullins, Mill Creek Leadership Academy
- Jacob Otting, Mill Creek Leadership Academy
- Anitra Woodford, Mill Creek Leadership Academy

**D-3**

**LIVE SESSION — Forming “Beloved Community” in the Face of Insurrection**

What does it look like in 2021, for literacy educators to build a “Beloved Community?” Join NWP site leaders from Birmingham, Boston, Philadelphia, and Pittsburgh, as we discuss how we’re learning to enact love and justice through our work in our classrooms and communities.

**Presenters:**
- Ling-Se Chesnakas, “Writing and Reading to Become Fugitive”
- M. Beatrice Dias, CREATE Lab, Carnegie Mellon University, “Scholarly Roots of Love”
- Colleen Geiger, Western PA Writing Project, “Cultivating Culturally Responsive Virtual Learning Communities”
- Nikan Hodjat, Boston Writing Project, “Writing and Reading to Become Fugitive”
- Karen Howard, Western PA Writing Project, “A Teacher’s Role in a Classroom Where Love and Justice Abide”
- Michelle King, Western PA Writing Project, “What Does Love Got to Do With It?”
- Richard Koch, Western PA Writing Project, “Mindful Writing Workshop as Beloved Community”
- Denise Patmon, “Writing and Reading to Become Fugitive”
- Tonya Perry, “Mentoring in the Beloved Community: Creating Life-Generating Spaces for Growth and Belongingness”
D-4   LIVE SESSION — #WhyMiddleMatters—Justice in the Middle: Historically Responsive Literacy as a Curricular Approach to Equitable and Just Teaching

Sponsored by the Middle Level Section Steering Committee

In this interactive session, you are invited to join teachers who are experienced in designing their curriculum Historically Responsive Literacy framework. After a brief presentation on the framework by Dr. Gholdy Muhammad, you will have the opportunity to work with mentors to redesign your own unit or school year.

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

D-5   LIVE SESSION — Graves Award—Writing That Matters: Enacting Antiracist and Culturally Sustaining Writing Curriculum alongside Young Writers and Families

Sponsored by the Elementary Section and the Latinx Caucus

Established in 2001, the Donald H. Graves Award recognizes exemplary teachers of young writers. This session is a love letter to writing teachers who build writing communities where young writers bravely compose to restory themselves and their communities, to resist marginalization, and to sustain their cultures, voices, and identities.

Presenters:
- Tracey Flores, The University of Texas at Austin, “Writing That Matters: Enacting Antiracist and Culturally Sustaining Writing Curriculum alongside Young Writers and Families”
- Rosalyn Harvey-Torres, Georgia State University, “Cerca de nuestros corazones: An Antiracist and Culturally Sustaining Bilingual Writer’s Workshop”

Respondent: Maria Paula Ghiso, Teachers College, “Writing That Matters: Enacting Antiracist and Culturally Sustaining Writing Curriculum alongside Young Writers and Families”
D-6  **LIVE SESSION — Toward Southern Black Girl Epistemologies and Literacies**

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

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

D-7  **Centering Black Excellence: HBCU Graduates Discussing Equity in ELA**

In this session, HBCU graduates will use their personal and educational experiences to discuss how educators can utilize HBCU ideals to affirm all students. The hope of this session is that ELA teachers will more deeply understand the spirit and goals undergirding HBCUs and better recognize the possibilities of education centered around HBCU ideals.

**Presenters:** Renard Adams, Baltimore County Public Schools  
Zakia Gates, Cabrini University, “Translating HBCU Experiences into Brave ELA Classrooms”  
Bowanda Harris, Heinemann  
Rhonda Hylton, Kent State University, “Don’t Just Talk About It, Be About It”  
Kisha Porcher, University of Delaware, “My HBCU Taught Me: Centering Blackness in the English Education Programs”  
Barrett Rosser, The University Pennsylvania Graduate School of Education, “HBCU Teachings within and beyond the Classroom”  
Jacqueline Stallworth, Stallworth Educational Consulting Team, “Centering HBCU Graduates to Support Black Teachers”  
Stephanie Tolver, University of Colorado, Boulder, “FUBU ELA: Centering Blackness in the English Curriculum”  
Kiera Vargas, EpIfhany LLC, “Building Self-Efficacy through African American Literature”

D-8  **Decolonizing the AP Composition Course with Global Indigenous Texts**

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

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

D-9  **Listen as They Lead: Cocreating Equitable Learning Environments with Emergent Bilinguals**

Imagine a space where children’s voices, identities, and ideas are centered in their learning. A space where they can use language freely and flexibly. Join us as we discuss and share practical ideas for providing equitable learning environments for emergent bilinguals.

**Presenters:** Bettie Parsons Barger, Winthrop University  
Erin Hamel, Winthrop University  
Koti Hubbard, Clemson University  
Lindsay Yearta, Winthrop University
D-10  #WhyMiddleMatters — Justice in the Middle: Poetry and Social-Emotional Learning in the Antiracist Middle Grade Classroom

Sponsored by the Middle Level Section Steering Committee

This #WhyMiddleMatters session features middle grade teachers and authors of middle grade poetry on the power of poetry to center the experiences of Black and Brown children and support social-emotional learning. Participants will engage with teachers and authors who will share lessons, student work, book excerpts, and text recommendations.

**Presenters:**
- David Bowles, University of Texas Rio Grande Valley, "They Call Me Güero"
- Brooke Eisenbach, Lesley University
- Carla España, Rye Country Day School
- Nikki Grimes, Bloomsbury, "Legacy: Women Poets of the Harlem Renaissance"
- Aida Salazar, Scholastic, "Land of the Cranes"
- Jen Vincent, Carl Sandburg Middle School
- Carole Weatherford, "Unspeakable: The Tulsa Race Massacre"

D-11  English as Trauma: Moving toward Linguistic Justice for Intersectional Deaf, DeafBlind, DeafDisabled, and Hard-of-Hearing Adult Learners

As a team of Deaf and hearing scholars teaching intersectional Deaf, DeafBlind, DeafDisabled, and Hard-of-Hearing (DDBDDHH) college students, we seek a dialogue on how our curricular work in progress can be antiracist, inclusive, Deaf-centric, and prepare students for the demands of writing across the curriculum. We are aiming for equity and language justice for our marginalized DDBDDHH students.

**Presenters:**
- Matthew Annis, Rochester Institute of Technology
- Jess Cuculick, Rochester Institute of Technology
- Patricia Kenney, Rochester Institute of Technology
- Rachel Mazique, Rochester Institute of Technology
- Thomastine Sarchet, Rochester Institute of Technology
- Jessica Trussell, Rochester Institute of Technology
- S. Jordan Wright, Rochester Institute of Technology

D-12  Access for All Learners: Merging the Written Word with Oral Language and Images

Presenters will share ways to capitalize on students’ and their families’ language practices. Examples of children’s literature that reflect a rich linguistic landscape will also be shared.

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

Abolitionist Teaching in Action is a pedagogical shift for a classroom teacher and school librarian to support equity, justice, and antiracist instructional practices. The session’s purpose is to share a collection of books used for interactive read-alouds and literature discussions in a standards-based educational space.

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

D-14  LIVE SESSION — Exhibitor Session — Supporting Reading, Writing, and Communication with FREE Microsoft Tech Tools

*Sponsored by Microsoft*

Microsoft has created free, accessible built-in tools to support students of all abilities with reading, writing, and communication! You will learn how these free tools can be used to support classroom engagement of students with learning differences such as dyslexia, dysgraphia, ADHD, emerging readers and even nonnative speaking students. These tools work across Microsoft 365 and are accessible with Chromebook, Ipad, and Mac.

**Presenter:** Rachel Berger, Microsoft
E-1  LIVE SESSION — “A Different Mirror”: Linguistic Histories of Being Asian/American (in the English Classroom)

**Sponsored by the Asian/Asian American Caucus**

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

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

E-2  LIVE SESSION — Antiracist Teaching with Young Adult Literature: Methods of Teaching Culturally Diverse YA Literature for Equity and Justice

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

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

**Respondents:** Jacqueline Bach, Louisiana State University, “Crossing the Line: Representations of Sexual Violence in Middle School YA”
Mondana Bonaccorso, Indiana University Southeast, “Writing about YAL to Promote Equity and Justice”
Lindsay Cherry, West Ottawa Public Schools, “#Ownvoice Literature for an Equitable Classroom”
Sarah Donovan, Oklahoma State University, “Representations of Sex in YA: Reading Bias and Racism with the Harm and Healing Protocol”
Greta Honsberger, Mary Queen of Peace School, “Examining the Refugee and Resettlement Experience in Inside Out and Back Again”
John Istel, New Design High School, NY, “Using Dear Martin to Jump-Start Discussions of Equality and Justice and Promote Antiracist Attitudes”
Alex Maher, Indiana University Southeast, “You Are Not Wrong: Teaching About the Power and Validity of Black English in Long Way Down”
Dan Rose, SUNY at Oswego, “When Justice Is Denied: Exploring We Are the Ashes, We Are the Fire by Joy McCullough”
Ayse Suslu, Waller High School, “Other Worlds in The World That We Knew”
Sarah Thomas, Bridgewater State University, “Allyship and Microaggressions: Using Class Act to Teach about Antiracism”
Emily Wender, Indiana University of Pennsylvania, “Imagining a More Equitable Society in The Outsiders”
1:15–2:30 P.M. ET

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

LIVE SESSION — Educational Justice through Love, Relational Healing, and Artistic Expression: Literacy Instruction informed by Black Girlhood Studies
This presentation brings together three scholars of Black Girlhood Studies to share their findings on the ways relationship building, multimodality, and artistic expression celebrate the voices of Black girls and women. Panelists explore the role of love in creating contexts for antiracist literacy instruction in K-12 classrooms.

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

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

Presenters: I. W. Gregorio, Little, Brown Books for Young Readers
Katharine Hsu, Arlington Public Schools
Jung Kim, Lewis University
Adib Khorram, Dial Books for Young Readers (PRH)
LIVE SESSION — Expanding the Argument for Antiracist Literature: A Continuing Conversation

This panel brings together scholars, authors, librarians, and publishers whose work focuses on the vital presence of diverse and antiracist literature in K-12 classrooms and community settings. All of the panelists have spoken out about our dissatisfaction with the slow pace of change in publishing and teaching with antiracist literature. We will expand on the equity themes of our 2020 panel.

Presenters: Sarah Park Dahlen, University of Illinois at Urbana-Champaign
Denise Davila, The University of Texas at Austin
Patricia Enciso, The Ohio State University
Jason Low, Lee & Low Books
Detra Price-Dennis, Teachers College, Columbia University
Caitlin Ryan, University of North Carolina, Wilmington
Nithya Sivashankar, Texas State University
Stephanie Toliver, University of Colorado, Boulder
Angie Zapata, University of Missouri

LIVE SESSION — An Unwavering Commitment to Equity and Justice

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

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

Respondent: Julia Torres, Denver Public Schools

Roundtable Leaders: Erik Borne, Hinkley-Big Rock High School, “Creating a Culture to Inspire Teens’ Gumption to Grip and Grapple with a Book”
Amy Bowden, Western Oregon University, “Walking a Mile in Their Shoes”
Jennifer Brinkmeyer, Iowa City Schools, “Fracturing Monolithic Thinking with Independent Reading”
Jennifer Connolly, Granite City High School/Southwestern Illinois College, “Ways to Improve the Inclusivity of Your Class Library”
Brent Gilson, Westwind School Division, “Using Book Clubs and Independent Reading to Help Students Open Windows and Doors”
Jolene Heinemann, Oak Park and River Forest High School, “Work toward Equity through Collaborative Reader Workshop”
Molly Jackson-Schultz, Batavia High School, “Using Student Voice to Speak Out for Justice”
Ryan Katzenmoyer, “Governor Mifflin School District,” Harnessing the Power of the Read-Aloud to Address Equity and Justice Issues in the K-2 Classroom”
Crystal Kelley, San Marcos High School, TX, “Persisting with Workshop for Critical Consciousness”
Caitlyn Lasater, Ross S. Sterling High School, “English Literature for English Learners”
Heather McCarthy, Oak Lawn Hometown Middle School, “Students Using Fiction Novels as a Tool to Discuss Social Justice Issues with Adults”
Kemba Metropoulos, Parkway Central High School, “The Ones We Have Been Waiting For”
Karlen Shupp, Trumbull High School, “Building, Maintaining, and Sustaining Equitable Classroom Libraries”
Nia Vestal, Columbia Falls High School, “Reading for Caste and Justice”
Valen Warner, East High School, “Reading as Resistance and Relationship”

E-7 Build Black Lives Matter and Antiracist Projects in Writing Program Administration
Sponsored by the College Section Steering Committee

Featuring speakers from institutions across the country, this panel will discuss the impact of the Black Lives Matter movement or other antiracist projects on college writing program administration broadly writ. Specifically, speakers will describe efforts to redress anti-Blackness, white supremacy, and racism more generally within writing programs and their outcomes.

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

E-8 Trudging Forward: A Rural Community College’s Quest for Antiracism in a Historical Seat of the KKK

As white community college educators committed to antiracism in a rural, conservative county, we face denial, defensiveness, and evasion from the campus about racial justice. This resistance can render colleagues and students of color hypervisible and unheard. However, progress is possible. Attendees will explore how to pursue curricular and institutional antiracist practices.

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

E-9 Play-Based Early Childhood Education and the Perpetuation of White Supremacy

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

Presenters: Jesse Gainer, Texas State University
Tim Kinard, Texas State University San Marcos
Susi Long, University of South Carolina
Nancy Valdez-Gainer, Texas State University
Dinah Volk, Cleveland State University
Respondent: Nathaniel Bryan, Miami University
E-10  Promoting Equity and Justice: Empowering Student Voices through Kid Writing

In this presentation, we will share our experiences implementing Kid Writing in culturally and linguistically diverse kindergarten and first-grade classrooms in Philadelphia, including videos of Kid Writing in action, a review of students’ writing to show what growth with Kid Writing looks like, and the results of an evaluation study.

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

E-11  “This should be happening in every classroom”: Breaking Silences around Race in the Elementary Classroom to Enact Antiracist Literacy Teaching

In this panel presentation, two experienced elementary educators, one of whom identifies as multiracial and the other as white, share their experiences of breaking silences around race to enact antiracist teaching and support students’ racial literacy development through whole-class literature discussions.

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

E-12  Student Voices and Safe Spaces with Writing Club Workshops

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

**Presenters:** Adrienne Burris, Greenville County Schools
Heather Hill, Cleveland State University
Mary-Celeste Schreuder, Clemson University

E-13  Build Your Stack — Workman Publishing Book Buzz!

*Sponsored by Workman Publishing*

Build your stack with Caitlin and Annie at Workman publishing! Learn about all the latest and greatest titles for kids and adults from all our imprints.

**Presenters:** Annie Mazes, Workman Publishing
Caitlin Rubenstein, Workman Publishing
E-14   Build Your Stack — Overcome Budget and Time Constraints with Free Classroom Novels and Teaching Resources

*Sponsored by the Ayn Rand Institute*

For nearly 20 years, the Ayn Rand Institute has provided 65,000 middle and high school teachers with over 4.7 million free copies of Rand’s classic novels, along with comprehensive teaching resources. Join us to learn about the books and hear directly from teachers and students who’ve benefited from them.

**Presenter:** Aaron Smith, Ayn Rand Institute

E-15   Exhibitor Session — Kids Save the World: Action and Adventure in Middle Grades

*Sponsored by Bloomsbury Children’s Books and Disney Hyperion*

In this panel sponsored by Bloomsbury Children’s Books and Disney Hyperion, middle grade authors Arnée Flores (*The Firebird Song*), Carlos Hernandez (*Sal and Gabi Fix the Universe*), Jamar J. Perry (*Cameron Battle and the Hidden Kingdoms*), and Yoon Ha Lee (*Tiger Honor*) will be in conversation with Teacher/librarian Julia Torres about their action-packed books that feature kids who are the heroes of their own stories.

**Moderator:** Julia Torres, Bloomsbury/Disney

**Presenters:** Arnee Flores, Bloomsbury/Disney
Carlos Hernandez, Disney-Hyperion
Yoon Ha Lee, Bloomsbury/Disney
Jamar Perry, Bloomsbury/Disney
F-2  **LIVE SESSION — A Revolutionary Love Story: Guidance for Identifying Anti-Blackness and Transforming Practices and Policies in Teacher Education and P-12 Schools**

Rainbow

This session will provide guidance for teacher educators, teachers, and administrators in countering anti-Blackness in their schools. Participants will engage in examining aspects of their institutions for anti- and pro-Blackness focusing on programmatic mandates, curriculum, and relationships. Suggestions will be provided for replacing anti-Blackness with pro-Black practices and policies.

**Presenters:**
Gloria Boutte, University of South Carolina
Eliza Braden, University of South Carolina
Kaitlin Jones, Richland Two School District
Susan Long, University of South Carolina
Mukkaramah Smith, Richland One School District
Natasha Thornton, Kennesaw University

F-4  **LIVE SESSION — Grief as Critical Literacy: Reclaiming a Humanizing Praxis for Ourselves and the Students We Serve**

Recurring grief and trauma are a manifestation and symptom of structural violence that disproportionately impacts marginalized communities. Yet, little educational research addresses grief. In this session, we explore how our own complex grief, and that of our students, deserves intellectual interrogation and space in our literacy pedagogy. Together, we share and model literacy practices.

**Presenters:**
Stephanie Cariaga, California State University, Dominguez Hills
Sharim Hannegan-Martinez, University of Kentucky

**Respondent:**
Cati V. de los Ríos, University of California, Berkeley

F-5  **LIVE SESSION — Showing Up for Each Other: Black-Asian Solidarity for Equity and Justice**

Rainbow  

*Sponsored by the Asian/Asian American Caucus*

In this panel, we discuss our advocacy for and practices of Asian-Black solidarity through public dialogue, infusing Black and Asian voices and histories into curriculum, and publicly and privately supporting one another’s work, students, and communities. We offer ways for participants to engage in active coalition work across multiple contexts.

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

F-6  **Equity and Justice at a Native American School**

Rainbow

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

**Presenters:**
Simone Gonyea, Onondaga Nation School
Jennifer Kagan, Oswego State University
**F-7**

**LIVE SESSION — Critical Bilingual Literacies: Examining Language Ideologies in Teaching Bilingual Latinx Students**

This panel invites teachers of Latinx emergent bilinguals to reflect on how their ideas on language and the ways they use language impact their teaching. It invites them to explore a critical bilingual literacies approach in order to develop pedagogical practices that meaningfully center students’ identities, languages, and literacies.

**Presenters:**
- Lucia Cardenas Curiel, Michigan State University
- Catí V. de los Ríos, University of California, Berkeley
- Carla España, Rye Country Day School
- Luz Herrera, California State University, Fresno
- Anika Lundeen, Michigan State University
- Lindsay McHolme, Michigan State University
- Kate Seltzer, Rowan University

**Respondent:** Maria Hernandez Goff, Renton School District

**F-8**

**United We Stand: Promoting Equity in the ELA Classroom**

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

**Presenters:**
- Shanequa Evans, Greene County Schools
- Katherine Kearney-Harrell, Greene County Schools
- Lucerito Medrano, Greene County Schools

**F-9**

**LIVE SESSION — Racist Discourse against Asian Americans in the US: From “The Model Minority” to “A Chinese Virus”**

This panel addresses racism against Asian Americans in US society through reviews of “the model minority” myth and the stereotypes of Asian Americans in popular culture, studies that explore how these stereotypes are amplified during the COVID-19 pandemic time, and how Asian Americans are presented in the children’s literature.

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

**F-10**

**BLACademicK Twitter Is a Hymnal: Amplifying the Voices of Black Womxn Scholars When the Academy Is Not Enough**

How does engagement in social media shape scholarship? Reflect on a year of engagement in the good, the bad, and the backbone of culturally responsive knowledge communities in cyberspace. Drs. Chestin, Roni, and Daphne address TCTELA’s “Share the Literacy Mic” campaign, the infusion of Twitter hashtags in professional development, and bonding through Twitter attacks while being Black.

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

Sponsored by the NCTE Excellence in Poetry for Children Award Committee

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

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

F-12  LIVE SESSION — Moving Preservice and Practicing Teachers toward Equity, Justice, and Antiracist Teaching through Digital Literacies

Sponsored by the Commission on Digital Literacies in Teacher Education (D-LITE), an English Language Arts Teacher Educators (ELATE) Commission

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

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

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

**F-13 Reimagining Spaces and Places in Antiracist Pedagogies and Practices**

*Sponsored by the Latinx Caucus*

As scholars and teachers in different programs (from English, Ethnic Studies, and Landscape Architecture), we recognize the importance of designing curricula that reflect the material realities of our students’ lives. Given the state of our precarious democracy, we also recognize the importance of challenging disciplinary boundaries to take into account who we are and who our students are.

**Presenters:**
- Hoke Yao Glover, Bowie State University, “Teaching Image and Balancing Thought: Using Metaphor and Images to Rest and Reconcile”
- Joern Langhorst, University of Colorado, Denver, “The Right to Place: Emplaced Pedagogies of Resistance and Awareness”
- Renee Moreno, California State University, Northridge, “Place and Space: Chicana/o and Ethnic Studies as Tranformative Pedagogies”
- Valerie Sweeney Prince, Wayne State University, “Teaching without Walls: Imagining Freedom from within the Classroom”
F-14  LIVE SESSION — Pursuing Justice: The Power and Beauty of Transformational Stories

This panel of education leaders and renowned children’s book authors will lead us on a journey of discovery and revelation about all the ways children and young adults can connect to texts that are deeply profound, joyful, and transformational.

**Presenters:**
- Pam Allyn, Independent
- Kylene Beers, Beers.Probst Consulting
- India Hill Brown, Independent
- Lester Laminack, Author
- Malcolm Mitchell, Independent
- Ernest Morrell, University of Notre Dame
- Gholnescar (Gholdy) Muhammad, University of Illinois Chicago

F-15  Build Your Stack — Simple, Sentimental, and Sacred Stories of Intergenerational Families

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

F-16  LIVE SESSION — Exhibitor Session — The Power of a Diverse Classroom Library

**Sponsored by Scholastic**

Join this session to get tips on empowering students’ voices and celebrating their cultural backgrounds using diverse classroom libraries. Our panelists will discuss why Scholastic’s Rising Voices libraries were developed and how the texts and the teaching supports they provide can elevate engagement and achievement for all students.

**Presenter:** Lera Salmon, Scholastic
G-1

The Black Girls’ Literacies Project

The Black Girls’ LiTeracies Project seeks to understand, within an online literacy collaborative for adolescent Black girls ages 13-18, how do they enact their literacies to practice self-love?

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

G-2

LIVE SESSION — Poetry for Justice and Power: How Language and Freedom Are Intertwined

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

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

G-4

LIVE SESSION — Understand, Expect, and Embrace Gender Diversity through ELA Curriculum and Pedagogy: Using NCTE Position Statements to Teach for Justice and Equity

Join the authors of NCTE’s new position statement “Guidelines for Affirming Gender Diversity through ELA Curriculum and Pedagogy” to learn how to guide your students, as well as your colleagues, to understand, expect, and embrace gender diversity and to affirm trans and gender diverse students and families.

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

G-5

Finding Assessment Equity by Losing the Grades

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

**Presenters:** Nicole De Nicolo, Lake Eola Charter School
Jillian Friedman, Lake Eola Charter School
“My skin is like brown sugar”: Literacy Invitations that Center Equity, Justice, and Antiracist Teaching

The presentation focuses on elementary teachers’ implementation of literacy invitations centered on equity, justice, and antiracist teaching that fostered children’s sense of identity, agency, and community. Presenters will share invitations and insights regarding asset-based pedagogies and engage participants in a discussion on how to facilitate critical invitations in their own classrooms.

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

Anti-Ableist Teaching: Equity, Justice, and the Intersectionality of (Dis)Ability and Race in the ELA Classroom

Our panel is part of the larger neurodiversity movement—the campaign to recognize neurological difference as normal and necessary to human development. We present at the intersection of race and ability in the ELA classroom. Attendees will leave with a wealth of resources to establish anti-ableist habits in their classroom.

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

Creating Rural Antiracist Educators: Students, Faculty, and Alumni Teachers Talk about Race and Teaching in a Rural Teacher Education Program

This panel brings together faculty from our English education program, current English education students, and program alumni teaching in rural districts to address the ways in which we cocreate equitable learning experiences, justice-based teaching, and explicit antiracist pedagogies in our teaching spaces.

Presenters: Thomas Boyd, Burlington High School
Rebekah Buchanan, Western Illinois University
Ashley Eddington, Cuba High School
Dan Kopping, Burlington High School
Jeramie Okoh, West Prairie Middle School
Mackenzie Ricco, Western Illinois University
Darrin Ross, Western Illinois University
Connor Sullivan, West Prairie Middle School
Jennifer Waller, Macomb Junior High School
Ashunti Westbrook, Western Illinois University
Alisha White, Western Illinois University
G-9

LIVE SESSION — Critical Literacies and Critical Love: Centering Equity and Antiracism for Sustaining Social Justice and Joy within Our School Communities

Sponsored by the ELATE Social Justice Commission

Drawing from Sealey-Ruiz’s (2020) racial literacy development framework, specifically focusing on the power and importance of critical love, the ELATE Commission on Social Justice in Teacher Education Programs will present a series of concurrent roundtables on the topics of equity, antiracism, critical literacies, and social justice within our diverse school communities.

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

Briana Asmus, Aquinas College, “Centering Critical Literacy and Love in the ESL Classroom: Takeaways from 20 Years of Research”
Nadia Behizadeh, Georgia State University, “Obstacles to Joy and Justice: Pushing against Scripted Curricula and Skills-Centered Instruction in Urban Schools”
Jordan Bell, Dutchess Community College, “Get to Know Me, Homey: Exploring Critical and Relational Possibilities in Academic, Co-Excavative Letter Writing”
Alicia Beymer, Michigan State University, “Are we gonna make a difference?: Examining Youth’s Efforts to Increase Community Awareness of the Black Lives Matter Movement”
Stefani Boutelier, Aquinas College, “Poetry, Self-Care, and History in an Antiracist Classroom”
Lou Ellis Brassington, University of New Mexico, “Using Teacher Reflection to Build Ethical Capacity for Social Justice”
Jennifer McLaughlin Cahill, East Side Community High School, “Enacting Relevance, Love, and Rigor through Critical Literacy, Queer Pedagogy, and Student Voice at an Urban Public School”
Mariana Castanon, Washington Middle School, “Using Teacher Reflection to Build Ethical Capacity for Social Justice”
Lindsay Cherry, West Ottawa Public Schools, “Poetry, Self-Care, and History in an Antiracist Classroom”
Todd DeStigter, University of Illinois at Chicago, “Showing Critical Love and Sustaining Cultures through Economic Justice”
Sarah Donovan, Oklahoma State University, “Reading Trauma: Uncovering Trauma Paradigms in Young Adult Literature”
Rosalynne Duff, Georgia State University, “Obstacles to Joy and Justice: Pushing against Scripted Curricula and Skills-Centered Instruction in Urban Schools”
Mandie Dunn, University of South Florida, “Navigating Discussions on Race, Racism, and Antiracism: An Interview Study of ELA Teachers’ Experiences”
Lauren Ergen, Apollo High School, “Supporting Refugee and Displaced Students: Eliciting Narratives of Social Justice-Oriented Teachers”
Chantal Francois, Towson University College of Education
Odeese Ghasha-Khalil, Duquesne University, “Supporting Refugee and Displaced Students: Eliciting Narratives of Social Justice-Oriented Teachers”
Noah Golden, California State University, Long Beach, “‘Getting used to a school being safe’: Critical Love and Radical Listening in a Trauma-Informed Alternative School”
Holly Hungerford-Kresser, The University of Texas at Arlington, “Beyond Standards: Standards-Based Curriculum, Culturally Responsive Pedagogies, and Preservice Teacher Education”
Lauren Elizabeth Reine Johnson, Michigan State University, “Are we gonna make a difference?: Examining Youth’s Efforts to Increase Community Awareness of the Black Lives Matter Movement”
Tara Johnson, Purdue University, “A (Re)Turn to Decency? Political Advocacy in Post-Trump Times”
Emily Kent, University of South Florida, “Navigating Discussions on Race, Racism, and Antiracism: An Interview Study of ELA Teachers’ Experiences”


Naitnaphit Limlamai, University of Michigan, “Developing the Capacity and Prophetic Visioning for Antiracism in the Secondary ELA Classroom”

Beatrice Lopez, Isaac E. Young Middle School, “From Protocols to Possibilities: Cultivating Obstacles to Joy and Justice: Pushing against Scripted Curricula and Skills-Centered Instruction in Urban Schools”

Hui-Ling Malone, Michigan State University, “I am Because We Are: A Community-Centric Approach for the ELA Classroom”

Joanne Marciano, Michigan State University, “Are we gonna make a difference?: Examining Youth’s Efforts to Increase Community Awareness of the Black Lives Matter Movement”

Mary McGriff, New Jersey City University, “Preservice Teachers Act against Racism”

Jennifer Meagher, College of St. Benedict & St. John’s University, “Supporting Refugee and Displaced Students: Eliciting Narratives of Social Justice-Oriented Teachers”

Theresa Moya, University of New Mexico, “Using Teacher Reflection to Build Ethical Capacity for Social Justice”


Rae L. Oviatt, Michigan State University, “Toward Antiracist Teaching and Learning: Preservice English Teachers Implementing Participatory Literacies”

Darius Phelps, Teachers College, Columbia University, “Reflections in the Mirror: Bibliotherapy in the Classroom”

Mary Rice, University of New Mexico, “Using Teacher Reflection to Build Ethical Capacity for Social Justice”

Terri Rodriguez, College of St. Benedict/St. John’s University, “Supporting Refugee and Displaced Students: Eliciting Narratives of Social Justice-Oriented Teachers”

Hannah Rosemurgy, Michigan State University, “Are we gonna make a difference?: Examining Youth’s Efforts to Increase Community Awareness of the Black Lives Matter Movement”

Michelle Rosen, New Jersey City University, “Preservice Teachers Act against Racism”

Stephanie Anne Shelton, University of Alabama, “Bending’ Academia: Empowering Doctoral Students to Resist/Refuse Marginalization in Texts and the World”


Ethan Tinh Trinh, Georgia State University, “Obstacles to Joy and Justice: Pushing against Scripted Curricula and Skills-Centered Instruction in Urban Schools”

Allen Webb, Western Michigan University, “Climate Justice”

Karen Zaino, CUNY Graduate Center, “Get to Know Me, Homey: Exploring Critical and Relational Possibilities in Academic, Co-Excavative Letter Writing”

G-10 Black Lives Matter in the Classroom: A Conversation with Experts

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

Presenters: Caryn Davidson, Black Lives Matter at NYC Schools

Laleña Garcia, Manhattan Country School

Jesse Hagopian, Black Lives Matter at School

Denisha Jones, Sarah Lawrence College

Katie Potter, Lee & Low Books
**G-11**  
**LIVE SESSION — Coaching from the Heart: Antiracist Approaches toward Supporting Novice Teachers**  
Presenters share the ways they work with novice teachers to build a vision for coaching toward culturally relevant and antiracist teaching. They discuss challenges and tensions, and the urgency of this work.  
**Presenters:** Carolyn Gadsden Holliday, Region 4 ESC  
Suki Mozenter, University of Minnesota, Duluth  
Danielle Solis, Region 4 ESC

**G-12**  
**Representation in the Classroom**  
“Representation in the Classroom” provides an interactive experience with teaching artists from The Diatribe, an LGBTQ- and Black-led nonprofit organization that uses performing arts to empower young people to share their stories. Presenters share their successes and how representation in ELA curriculum addresses inequity, embodies antiracist practices, and impacts student achievement and esteem.  
**Presenter:** Gleason Roberts, The Diatribe Inc.

**G-13**  
**Build Your Stack — The Healing Power of Intergenerational Picture Books**  
**Presenter:** Lynsey Burkins  
Clare Landrigan

**G-14**  
**Exhibitor Session — Critical Reading for Teaching Honest History**  
**Sponsored by Southern Poverty Law Center**  
Critical reading can help students analyze and resist dominant narratives. Learn how to center equity and justice in your literacy classroom by using strategies to amplify the perspectives of people from minoritized groups. In this session, work with Learning for Justice to explore the honest history of American enslavement through critical reading and questioning.  
**Presenters:** Jaci Jones, Learning for Justice, Southern Poverty Law Center  
Courtney Wai, Southern Poverty Law Center
H-1  **LIVE SESSION — Hip-Hop, Sonic Lineages and Community: Literacies Rooted in our Joy as Acts of Resistance and Hope**

This session brings together educators working within K-20 classroom and community spaces sharing the ways they engage in literacies that embrace and are rooted in the sights and sounds of hip-hop culture to connect to the sites of language and literacy teaching in our communities. Presenters explore hip-hop culture and music as examples anti-racist work and teaching. Connections to contemporary movements and classroom practice are shared.

**Presenters:** Todd Craig, Medgar Evers College/The CUNY Graduate Center
Bilal Polson, Northern Parkway School
Veronica Primus, The Stronger Thread Network
Kara Taylor, Indiana University Purdue University Indianapolis

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H-2  **LIVE SESSION — NCTE21 Black Authors’ Roundtable Sponsored by The Brown Bookshelf**

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

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

**Tradebook Authors/Illustrators:**
- Kelly Starling Lyons, Peachtree Publishing Company, Inc., “Going Down Home with Daddy, Sing a Song, Tiara’s Hat Parade, and Jada Jones”
- Ibi Zoboi, HarperCollins/Balzer+Bray, Dutton/Penguin Books, “American Street, Pride, My Life as an Ice Cream Sandwich, and Punching the Air”

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H-3  **LIVE SESSION — Countering the Insurrection from the Outside-In: Race, Place, and Racial Literacy in Elementary and Early Childhood Education**

*Sponsored by the Early Childhood Assembly and the Elementary Section*

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

**Presenters:** Alice Ensley, Dalton Public Schools
Lisa Fisher, Ernie Pyle Elementary
Xiomara Flowers, Northern Park Way School
Roberta Price Gardner, Kennesaw State University
Noelle Mapes, PS 142, New York, NY
Roderick Peele, Northern Parkway School
Detra Price-Dennis, Teachers College, Columbia University
Sanjuana Rodriguez, Kennesaw State University
Kara Taylor, Indiana University Purdue University Indianapolis
Nancy Valdez-Gainer, Texas State University
H-4

LIVE SESSION — The Power of Community: Building Solidarity A Lado de Families and Communities

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

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

Respondent: Concha Delgado Gaitan, UC Davis

H-5

LIVE SESSION — ELATE Membership Meeting and Social Hour

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

Presenters: Keisha McIntosh Allen, University of Maryland, Baltimore County
Nadia Behizadeh, Georgia State University
Tamara Butler, Michigan State University, East Lansing
Todd DeStigter, University of Illinois at Chicago
Antero Garcia, Stanford University
Christian Z. Goering, University of Arkansas, Fayetteville
Latrise Johnson, University of Alabama
Lindy Johnson, William & Mary, Williamsburg, VA
Jung Kim, Lewis University
Nicole Mirra, Rutgers University
Kristen Ritchie, NCTE
Luke Rodesiler, Purdue University Fort Wayne
Sophia Sarigianides, Westfield State University
Yolanda Sealey-Ruiz, Teachers College, Columbia University
Melanie Shoffner, James Madison University
Nicole Sieben, SUNY, Old Westbury

H-6

Liberatory Literacy Practices: Broadening Notions of Reading and Composing

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

Presenters: Lisa Benham-Lewis, Fresno County Superintendent of Schools
Jennifer Fletcher, California State University, Monterey Bay
Tony Fong, WestEd
Nelson Graff, California State University, Monterey Bay
Anne Porterfield, Porterfield, WestEd
Making Room for Fabulousness: Supporting Nonnormative Gender Expression and the Assertion of Spectacle as a Political Act

This session aims to help participants understand how nonnormative gender expression, especially for youth claiming intersectional identities, can be a political act that relies on performance and spectacle to empower and to protect them. Participants will leave with language and resources to have these discussions in their classrooms and understand how to cultivate space for these students.

**Presenters:** Jennifer Ansbach, Manchester Township High School
Tabitha Parry Collins, New Mexico State University
Eli Oldham

Forming a Critical Teacher Inquiry Group to Enact Justice-Driven Early Literacy Praxis

We share findings from a multiyear participatory action research study in which teachers and researchers examined intersections of racism, ableism, and linguicism in early literacy. We illustrate how early educators might form critical inquiry groups to enact justice-driven literacy praxis through reflexive processes of reading, writing, and unpacking teaching dilemmas.

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

LIVE SESSION — Creating Equity Activists in Our Schools and Communities: What Young People and Teachers Can Teach Us about Interruption Practices

Educators can help students understand racism and teach them to interrupt it. We can help students find and claim their voices and begin to act for change, not only in the classroom but in their community. We will bring together teachers and students who will present experiences and strategies for interruption using Sealey-Ruiz’s Racial Literacy Development model.

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

**Respondent:** Steven Zemelman, Northeastern Illinois University, “Responding to Interruption Practices”
**H-10**  
**Delivering Dual Enrollment for All Students: Historical Developments, Contemporary Views, and Equitable Approaches to DE Composition**

This panel presents three views on equity and access in dual enrollment composition instruction. Speaker 1 historically situates DE and considers its impact on underrepresented students. Speaker 2 argues that composition instructors must purposefully commit to equity and access. Speaker 3 explores how composition instructors can utilize counterstory to support the promise of DE and access for all.

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

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**H-11**  
**LIVE SESSION — The Circle as Storytelling Space: A First Step towards an Equity-Centered Classroom**

Come ready to storytell: In our highly engaging and participatory session, we will share our work using a structured community building tool to co-create equitable literacy learning experiences in both the teacher education and high school English classroom.

**Presenters:** Jodi Bornstein, Arcadia University  
Taylor DeClement, Arcadia University

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**H-12**  
**Translanguaging Literacies of the Heart**

These presenters capture the linguistic beauty that three groups of students engage in through shared reading, oral storytelling, and authentic writing experiences in the language that speaks most to their hearts.

**Presenters:** Ana Alvarado Aguirre, Silvestre S. Herrera School  
Matt Hajdun, The Columbus School  
Yalitza Martinez, JC Mitchell Elementary  
Lindsey Moses, Arizona State University, Tempe

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**H-13**  
**Build Your Stack — Reclaiming Readers with New Canon in Black Literature**

Co-founder of The Brown Bookshelf and this year’s ALAN Konigsberg Award Recipient discusses essential nature of broadening the types of books accessible to readers that reflect Black lives. The session’s purpose is to get attendees thinking about the type of books they offer or make available to Black and non-Black children and the message those offerings may send.

**Presenter:** Paula Chase, The Brown Bookshelf
GENERAL SESSION

COLSON WHITEHEAD

COLSON WHITEHEAD is the author of *Harlem Shuffle*. He is the #1 *New York Times* bestselling author of ten works of fiction and nonfiction, and a two-time winner of the Pulitzer Prize for Fiction, for *The Nickel Boys* and *The Underground Railroad*, which also won the National Book Award. His reviews, essays, and fiction have appeared in a number of publications, including the *New York Times*, *The New Yorker*, *New York Magazine*, and *Harper’s*. A recipient of MacArthur and Guggenheim fellowships and the Library of Congress Prize for American Fiction, he lives in New York City.

Saturday General Session
Sponsored by Learning for Justice

Learning for Justice provides free resources to help foster shared learning and reflection for educators, young people, caregivers and communities. Our engagement opportunities provide space where people can harness collective power and take action.

[www.learningforjustice.org/NCTE21](http://www.learningforjustice.org/NCTE21).
SPECIAL EVENTS

LIVE SESSION — 9:30–10:45 A.M. ET

ALAN at NCTE Keynote Session

Presenter: Kekla Magoon, author of Revolution In Our Time: The Black Panther Party’s Promise to the People

LIVE SESSION — 12:30–2:00 P.M. ET

Children’s Book Awards Keynote Session

Presenters: Janet S. Wong, poet and author of HOP TO IT: Poems to Get You Moving and Good Luck Gold & MORE
Jen Bryant, who writes picture books, novels, and poems for readers of all ages
Frank Morrison, award-winning illustrators of many books for young readers
Derrick Barnes, author of The King of Kindergarten and I Am Every Good Thing
Gordon C. James, illustrator of I Am Every Good Thing and Crown: An Ode to the Fresh Cut

LIVE SESSION — 2:15–3:30 P.M. ET

Secondary Section Keynote Session

Presenter: Kao Kalia Yang, author of Somewhere in the Unknown Word
FEATURED SESSION — 3:45-5:00 P.M. ET

LIVE SESSION — Where Is the Justice? Engaged Pedagogies in Schools and Communities

This panel draws on lessons from the recently published book, Where Is the Justice? Engaged Pedagogies in Schools and Communities, to examine the role of justice and engaged pedagogies. Attendees will be invited to discuss how learning within schools and communities should center radical imagination, restorative justice, and freedom dreaming.

Presenters: Tamara Butler, College of Charleston
Valerie Kinloch, University of Pittsburgh
Emily Nemeth, Denison University
Grace Player, University of Connecticut
IN THE NCTE AUTHOR LOUNGE — 3:45–5:00 P.M. ET

NCTE AUTHOR STRAND:
Principled Reading and Writing: PIP Authors in Conversation

Join us for a conversation with NCTE authors Anne Elrod Whitney (Growing Writers: Principles for High School Writers and Their Teachers) and Jennifer Ochoa (Already Readers and Writers: Honoring Students’ Rights to Read and Write in the Middle Grade Classroom). Whitney and Ochoa will share their reasons for writing their books, what they learned about working with middle and high school readers and writers as they wrote, and ways we can all create classroom environments that honor, support, and inspire students. Come with your own questions and wonderings as we learn together from these authors and each other. Cathy Fleischer, editor of the Principles in Practice (PIP) imprint, will host what promises to be a lively conversation with two thoughtful teacher researchers.

Chair: Cathy Fleischer, Eastern Michigan University, Ypsilanti
Presenters: Jennifer Ochoa, Patria Mirabal School and Lehman College-CUNY, NY
Anne Elrod Whitney, Pennsylvania State University

LIVE SESSION — 6:45-7:15 P.M. ET

Virtual 89th Annual M.R. Robinson Event

Please join Scholastic President & CEO Peter Warwick as he continues this longstanding and well-loved NCTE tradition. The annual M.R. Robinson event, named in honor of our founder, captures the spirit of the Thanksgiving season and recognizes the dedication of teachers across the country.

LIVE SESSION — 7:30–9:00 P.M. ET

Asian/Asian American Caucus Networking & Mentoring Event

Come join the Asian/Asian American Caucus of NCTE in a time of community building at this networking event designed to build bridges between Asian/Asian American authors, teachers, teacher educators, and researchers. As we gather together virtually, we hope to further strengthen alliances and resource-sharing within our diverse communities and provide a much-needed space for collaboration and coalition building within the larger NCTE Convention. Books by Asian American authors will be given away as prizes. We hope you will join us!

LIVE SESSION — 7:30–9:00 P.M. ET

Cultural Celebration, hosted by the Black and Latinx Caucuses

The sounds of the soul and the voices and verbs of the spoken word highlight an evening of culture, history, and performance. This dynamic event will start at the moment when music meets breath, interacting and converging in conversation, using spoken word poetry to reclaim identities and challenge inequities around language, privilege, and power. Each performance will illuminate issues transcultural and representative of neo-American being, while highlighting children and stories told through themes of social justice and communities of harmony. This providential event is presented collectively by the Black and Latinx Caucuses. The Cultural Celebration is open to all NCTE members and guests.
I-1 Learning to Be a Critically Conscious Literacy Coach: Challenging Mandates to Support Teachers and Children

This presentation illuminates what happens when attempts are made to change the dynamic of literacy coaching through a commitment by a literacy coach, teachers, and an administrator to culturally relevant teaching and developing students’ critical consciousness. We will share student work, challenges, and strategies for changing the system.

**Presenters:** Jennipher Frazier, Richland District 2
Edith Gamble, Richland District 2
Susi Long, University of South Carolina
Christina Stout, Richland District 2

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

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

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

I-3 LIVE SESSION — The Master’s Tools Will Never Dismantle the Master’s House: Anchoring the Wisdom of Women of Color Educators to Transform Teacher Preparation and Beyond

This presentation highlights the wisdoms, understandings, and literacies of Women of Color, preservice teachers as captured in a critical, auto-ethnographic coalition, and the ways they leveraged these later on to create transformative and humanizing literacy engagements in their elementary classrooms during their first years teaching.

**Presenters:** Anne Denerville, Manchester Public Schools
Danielle Filipiak, University of Connecticut
Shanza Hussain, Manchester Public Schools
Konatsu Sonokawa, Manchester Public Schools
Jenna Stone, Granby Public Schools
I-4

Our Voices/Own Voices: Writing Personal Essays and Reading Memoir to Explore Intersectional Identities and Build a Community of Upstanders

Students can become more aware of their own and others’ perspectives through personal essay writing and critical reading of memoir. Coach students to connect across identities, uncover systems of power and privilege, consider how different authors treat similar themes, and plan for social action. This interactive workshop offers lessons, examples of student work, and suggestions for memoirs.

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

I-5

Schools as Borderlands: Centering Latinx Student Voices through Multimodal Meaning-Making in Literacy Research and Pedagogy

This panel introduces multimodal and collaborative approaches to research and pedagogy that position Latinx students as knowledge creators and border-crossers. The panelists—high school and college educators and Latinx youth researchers—will lead discussion about creating educational spaces where Latinx students see their histories, languages, and identities in literacy research and pedagogy.

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

I-6

Podcasts, TikToks, and Memes, Oh My! Expanding Communication and Expression beyond Alphabetic Text for More Inclusive Learning Experiences

Communication and expression can take many forms beyond those that have historically dominated school spaces. This presentation expands upon alphabetic expression, demonstrating how inviting students to play with a broader definition of “writing” can inspire them to compose texts that matter in the world.

**Presenters:** Nawal Qarooni Casiano, NQC Literacy
Shawna Coppola, The Educator Collaborative
Sarah McHugh, Simsbury Public Schools
Melanie Meehan, Corwin Press
I-7  
**Rural YA Literature as Doors and Windows: Presenting the 2000 Whippoorwill Award Winners**

The Whippoorwill Award for Rural Young Adult Literature awards quality literature representing rural people and places. The Whippoorwill committee presents the seven 2020 winning titles discussing rural saliency in young adult literature with invited authors.

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

I-8  
**LIVE SESSION — Shifting Power: Educators Taking the Lead in Equitable Education Research**

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

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

I-10  
**LIVE SESSION — Standing Up with Critical Self-Reflection: Reframing Writing Workshops in Pursuit of Diverse, Inclusive, Antiracist Teaching**

Adhering to Kendi’s call for critical reflection and Chavez’s model for antiracist writing workshops, several program directors, authors, and teachers looked to EDI (equity, diversity, and inclusivity) frameworks to self-assess writing instruction in their own communities with an intention to improve writing support for all learners. This interactive session provides resources to do the same.

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

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

**Roundtable Leaders:** Jessica Baldizon, Cesar Batalla K–8, “Ubuntu, Hope, and Bridgeport Public Schools”  
Sharelle Cromartie, Warrington Middle School, “Finding Hope on the Emerald Coast—Reflecting on Teacher Institutes”  
Jennifer Dail, Kennesaw State University, “Reflections from the Kennesaw Mountain Writing Project”  
Jessica Early, Arizona State University, “Doing the Work in Arizona”
9:30–10:45 A.M. ET

Paul Hankins, Silver Creek High School, “Critical Reflections from Within: Writing at Silver Creek”
Susan James, University of West Florida, “Finding Hope on the Emerald Coast—Reflecting on Teacher Institutes”
Mindy Khamvongsa, Savin Rock Community School, “Little Labs for Big Imaginations and Back-to-the-Classroom Work”
William King, Bridgeport Public Schools/Fairfield University, “Ubuntu, Hope, and Bridgeport Public Schools”
Elizabeth Lewis, Dickinson College, “Writing with Summer Programs for Immigrant Youth—A Reflection from Pennsylvania”
Sydney McGaha, Oxford Middle School, “Outreach and Community through Mississippi Writing Projects”
Daria Ochenkowski, Jefferson County Public Schools, “LWP & Me, Critical Reflections from a Classroom Teacher”
Tonya Perry, University of Alabama at Birmingham, “Critical Reflections on Writing Leadership in Birmingham, Alabama”
Barbara Robbins, Staples High School, “Rethinking the Walls of Zip Codes—A Cross-District Collaboration”
Julie Roneson, Discovery Magnet, K–8, “Summer Institutes and the Transfer Back to School”
Ellen Shelton, The University of Mississippi, “Outreach and Community through Mississippi Writing Projects”
Angela Stockman, Daemen College, “Creating Inclusive Writing Environments in the K–12 Classrooms”
Fola Sumpter, Harding High School, “Rethinking the Walls of Zip Codes—A Cross-District Collaboration”
Stefania Vendrella, Fairfield University, “Little Labs for Big Imaginations and Back-to-the-Classroom Work”
Winn Wheeler, Bellarmine University (LWP Fellow), “Reflecting on Work in the Derby City”
Dave Wooley, West Hill High School, “Project Citizen, Journalism, and the Work Still Needing to Be Done”

I-11   LIVE SESSION — Preparing the Future from Methods to Field: Challenges and Wins in Antiracist Teacher Preparation
ELA classrooms can perpetuate racism and injustice through text selection, pedagogical decisions, assessment, and decisions in discretionary spaces. Three teacher educators in this session ask, what kind of teacher preparation can play a role in combating the perpetuation of racism in ELA classes and center justice, equity, and antiracism instead? And how does that prep move into the field?

Presenters: Naitnaphit Limlamai, University of Michigan-Ann Arbor
Jill Manske, University of Michigan-Ann Arbor
Elisabeth Spinner, Western Michigan University

I-12   Race, Place, and the Disruption of Black Boyhood Play: Extending Black PlayCrit to Illuminate Inequities in Urban Play/Recreational Spaces
Sponsored by the Early Childhood Education Assembly
Drawing on Critical Race Theory, Black Critical Theory, and Black Male Studies, the presenter extends what he terms Black PlayCrit—a theoretical, conceptual and pedagogical tool focusing on the specificity of Blackness and anti-Black misandric violence in the play experiences of Black boys—to illuminate how urban play spaces disrupt Black boyhood play.

Presenter: Nathaniel Bryan, Miami University
I-13  

**LIVE SESSION — We Teach Who We Are: Unpacking Racial Identity and Literacy**

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

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

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

I-14  

**Build Your Stack — Poetry for Social Justice**

As members of the NCTE Outstanding Poetry for Children Committee, Mary-Kate and Ryan will highlight notable new poetry texts that focus on issues of Equity, Diversity, and Inclusion & Social and Racial Justice.

**Presenters:** Ryan Colwell, Fairfield University  
Mary-Kate Sableski, University of Dayton, “Poetry for Social Justice”
J-1 **LIVE SESSION — The True Story of US: Nonfiction by Black Authors to Add to Your Antiracist Teaching List**

Authors Tracey Baptiste, Brandy Colbert, Leah Henderson, Renée Watson, Alicia D. Williams, and Ibi Zoboi will discuss nonfiction books about prominent Black people and events in history to highlight ways they can be used in the classrooms to explore notions of equity, justice, and antiracist teaching.

**Chair and Moderator:** Ebony Elizabeth Thomas, University of Pennsylvania  
**Presenters:** Tracey Baptiste, author, *African Icons: Ten People Who Built a Continent*  
Leah Henderson, Sterling Childrens Books/Atheneum/Simon & Schuster, *Together We March; A Day for Rememberin’*  
Renée Watson, Bloomsbury/Kokila, *She Persisted: Oprah Winfrey*  
Alicia D. Williams, Simon & Schuster, *Jump at the Sun: The True Life Tale of Unstoppable Storycatcher Zora Neale Hurston; Shirley Chisholm Dared: The Story of the First Black Woman in Congress*  

J-2 **LIVE SESSION — Designing Antiracist ELA Pedagogy through and beyond the Pandemic: Extending Lessons Learned from NCTE Gatherings**

From the moment the pandemic began radically altering the structures and practices of public education, creative ELA teachers have developed models of antiracist, justice-oriented pedagogy they shared through gatherings supported by NCTE. This roundtable session highlights lessons learned and offers strategies all teachers can use to teach for equity.

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

J-3 **LIVE SESSION — Engaged Scholar Development—Cultivating Urban Scholars on Purpose**

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

**Presenters:** Jalyn Evans-Williams, University of Pittsburgh  
Angela Flango, Pittsburgh Public Schools  
Mae Knight, Pittsburgh Public Schools  
Sean Means, Pittsburgh Public Schools  
Esohe Osai, University of Pittsburgh
**J-4**

**Student-Led Ed: A Youth-Led Panel on Catalyzing School Improvement through Student Voice**

This panel discussion will invite participants to hear the story of how Student-Led Ed, an organization that provides digital, sliding scale, student-created, and facilitated professional development, was born, and will have an opportunity to hear directly from Student-Led Ed Student Leadership Fellows about their experiences and what it’s like to impact school culture from a youth lens.

**Presenter:** Kerry Dolan, CPS/Student-Led Ed
**Student Presenters:** Anu Atomori, Student, Brooks College Prep
Wasila Brimah, Student, Brooks College Prep
Jada Ceaser, Student, Brooks College Prep
Kamari Copeland, Student, Brooks College Prep
Ariana Hinton, Student, Brooks College Prep
Kyla Lee, Student, Brooks College Prep
Makaya Lockhart, Student, Brooks College Prep
Elisa Lopez, Student, Brooks College Prep
Isatou Sey, Student, Brooks College Prep

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**J-5**

**Approaches to Justice-Oriented Teaching and Curricula in Preservice Teacher Education: From Lesson-Planning to Storytelling and Mindfulness**

The purpose of this presentation is to reflect on justice-oriented practices in preservice teacher education. We will discuss how various learning experiences such as lesson planning, multimodal literacy investigations of bias and privilege, mindfulness practices, as well as literature discussions became safe spaces for critical engagements with social justice.

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

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**J-6**

**Accounting for Antiracist Literacy Practices in and out of the College Writing Classroom**

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

**Presenters:** Felicita Arzu Carmichael, Oakland University
Kat Oak Stevenson, Oakland University
Michael Zitritsch, Oakland University
Pathways to Reading Conversations: Talking with Young Children about Books
In this session, presenters will share the benefits of literature discussions with early childhood children, how to create a learning space to do so, and how discussions can be used to center multilingual students’ experiences. Presenters will focus on the importance of literature discussions about critical topics with early childhood students.

**Presenters:** Cassandra Mattoon, Thomas Metcalf Laboratory School
Sandra L. Osorio, Illinois State University
Sherry Sanden, Illinois State University

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LIVE SESSION — The Bread Loaf International Peace Literacy Network: Leveraging Online Spaces to Unite Families and Teachers Globally
Educators from India, Pakistan, El Salvador, and Puerto Rico will share models for international collaborations across geographic, linguistic, and cultural borders that promote literacy, understanding, and peace, and offer a reflexive theoretical framework for teaching and learning in a globalizing world.

**Presenters:** Jennifer Coreas, ConTextos
Richard Gorham, Lawrence High School
Lee Krishnan, Diamond Jubilee School
Sarahi Rodriguez, ABL Puerto Rico
Mohsin Tejani, The School of Writing
**Respondent:** David Bwire, The College of New Jersey

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Why You Lookin’ at Me? How to Have Safe, Equitable Antiracist Discussions in the Classroom
Using their books as a starting point, five Black authors will offer guidance on how instructors can lead effective antiracist classroom discussions, and offer a safe, inclusive space. Instructors will learn how to avoid behaviors that make BIPOC students uncomfortable, or worse, victimized, when discussing racism (specifically anti-Black sentiments).

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

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Advocating for Self: Navigating the Ranks of Academia in English Teacher Education
In this interactive session, three full professors will share their perspectives on the journey to promotion. We will explore the difficulties in advancing in the professoriate. We will listen to attendees’ stories, teasing out common threads and problems. We will share advice and also develop an ongoing community aimed at assisting associate professors who seek to move to full professor.

**Presenter:** Jennifer Dail, Kennesaw State University
Shelbie Witte, Oklahoma State University
J-11  
**Supporting Educators in Improving Literacy Instruction for Bilingual Learners: Lessons from a University-District Professional Development**  
*Sponsored by the North American Systemic Functional Linguistics Association (NASFLA)*  
In this session, bilingual education teachers and teacher educators will share key tenets and specific practices from their university-district professional development partnership focused on writing instruction. Teacher educators will provide an overview of the initiative’s grounding theory and focus, and elementary teachers will share examples of their genre-informed writing practice.  
**Presenters:** Mileidis Gort, University of Colorado, Boulder  
Laura Hamman-Ortiz, University of Colorado, Boulder  
Kelly Okoye, Denver Public Schools, CO  
Flor Curiel Perez, Denver Public Schools, CO  
Maribel Sanchez, Denver Public Schools, CO  
Vanessa Santiago Schwarz, University of Colorado, Boulder  
Hunter Smith, Denver Public Schools, CO

J-12  
**Build Your Stack — How to Build an Effective Classroom Library with Scholastic Book Clubs**  
*Sponsored by Scholastic*  
A presentation with former teacher Stella Castilla on ways Scholastic Book Clubs partners with teachers to make high-quality, affordable books available to families. Our mission is to help teachers engage parents to help foster a lifelong love of reading and excite students about books and learning.  
**Presenter:** Stella Castilla, Scholastic

J-13  
**Build Your Stack — Celebrated Graphic Novelist Niki Smith Discusses The Golden Hour**  
*“Stunning.” —SLJ, starred review*  
*Sponsored by Little Brown Books for Young Readers*  
With four starred reviews from *SLJ, Kirkus, PW,* and *SLC,* Niki Smith’s *The Golden Hour* is a gorgeously rendered graphic novel exploring anxiety, friendship, and healing from trauma. Join the author as she discusses her influences, process, and the goal of her work.  
**Presenters:**  
Niki Smith, Little Brown Books for Young Readers  
Victoria Stapleton, Little Brown Books for Young Readers

J-14  
**Build Your Stack: Honoring Home and Families**  
Some families have deep rooted traditions around food and breaking bread together. Other families have their own ways of spending time outdoors and some families try to figure out who they are in between places. These are just some of the topics that are explored in this list of picture books that honor the little details that make families’ experiences unique and special.  
**Presenter:** Stella Villalba, Dublin City Schools, “Inclusive Representation of Homes and Families”
Back to Life: American Public Schools and The Killing of the Imagination

Our shared histories have taught us that to some, schooling is about standardization. As a result, children lose out on educational opportunities to make, reflect, and build in service to the school-based drive to “produce.” This kills the imagination. This happens disproportionately to BIPOC children. And we are all complicit. We cannot attend to racism without attending to this.

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

LIVE SESSION — #WhyMiddleMatters—Justice in the Middle: Working toward an Equitable and Antiracist Future: The Middle Level Mosaic

Sponsored by the Middle Level Section Steering Committee

Middle level educators: don’t miss the capstone to our #whymiddlematters sessions! This year’s Mosaic features conversations with middle grade authors as they explore how to approach antiracist teaching using the diverse worlds captured in adolescent literature. Share questions, play with ideas, and discuss books at more than ten roundtables! #WhyMiddleMatters

Presenters: Sarah Bonner, Heyworth Junior High School
Robyn Seglem, Illinois State University
Tradebook Authors/Illustrators: S.K. Ali, Simon and Schuster
Pablo Cartaya, Penguin Young Readers
Susan Muaddi Darraj
Chrystal D. Giles
Kim Johnson, This Is My America, Random House Children’s Books
Aida Salazar, Scholastic
Lisa Stringfellow, The Winsor School

LIVE SESSION — De-stigmatizing Muslims through Multifaceted and Authentic Texts

The panelists provide additional insight to the Muslim-American experience, caution the use of texts that create a single narrative, and encourage the use of lesser-known texts and resources to create a more authentic, multifaceted understanding of Muslims. Participants will walk away with activities and recommended texts.

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

LIVE SESSION — Disrupt Texts: From Theory to Practice

Led by the #DisruptTexts cofounders, this interactive session will begin with an overview of the #DisruptTexts movement and its key principles. In interactive roundtables, participants will then work together with practitioners from around the country to practice and unpack strategies for moving beyond representation into meaningful advocacy and action.

Presenters: Tricia Ebarvia, Conestoga High School
Lorena German, Multicultural Classroom
Kim Parker, Shady Hill School
Julia Torres, Denver Public Schools
Stories as Tools for Inquiry and Equity: Regaining Our Voices through Our Stories in School

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

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

L. Ramon Veal Research Seminar

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

Chair: Luke Rodesiler, Purdue University Fort Wayne

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

Respondents: Ashley Boyd, Washington State University
Tamara Butler, College of Charleston
Limarys Caraballo, Teachers College, Columbia University
Elizabeth Dutro, University of Colorado, Boulder
Jim Fredricksen, Boise State University
Antero Garcia, Stanford University
Sarah Hochstetler, Illinois State University
Korina Jocson, University of Massachusetts Amherst
Lamar Johnson, Michigan State University
2:15–3:30 P.M. ET

K-7

**Antiracism Isn’t Just for Methods: Developing Equity-Minded Educators across Coursework**

This session explores the potential of courses beyond methods to support preservice ELA teachers’ development as antiracist, equity-minded, justice-oriented teachers. Three teacher educators—two ELA and one social studies—share their efforts in this work as teachers of curriculum theory, differentiation, assessment, and English literature courses.

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

K-8

**LIVE SESSION — Critical Issues in English Education: Research by ELATE Research Initiative Award Winners**

In this roundtable session, the recipients of the annual Research Initiative Grants and Graduate Student Research Award, sponsored by English Language Arts Teacher Educators (ELATE), present their award-winning research on current issues in the fields of literacy and English teacher education.

**Presenters:**
- Cassie Brownell, University of Toronto, “Learning to ‘Be Loud’ through Radio Broadcasting: Examining How Children Use Digital Literacies to Amplify Community Stories”
- Latrise Johnson, University of Alabama
- Scott Storm, New York University, “Social Justice Writing Pedagogies and Literary Sensemaking: Transformation through a Professional Learning Community”

K-9

**Being and Becoming Teacher-Writers: Writing for Equity and Change**

This interactive session invites participants to explore ways in which teachers’ writing practices can foster equity, justice, and antiracism, both within and beyond classrooms. Participants will engage in strategies to develop their own writing practices and pedagogies, as well as consider ways writing can foster change.

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

**Respondent:** Troy Hicks, Central Michigan University
2:15–3:30 P.M. ET

K-10  LIVE SESSION — Teachers of Color and Students of Color: Fostering Equity, Justice, and Antiracist Teaching in English/ELA Classrooms

In this panel of teachers of color, we examine our work to center identity in our classroom practices and discuss the impact of identity work on ourselves, curriculum, pedagogy, and classroom community as we move toward equity, empowerment, and liberation as educators and with our students. We offer insights to teachers wishing to center equity through identity in their classrooms.

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

K-11  LIVE SESSION — Fighting to Learn and Maintain Our Own Heritage Languages: Lessons from Educators

This session features five educators who wrestle with their identities as speakers of multiple languages and what that struggle means not just for their students, but for their own children.

**Presenters:** David Bowles, University of Texas Rio Grande Valley
Ricki Ginsberg, Colorado State University
Jung Kim, Lewis University
Sandra L. Osorio, Illinois State University
Sanjuana Rodriguez, Kennesaw State University

K-12  Engaging White School (non-BPIOC) Communities in Equity, Justice, and Antiracist Teaching

This session will focus on steps schools that serve a majority of white families can use to integrate antiracist teaching into curriculum. Our building principal, department head, and early career teachers will share real experiences and challenges we have faced in this process. Attendees will leave with tools to implement in their home districts immediately including templates and materials.

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

K-13  Build Your Stack — Nothing Ventured, Nothing Gained: New Texts to Nourish Ourselves, Our Students, and Our Learning Communities

Within the reality of this particular moment in time, we invite participants to explore the powerful role of texts in helping us find relevance, meaning, joy with our daily practice. Leave with new text suggestions from across grade levels, disciplines, and modalities.

**Presenters:** Clare Donovan Scane, CDS Literacies
Kristine Schutz, University of Illinois Chicago
L-1  
**Join the Cyper: Revisiting Culturally Sustaining Pedagogies in Literacy Lives, Research, and Classrooms**

Our book, *Toward Culturally Sustaining Teaching: Early Childhood Educators Honor Children with Practices for Equity and Change* (NCTE, 2020), describes culturally relevant and sustaining early literacy pedagogies that work to normalize, rather than ignore, silence, or eradicate, the ways of being of Communities of Color. This presentation considers how justice-oriented and antiracist practices of four teacher-teacher educators have been sustained in literacy lives, research, and classrooms.

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

L-2  
**LIVE SESSION — Planning with Purpose: A Session for New College Teachers and Instructors**

Come hear nationally known speakers briefly state their insight on issues of equity, justice, and antiracist teaching of reading and writing. Meet in roundtables for in-depth conversations led by them and other experts on the efficient and effective methods, materials, and management strategies. Stay for Q&A and door prizes.

Lorena German, Multicultural Classroom, “Meaningfully Including BIPOC Voices”  
Anna J. Small Roseboro, “Teaching English Language Arts: Planning with Purpose”  
Cheryl Hogue Smith, Kingsborough Community College of the City University of New York, “Students as Learners, Not Customers: A Threat to Two-Year College and Dual-Enrollment Students”

**Respondent:** Glenda Funk, Highland High School, “Brave Teacher: Risks and Rewards of Tough Topics in Classroom Discourse”

**Roundtable Leaders:** Anthony Celaya, Southeast Missouri State University, “Transitioning from Teaching High School Students to Teaching College Students”  
Bob Dandoy, Pennsylvania Council of Teachers of English and Language Arts, “Equity and Diversity through Continued Professional Growth”  
Wendy Farkas, “Challenges and Rewards: Teaching Reading through a Critical Social Justice Framework”  
David Green, “Addressing Culture and Difference in Ways That Affirm Glenda Funk—Brave Teacher”  
Ken Lindblom, Stony Brook University (SUNY), “Real-World Writing: Helping College Students Make the Changes in the World They Want to Make”  
Madelyn Pawlowski, Northern Michigan University, “Antiracist Assessment of Student Writing”  
Roz Roseboro, Northern Michigan University, “Getting What You Need to Succeed”
L-3  
**LIVE SESSION — Livin Their Best Life: Teaching for Equity and Justice in Elementary Classrooms**

The purpose of this presentation is to share the experiences of three antiracist educators and one teacher educator supporting young children as they engage in culturally sustaining writing instruction that is both antiracist and humanizing.

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

L-4  
**Adolescent Reading Reimagined: A Collaborative Journey of Identity, Justice, and Antiracism**

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

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

L-5  
**South Asian Voices: Untangling Colonized Roots for Justice and Storytelling We Deserve**

Authors of the South Asian Diaspora discuss how #OwnVoices works are critical responses to ongoing socio-political injustices. Their stories build rich historical, cultural, and justice learning opportunities for students of all ages. They discuss fighting inequities and celebrating beauty found in postcolonial South Asian storytelling.

**Presenters:** Shelly Anand, Kokila, Penguin Random House  
Vashti Harrison, Little Brown  
Hena Khan, Simon & Schuster  
Saira Mir, Simon & Schuster/Salaam Reads  
Karuna Riazi, Simon & Schuster  
Simran Jeet Singh, Kokila, Penguin Random House

L-6  
**Interrogating Our White Gaze: Supporting Equity through Teacher Educator Racialized Reader Response**

This presentation engages participants in a discussion of how we, as teacher educators, are working to grow as critically conscious readers and encourage our teacher candidates to grow along with us. Through action research, we draw on racialized reader response to interrogate the white gaze. We share our own racialized reader responses as well as YA that supports equity in literacy education.

**Presenters:** Kathleen Colantonio-Yurko, SUNY Brockport  
Janeen Pizzo, SUNY Brockport  
Natalie Svrcek, SUNY Brockport
Starting with Literature: Diverse Children’s Books to Support Preservice Teachers’ Commitment to Equity, Justice, and Antiracist Teaching

Recognizing preservice teachers as crucial potential change agents in the teaching profession, this panel addresses the importance of centering children’s literature with diverse perspectives in teacher education to support antiracist, equitable, and justice-oriented ways of being and knowing. Join us as we share research findings and critical literacy-informed recommendations.

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

Ensuring Equity: Using Books to Learn from Individuals and Cultures Whose Experiences and Achievements Have Traditionally Been Under-Represented in Classrooms

Award-winning authors will share compelling stories about achievements made by women, people of color, and immigrants, and the inequities they suffered historically. Extraordinary collaborative, world-wide efforts, and ultimate accomplishments will also be shared, of people whose determination and irrepressible human spirits, came together to save the lives of children.

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

LIVE SESSION — Children as Language Inquirers: Disrupting English-Only Assumptions in Classroom Contexts

Engagements with dual language picturebooks can provide a critical space for children to explore language diversity and challenge inequities caused by English-only laws. This session highlights classroom engagements and children’s working theories about language through an inquiry cycle framework. A bibliography of dual language picturebooks and classroom engagements is provided.

Presenters: Nicola Daly, University of Waikato, “Children’s Inquiry Acts and Working Theories on Language”
Dorea Kleker, University of Arizona, “Engaging Children in Inquiry on Language Diversity”
Kathy G. Short, University of Arizona, “The Potentials of Dual Language Picturebooks for Language Inquiry”
L-11  **LIVE SESSION — The Power and Possibility of Antiracist Texts in K–12 Classrooms**

What makes a book antiracist? What are essential characteristics that K–12 educators can look for when selecting antiracist books? And what does antiracist teaching utilizing these books look like in the classroom? In this session, educators and children’s/YA book authors come together to share a vision for centering antiracist texts and teaching as well as actionable steps for achieving this.

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

L-12  **Resisting Ableism and Racism in Early Literacy**

*Sponsored by the Early Childhood Education Assembly*

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

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

L-13  **Build Your Stack — Books to Feed Your Mind**

Discover recently published titles—both fiction and nonfiction—that will stretch your thinking as a reader, as a thinker, as a teacher.

**Presenter:** Carol Jago, California Reading and Literature Project, UCLA, “Reading for Ourselves”
Speculative Fiction & Beyond: Equity, Justice, and Antiracism in American Texts

*Sponsored by the Assembly on American Literature*

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

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

**Roundtable Leaders:** Tiffany Armstead-Flowers, Georgia State University Perimeter College, “Song of Blood and Stone” by L. Penelope  
Erin Berry-McCrea, North Carolina Central University, “The Coldest Winter Ever” by Sister Souljah  
Karen Chandler, University of Louisville, “Kindred” by Octavia E. Butler  
Bridget Davis, Walden University, “For Colored Girls Who Considered Suicide When the Rainbow Is Enough” by Ntozake Shange  
Dorian Harrison, The Ohio State University at Newark, “No Crystal Stair: A Documentary Novel of the Life and Work of Lewis Michaux, Harlem Bookseller” by Vaunda Micheaux Nelson  
Christa Robinson, Michigan State University, “Fledgling” by Octavia E. Butler  

Reading Queerness at the Intersections: Using LGBTQ-Inclusive Literature to Move toward Equity, Justice, and Antiracist Teaching

*Sponsored by the Children’s Literature Assembly*

The 28th annual CLA Master Class explores how children’s literature can depict and be used to foster vital conversations about the intersections of race, ethnicity, sexual orientation, and gender expression and identity. Teacher educators and children’s authors will share about their work and how educators can use LGBTQ-inclusive literature for equitable, just, and antiracist teaching.

**Committee Chair:** Craig A. Young, Bloomsburg University of Pennsylvania  
**Presenters:** Adam Crawley, University of Texas at Austin  
Jill Hermann-Wilmarth, Western Michigan University  
Caillyn Ryan, University of North Carolina, Wilmington  
**Respondent:** Laura Jimenez, Boston University  
**Tradebook Authors/Illustrators:** Maya Gonzalez  
Kyle Lukoff

LIVE SESSION — When Good Intentions Converge with Fear: Self-Censorship in the ELA Classroom

*Sponsored by the Standing Committee Against Censorship*

How do I decide what reading materials to include in my curriculum? Why do I select these texts and not others? Join us for conversations on self-censorship and becoming more attuned to our decision making around text selection. Roundtables will focus on different facets of censorship, including resources for support during challenges.

**Presenters:** Annamary Consalvo, The University of Texas at Tyler, “Self-reflection: Censoring or Guiding?”  
Julia Torres, Denver Public Schools, “Countering Censorship: Active Antiracism in Educational Spaces”  
**Roundtable Leaders:** Katharine Covino-Poutasse, “Guiding Self-Reflection”  
Ann David, University of the Incarnate Word, “Guiding Self-Reflection”  
Brooke Eisenbach, Lesley University, “Guiding Self-Reflection”
M-5
**Countering Anti-Blackness and Anti-Indigeneity at NCTE: Report on the Work of the Committee on Diversity and Inclusivity**

*Sponsored by the NCTE Standing Committee on Diversity and Inclusivity*

NCTE’s Standing Committee on Diversity and Inclusivity will share data collected from members about dismantling inequities regarding issues of race, gender identification, ethnicity, language, religion, and sexual orientation in our home districts as well as within NCTE. We will explore next steps with attention to how white supremacy affects land, displacement, and anti-Blackness in organizations.

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

M-6
**Social Action Stories with Storyteller Kevin Cordi and Power of Turning Blood into Ink with Jacqueline Yahn plus Open SWAP**

*Sponsored by the Storytelling SIG*

How you can use stories to promote social justice and an examination of the work of Appalachian writers/storytellers Robert Gibe and Michael Hensen and the Opioid Epidemic. Riveting accounts. Afterward, we invite you open an open Story Swap. All welcome. Tell on!

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

M-7
**Physically Distanced but Socially Connected Literacies: Centering Youth-Engaged Arts, Activism, and Community in Virtual Spaces**

*Sponsored by the Standing Committee on Research*

In this session, we explore the literacies and pedagogies fostered in youth-centered spaces where educators, youth, and community members draw upon the arts and multimodal literacies to build community and explore emergent pandemic pedagogies that can amplify youth voices.

**Presenters:**
- Limarys Caraballo, Teachers College, Columbia University
- Lauren Kelly, Rutgers University Graduate School of Education
- Nicole Mirra, Rutgers University
- Estella Torrez, Michigan State University
- Anthony Wheeler
- Karen Zaino, The Graduate Center, CUNY

**Respondent:**
Leigh Patel, University of Pittsburgh
M-8  LIVE SESSION — Secondary School Writing Centers  
**Sponsored by the International Writing Center Association**  
Secondary school stakeholders will discuss how to ensure writing centers are sites of equity in schools and communities by sharing strategies to develop more equitable tutor recruitment and training methods, increasingly actionable social justice pedagogies, and exceptionally meaningful practices that celebrate and raise student voices. All attendees are welcome.  
**Presenters:** Heather Barton, Secondary ELA  
Laura Peterson, Cherokee High School  
Lori Vincent, Ola High School, Henry County Schools  
Lauren Wilkie, Chicago Public Schools

M-9  LIVE SESSION — The Fountain of the Muse  
**Sponsored by the Standing Committee on Literacy Assessment**  
The annual Fountain of the Muse roundtable is a workshop and open mic poetry and short prose reading of original work. The event welcomes first-time readers as well as established writers to participate together in totally relaxed, small-group workshops and open mic readings. Those who wish to listen and enjoy the company of conference poets and prose writers are also welcome to join the gathering. There is a forty-line or two-page maximum for open mic reads. Short verse, prose poems, fiction, and creative nonfiction excerpts are welcome.  
**Presenters:** Bonner Slayton, Moore Norman Technology Center  
Danny Wade, Washburn University

M-10  LIVE SESSION — SCOA Meet Up  
**Sponsored by the Standing Committee on Affiliates**  
During this Standing Committee on Affiliates–sponsored session, we’ll merge ideas, people, and minds as we think about how to better support the members we serve in our role as affiliate leaders with a specific focus on equity and diverse programming. Take the time to learn, connect, and collaborate with us and each other in this interactive session.  
**Presenters:** Kirstey Ewald, Central Rivers Area Education Agency, Cedar Falls, IA  
Jim Kroll, L’Anse Creuse Public Schools, Macomb, MI  
Amy Nyeholt, Pennsylvania Cyber Charter School, Midland  
Carolyn "Carrie" Perry, Prew Academy, Sarasota, FL  
Mary Rice, University of New Mexico, Albuquerque  
Renée Rude, Chandler-Gilbert Community College, Maricopa County, AZ

M-11  Inclusive and Equitable Language and Grammar Instruction  
**Sponsored by the NCTE Assembly for the Teaching of English Grammar**  
Join ATEG for a series of interactive and informative presentations about inclusive and equitable language and grammar instruction. Consistent with ATEG’s mission to support inclusive and non-discriminatory language and grammar instruction, Sean Ruday, Sherry Sylors, and Mariem Bemmerzouk describe instructional practices that promote inclusivity and equity in grammar and language study.  
**Presenters:** Mariem Bemmerzouk, Longwood University  
Sean Ruday, Longwood University  
Sherry Sylors, Prince George’s Community College
**LIVE SESSION — Social Justice, Equity and Antiracist Research in Young Adult Literature**

*Sponsored by the ELATE Committee on the Study and Teaching of Adolescent Literature*

The field of YA literature is growing exponentially, and scholarship and research is mirroring this boom. This research-focused roundtable will feature some of the leading, as well as new, scholars in the field of who will present their most recent work centered on equity, justice, and antiracism.

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

**Respondent:** Stephanie Toliver, University of Colorado, Boulder, “Nnedi Okorafor’s African Futurism as a Route toward Disrupting/Decentering the Canon”

**Roundtable Leaders:** Melissa Bedford, Eastern Washington University
Ashley Boyd, Washington State University
Sarah Burriss, Vanderbilt University
Brittani Clark, North Carolina State University, “A Content Analysis of Black Girl Representations in #ProjectLit YA Books”
James Daniels, North Carolina State University, “A Content Analysis of Black Girl Representations in #ProjectLit YA Books”
Janine Darragh, University of Idaho
Sarah Donovan, Oklahoma State University
Michelle Falter, North Carolina State University, “A Content Analysis of Black Girl Representations in #ProjectLit YA Books”
Michael Hall, Arizona State University
Melanie Hundley, Vanderbilt University
Jennifer Kagan, Oswego State University, “The World That We Knew by Alice Hoffman, 2019”
Sharon Kane, SUNY Oswego
Andrea LeMahieu-Glaws, University of Colorado
Elsie Lindy-Olan, University of Central Florida
Melinda McBee-Orzulak, Bradley University
Cori McKenzie, SUNY Cortland
Sam Morris, University of South Carolina Beaufort
Kia Jane Richmond, Northern Michigan University
Shelly Shaffer, Eastern Washington University, “Examining Literature through Tenets of Critical Race Theory: A Framework for the ELA Classroom”
T. Hunter Strickland, Anderson University, “Conceptualizing the Young Adult Literature Methods Course in Secondary English Teacher Education”
M-13  Centering Antiracist/bias Instruction in ELA Teacher Preparation: Introducing the 2021 NCTE Standards
Specifically focusing on the notion of antiracist/bias instruction, this workshop will acquaint attendees with the 2021 NCTE Standards for the Initial Preparation of English Language Arts Teachers Grades 7–12 and will afford the opportunity to discuss the transition from the previous to forthcoming standards.

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

M-14  Build Your Stack — Supporting ABAR Teaching with Picture Books
Presenter: Jillian Heise, Kenosha Unified School District, Franklin, WI, "#ClassroomBookADay Read Alouds"
**SUNDAY, NOVEMBER 21**

**12:00–1:30 P.M. ET**

**GENERAL SESSION**

**AMANDA GORMAN**

AMANDA GORMAN is a poet, activist, and bestselling author. She is a committed advocate for the environment, racial equality, and gender justice. Amanda’s activism and poetry have been featured on the *Today Show*, *PBS Kids*, and *CBS This Morning*, and in the *New York Times*, *Vogue*, and *Essence*. After graduating cum laude from Harvard University, she now lives in her hometown of Los Angeles. In 2017, Amanda Gorman was appointed the first-ever National Youth Poet Laureate by Urban Word—a program that supports Youth Poets Laureate in more than 60 cities, regions, and states nationally. Gorman’s performance of her poem “The Hill We Climb” at the 2021 Presidential Inauguration received critical acclaim and international attention. The special edition of her inaugural poem, “The Hill We Climb,” was published in March 2021 and debuted at #1 on the *New York Times*, *USA Today*, and *Wall Street Journal* bestsellers list. Amanda appeared on the cover of *TIME* magazine in February 2021 and was the first poet to grace the cover of *Vogue* in their May 2021 issue. She was *Porter Magazine*'s July 2021 cover star and received The Artist Impact Award at the 2021 Backstage at the Geffen Awards. Her debut picture book, *Change Sings*, published in September 2021 and debuted at #1 on the *New York Times* bestseller list, and her poetry collection, *Call Us What We Carry*, will release in December 2021. Please visit www.theamandagorman.com.

**2021 NCTE PRESIDENTIAL ADDRESS**

**ALFREDO CELEDÓN LUJÁN**

During the Closing General Session, ALFREDO CELEDÓN LUJÁN will deliver the 2021 NCTE Presidential Address. Luján is the president of NCTE as well as an English teacher at Monte del Sol Charter School in Santa Fe, New Mexico, where his students were featured in a segment of CPB/Annenberg’s *The Expanding Canon: Teaching Multicultural Literature*. He hails from Nambé, northern New Mexico. He received his Bachelor of Science degree in education from New Mexico State University and his Master of Arts/English and Master of Letters from the Bread Loaf School of English at Middlebury College. He has been a writer-in-residence at the Noepe Center for Literary Arts at Martha’s Vineyard and also with the multicultural Artist in the Schools Program in Alaska. He has been a recipient of three fellowships from the National Endowment for the Humanities, and was named one of New Mexico’s Golden Apple Award winners for excellence in teaching in 2015.

**Sunday General Session Sponsored by Stenhouse** Stenhouse publishes professional development books and classroom resources by teachers and for teachers. We focus on helping educators at all levels and across all content areas inspire deep and creative thinking in their students. www.Stenhouse.com
SPECIAL EVENTS

LIVE SESSION — 9:00–10:15 A.M. ET

Children’s Literature Assembly Keynote Session

Presenters: Michaela Goade (Tlingit), illustrator, We Are Water Protectors
Carole Lindstrom (Tribally enrolled Turtle Mountain Band of Ojibwe/Métis Nation), author, We Are Water Protectors
Kevin Noble Maillard (Seminole Nation), author, Fry Bread: A Native American Family Story
Cynthia Leitich Smith (Muscogee), author, Ancestor Approved: Intertribal Stories for Kids and Sisters of the Neversea
Traci Sorell (Cherokee Nation), author, We Are Still Here and Classified

LIVE SESSION — 10:30–11:45 A.M. ET

Affiliate Keynote Session

This session for affiliate leaders and members will celebrate the winners of 2021 NCTE affiliate awards.

LIVE SESSION — 1:30–2:45 P.M. ET

National Writing Project Keynote Session
Toward Education Futures: Practicing the Civic Imagination

Do you dream of what education might be? Do you imagine the perfect school? Do you long for an opportunity to talk to other people about these ideas? Then don’t miss NWP’s Keynote Session at NCTE’s 2021 Annual Convention. Sangita Shresthova, director of the Civic Imagination Project at the University of Southern California, will lead this live session.

Presenter: Sangita Shresthova, PhD
LIVE SESSION — Genius, Joy, and Love

Inspired by the brilliance of Gholdy Muhammad, Yolanda Sealey-Ruiz, Shamaria Reid, and Anyah Nancy Jackson, NCTE Program Chair and President-Elect Valerie Kinloch recently created a summer literacy academy for Black students titled, “Genius, Joy, and Love.” With the overarching goal of cultivating, supporting, and embracing Black students, Black cultural practices, and Black intellectual and community traditions, the summer academy draws on Muhammad’s “cultural genius equity framework for culturally and historically responsive literacy” as well as on Sealey-Ruiz’s “ethical commitment to caring for the communities in which we work.” In so doing, the summer academy encourages participants to do what this featured session will do: to reflect on our identities, lives, and literacies; to center our hopes, desires, dreams, and ourselves as significant in our movement toward freedom; to critically examine meanings of equity in literacy teaching and learning; and to lovingly understand the valuable role played by our very own creativities—through poetry, spoken word, art, and song. Thus, Gholdy, Yolanda, Shamari, and Anyah will engage in a conversation about “Genius, Joy, and Love” in English language arts and literacy studies from Black creative, critical, and humanizing perspectives.

Presenters: Anyah Nancy Jackson, Temple University undergraduate student
Gholdy Muhammad, University of Illinois Chicago
Shamari Reid, Teachers College, Columbia University
Yolanda Sealey-Ruiz, Teachers College, Columbia University

During this presentation, three young Black men and their literacy teacher discuss the intersection of race/racism, gender, age, and liberating literacy in Buffalo, New York, by sharing examples of their educational justice-informed adolescent writings: a memoir (Community Cultural Wealth), a short-verse poem (Critical Micropoetry), and a science fiction short narrative (Visionary Fiction).

Presenters: Jevon Hunter, SUNY Buffalo State
Jabari Blodgett
Darren Cameron
Melique Young
SUNDAY

9:00–10:15 A.M. ET

Live Sessions & Prerecorded/Scheduled Sessions

N-1

LIVE SESSION — Enacting, Complicating, and Critiquing Our Belief Statement: Practices and Pedagogies to Support Teaching the English Language Arts Methods Course

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

Roundtable Leaders: Julie Bell, University of Nebraska at Omaha, “Working within and Subverting the System: Critically Viewing Canonical Texts through Literature Circles”
Katharine Covino-Poutasse
Will Fassbender, Montana State University
Michelle Fowler-Amato, Old Dominion University, “Learning to See Strength: Antideficit Writing Response in the Teaching Composition Course”
Jessica Gallo, University of Nevada, Reno, “Everyday Inquiry: Redesigning Research Instruction”
Jeremy Glazer, Rowan University
Heidi Hallman, University of Kansas, “Online, Hybrid, and HyFlex Instruction in English Education Methods”
Bailey Herrmann, University of Wisconsin-Oshkosh, “Everyday Inquiry: Redesigning Research Instruction”
Sarah Hochstetler, Illinois State University, “Centering Race Conversations for Inquiry into Teaching Writers and Writing”
Amber Jensen, Brigham Young University
Tiffany Karalis Noel, University at Buffalo, “Ideating Pedagogy in Troubled Times: Experiential Learning”
Christopher Parsons, Keene State College, “Methods-Based Field Experiences”
Kristen Pastore-Capuana, Buffalo State College
Nora Peterman, University of Missouri-Kansas City
Todd Reynolds, University of Wyoming, “Using Disciplinary Literacy to Enhance Antiracist Teaching in English Methods Classes”
Leslie Rush, University of Wyoming
Melanie Shoffner, James Madison University
Connor Warner, University of Utah
Emily Wender
Amber Warrington, Boise State University
Allison Wynhoff-Olsen, Montana State University
N-2   LIVE SESSION — Developing Inclusive and Affirming Curriculum— Merging Queer-Themed YA Texts with Secondary ELA Curriculum Standards and Teaching

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

Presenter: Paula Greathouse, Tennessee Tech University

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

N-3   LIVE SESSION — Tracing the Racialized Imagination: Text Selection for Dismantling Racism

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

Presenters: Lorena German, Multicultural Classroom
Ebony Elizabeth Thomas, University of Michigan
Julia Torres, Denver Public Schools
N-4  **LIVE SESSION — Disrupting School Pushout and Mass Incarceration:**
**What Antiracist Educators Can Do by Teaching for Equity and Justice**

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

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

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

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

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

**Presenters:**
Alicia Arce-Boardman, Northern Parkway School
Kerry Elson, Central Park East II, New York Public Schools
Kindel Nash, University of Maryland Baltimore County
Roderick Peele, Northern Parkway School

N-6  **Jane Addams Children’s Book Award Author/Illustrator Panel:**
**Antiracist Children’s Books for Today’s Diverse Classrooms**

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

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

**Tradebook Authors/Illustrators:**
Michaela Goade, Award Winning Illustrator, Little, Brown
Ekua Holmes, Award Winning Illustrator, Roaring Book Press
Angela Joy, Roaring Book Press, Award Winning Author
Carole Lindstrom, Award Winning Author, Macmillan Children’s Books
Christina Soontornvat, Award Winning Author, Candlewick Press
N-7 Unlocking Layers of Justice and Equity through Children’s Books
Children’s literature is a natural entry point for conversations about equity, justice, and antiracist education. Join award-winning own-voice children’s book authors and educators working together as community activists to share strategies that unlock layers of learning and leverage the power of story to explore implications of race, culture, and destable, ‘isms’ through a critical lens of texts.

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

**Tradebook Authors/Illustrators:**
- Emma Otheguy, Children’s Author, “Exploring Personal, Cultural, and Linguistic Assets through Story”
- Padma Venkatraman, Penguin Random House, “Learning about Other Cultures without Othering”

N-8 Working toward an Inclusive Framework of Reading Identity: Using Translanguaging Pedagogy to Center Students and Re-orient Instruction
In this session, we introduce a comprehensive, flexible framework for reading identity that disrupts the overly narrow vision of readers driven by culturally irrelevant curriculum. Through adopting a translanguaging pedagogy, we illustrate how centering this broad, inclusive framework creates pathways to more equitable, affirming, and relevant reading instruction.

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

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

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

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

**Tradebook Authors/Illustrators:**
- Tiffany Brownlee, Henry Holt & Co, “Wrong in All the Right Ways”
- Joanna Ho, HarperCollins/East Palo Alto Academy, “Eyes that Kiss in the Corners”
- Torrey Maldonado, Penguin/Nancy Paulsen, “What Lane?”
- Marcella Pixley, Candlewick Press/Carlisle Public Schools, “Trowbridge Road”
- Randy Ribay, Kokila/Penguin Random House
LIVE SESSION — The Time Is Always Now: NCTE’s Quick Reference Guide to Antibias and Antiracist Teaching

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

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

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

LIVE SESSION — (Re)envisioning Teacher Education for Preservice Teachers of Color through Women of Color Feminisms and Pedagogies

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

**Presenters:** Gabrielle Bachoo, East Hartford Public Schools, “All the Talks, All the Bonding, All the Love: Women of Color”  
Adrianna Gonzalez-Ybarra, University of Missouri, “Women of Color Feminisms and Pedagogies to (Re)envision Curriculum and Classroom Spaces for Black, Indigenous, Preservice Teachers of Color”  
Monica Gonzalez-Ybarra, “WOC Preservice Educators Organizing and Creating Space for Preservice Teachers of Color at a PWI”  
Amy Heath, University of Illinois at Urbana-Champaign, “WOC Preservice Educators Organizing and Creating Space for Preservice Teachers of Color at a PWI”  
Lauren Kelly, Rutgers University  
Khalila Lomx, University of Illinois at Urbana-Champaign, “WOC Preservice Educators Organizing and Creating Space for Preservice Teachers of Color at a PWI”  
Cindy Lopez  
Grace Player, University of Connecticut, “All the Talks, All the Bonding, All the Love: Women of Color Feminist Multimodalities as Interruptions to the Whiteness of Teacher Education”  
Taylor Turner, University of Illinois at Urbana-Champaign, “WOC Preservice Educators Organizing and Creating Space for Preservice Teachers of Color at a PWI”
O-3

LIVE SESSION — Becoming an Antiracist Educator: Celebrating (and Interrogating) Our Literacy Practices

As Lisa Delpit wrote, “Political work demands that I place myself to influence as many gatekeeping points as possible.” Antiracist teaching demands we interrogate and interrupt racist gatekeeping practices: in curriculum, instruction, and systems. In this panel of “spark talks,” educators weave testimonies and practical strategies in becoming antiracist teachers.

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

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

O-4

LIVE SESSION — Supporting Social Justice Conversations with Books in Spanish: Espejos, ventanas y puertas corredizas

Using as an inspiration Rudine Sims Bishop’s idea of literature as mirrors, windows, and sliding doors—espejos, ventanas y puertas corredizas—educators from Puerto Rico will share their experiences learning, problematizing, and reflecting through pedagogical experiences with social justice picture books written in Spanish and about Latin America, the Caribbean, and Latinx experiences in the USA.

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

Respondent: Astrid Sambolin-Morales, University of Colorado

O-5

LIVE SESSION — Supporting the Muslim Child through Literature

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

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

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

Climate change will shape the world in which our students live—justice, inequality, racism, and nationalism are central to the crisis. Who is responsible and who suffers? How can students learn about and address the unequal impacts of climate change on people in the Global South, on people of color, on First Peoples, people in poverty, climate refugees, and themselves? See the website with presenters’ handouts, slides, and/or videos: [http://climatecrisisncte2021.pbworks.com](http://climatecrisisncte2021.pbworks.com)

Breakout Rooms:

**Environmental Justice**

- Speaking of Mother Earth: Language and Environmental Justice: Jeff Share, University of California, Los Angeles
- Eco-Justice in ELA: Tiphani Davis, Morgantown High School
- Climate Crisis and Generational Justice: Allen Webb, Western Michigan University

**Cli-Fi**

- Visions of the Future: Afropfuturism, Climate Justice, and Environmental Activism: David Shackleton, Cardiff University
- Centering Indigenous Perspectives and the Climate Crisis: Teaching Marrow Thieves: Elisabeth Spinner, Western Michigan University
- Isn’t Cli-Fi “Too Scary” Right Now? Confronting the Urge to Protect Youth from the Climate Crisis: Mark Sulzer, University of Cincinnati

**Critical Issues**

- Climate Fiction, Public Policy, Civic Literacy: John Morrell, Bard College at Simon’s Rock
- Violence and Preventing Climate Crisis in Ministry for the Future: Todd DeStigter, University of Illinois at Chicago
- Methods of Teaching English and Climate Change: David Schaafsma University of Illinois at Chicago

**Shakespeare and Climate Change**

- “Twas a Rough Night”: Shakespeare and Deadly Weather: Sheridan Steelman, Northview High School
- Climate Change Prophecy and Politics in A Midsummer Night’s Dream: Kathryn Fleury Eldridge, Jordan-Elbridge High School

**Climate Change Impacts**

- Exploring the Human Impact of Climate Change: Kasey Short, Charlotte Country Day School
- Using Children’s Literature to Bring Awareness to Climate Change: Shelley L. Esman, Comstock Public Schools
- Teaching Climate Change Impacts on Our Food and Water Supply: Nancy Castaldo, Algonquin Books Young Readers/Houghton Mifflin

**Tools & Resources for Teaching Climate Crisis**

- Reading Injustice in Maps through Ecocriticism: Rich Novack, Fairfield Warde High School
- Using Digital Media/Storytelling to Address the Climate Crisis: Richard Beach, University of Minnesota
- Explosive & Dynamic: Creating Collaborative Partnerships with National Parks: Jill Dahlman, California Northstate University College of Health Sciences
**O-7**

**Culturally Responsive, Community-Based Literacy for Equity and Social Justice**

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

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

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**O-8**

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

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

**Presenters:**
- Alicia Arce-Boardman, Northern Parkway School
- Kindel Nash, University of Maryland Baltimore County
- Nora Peterman, University of Missouri-Kansas City
- Ekaterina Strekalova-Hughes, University of Missouri-Kansas City

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**O-9**

**Cuentos: Uncovering Global Portraits of Equity, Justice, and Antiracist Teaching**

In this session, we share the Cuentos developed by multilingual and high school students and educators in Kazakhstan, and the lessons and strategies we have used to help students create them. These powerful Cuentos created in English, the students’ third language, highlight both the challenges and the universality of teaching for equity, social justice, and action across the globe.

**Presenters:**
- Diloram Alimzhanova, Nazarbayev Intellectual School of Chemistry and Biology, Karaganda
- Aurelia Dávila de Silva, San Antonio Public Schools
- Roxanne Henkin, The University of Texas at San Antonio
- Anna Cohen Miller, Nazarbayev University Graduate School of Education
- Aigul Zhakupova, Nazarbayev Intellectual School in Pavlodar
Race Talk: Authors of YA Fiction and Nonfiction Explore Books as Catalysts for Classroom Conversation

This session brings together authors of YA titles that invite classroom conversation about race. Panelists will focus on the role of books in building critical race consciousness; formative moments that shaped authors’ racial knowledge; classroom spaces that support collective racial learning; and resources for building skills in race talk.

Presenter: Jennifer Buehler, Saint Louis University
Tradebook Authors/Illustrators: Mahogany Browne, Macmillan
Brendan Kiely, Simon & Schuster
Brittney Morris, Simon & Schuster
Ibi Zoboi, HarperCollins/Balzer+Bray, Dutton/Penguin Books
P-1  LIVE SESSION — Becoming Antiracist Educators at Predominantly White Institutions (PWIs) with— and beyond— *Stamped*

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

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

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

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

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

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

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

P-3  LIVE SESSION — The Intersection of Literacy, Sport, Culture, and Society

This roundtable session invites attendees to explore contemporary literacies and diverse teaching practices by using sports content and an examination of sports culture to create learning environments that empower students to think critically about issues impacting the world around them.

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

**Roundtable Leaders:** Crystal L. Beach, Union County High School
Lisa Beckelhimer, University of Cincinnati
Shelby Boehm, University of Florida
April Brannon, California State University, Fullerton
1:30–2:45 P.M. ET

Alan Brown, Wake Forest University
Erica Caasi, University of Colorado Boulder
Kathleen Colantonio-Yurko, The College at Brockport, SUNY
Justin Corazza, Cranford High School
Katherine Cramer, Wichita State University
Bryan Ripley Crandall, Fairfield University, “Table 1: Let’s Do It! Sports Writing and Countering an Apartheid in Children’s Literature with Middle School Youth”
Thomas C. Crochunis, Shippensburg University
Rebekah Degener, Minnesota State University, “Table 1: A Play for Change: Sports Picturebooks as Entry Point for Justice Conversations in the Teacher Education Classroom”
Alice Dominguez, Mater Dei Catholic High School
Michael Dominguez, San Diego State University
Sarah Donovan, Oklahoma State University
Mark Fabrizi, Eastern Connecticut State University
Robert Ford, North Branford Public Schools
Katherin Garland, Santa Fe College
William Gerchick, Phoenix College/Paradise Valley Community College/Metro Tech High School
Wendy Glenn, University of Colorado Boulder
William King, Bridgeport Public Schools/Fairfield University, “Table 1: Let’s Do It! Sports Writing and Countering an Apartheid in Children’s Literature with Middle School Youth”
Cathy Leogrande, Le Moyne College, “Table 2: The Old Ball Game: Teaching Visual Literacy through Historical Baseball Media”
Mark A. Lewis, James Madison University
Kristen Marakoff, Travelers Rest High, “Table 2: Critical Media Literacy, Critical Race Theory, and Scholastic Sport amid the 2020 COVID-19 Pandemic”
Dani Parker Moore, Wake Forest University
Rich Novack, Fairfield Warde High School
Cherie Parsons, Malone University
David Pegram, Paradise Valley Community College
David Premont, Purdue University
Ian Parker Renga, Western Colorado University
Luke Rodesiler, Purdue University Fort Wayne
Abby Scoresby, Wake Forest University, “Table 1: Effects on Analytical Writing through a Study of Sports Analysis”
Shelly Shaffer, Eastern Washington University
Nicole Sieben, SUNY Old Westbury
Jeff Thomas, Community School Naples
Jeffrey D. Wilhelm, Boise State University
Benjamin K. Woodcock, Okemos High School
Elle Yarborough, Northern Essex Community College
P-4  
**LIVE SESSION — From the Classroom to the Professional Community: Addressing Antisemitism in English Educational Spaces**

*Sponsored by the NCTE/CCCC Jewish Caucus*

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

**Presenters:** Judith Benchimol, Teachers College, Columbia University  
Rachel Golland, SUNY Rockland Community College, “Repairing the World: Raising Awareness through Social Justice Action in the English Classroom”  
Mara Lee Grayson, California State University, Dominguez Hills, “Antisemitism and (Anti)Racism: Understanding the Experiences of Jewish English Educators”  

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

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

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

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

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

**Presenters:** Luz Herrera, California State University, Fresno  
Lester Laminack, Heinemann  
Evan Robb, Johnson Williams Middle School  
Laura Robb, RCT, Inc.
1:30–2:45 P.M. ET

P-7 Building the Habits of Mind for Antibias/Antiracist Teaching
How can we examine and interrogate our current practices to implement antibias/antiracist teaching? In this presentation the audience will participate in a series of hands-on activities to practice the critical pedagogy required to develop the habits of mind for antibias/antiracist literacy teaching.

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

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

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

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

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

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

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

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

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

P-12  2021 Notable Children’s Books in the Language Arts Session

Sponsored by the Children’s Literature Assembly and NCTE NCBLA

This session will highlight 30 books that best exemplify the criteria established for the Notables Award. Members of the 2021 Notable Children’s Book in the Language Arts committee will share their insightful reviews and suggested instructional strategies for each book. Invited authors and illustrators from the Notables list will critically share their personal stories from their writing and illustration processes.

Committee Chair: Jeanne Fain
Presenters: Vera Ahiiya, Brooklyn Arbor Elementary
Elizabeth Bemiss, University of West Florida
Janine Schall, University of Texas Rio Grande Valley
Jennifer Summerlin, University of Alabama at Birmingham
Kathryn Will, University of Maine, Farmington
Fran Wilson, Madeira Elementary
Q-1  LIVE SESSION — The Other Side of the Classroom: Testimonios of Decolonial Practices from Latinx Educators

Sponsored by the Latinx Caucus

Presenters will share their testimonios on decolonizing ELA curriculum, practices, and structures. These Latinx presenters discuss how they have resisted colonial structures and aspired towards more antiracist, just, and equitable practices for their Latinx students and colleagues.

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

Q-2  Overcoming Isolation: Providing Access to Robust Teacher-Led Professional Learning Communities to Rural Teachers

Rural teachers share their approach to creating a teacher-led regional professional learning cohort, using a model that invites teachers to self-select learning topics and honors teachers’ expertise. Session participants analyze and annotate teacher-created artifacts, reflect on their own learning needs, and consider ways to be proactive in designing their own regional professional learning groups.

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

Q-3  Cultivating Connections: Creating Meaningful Culturally Responsive Cross-Curricular Collaborations

In this interactive session, explore the benefits of cultivating cross-curricular units and projects grounded in culturally responsive practices. Come away with practical strategies and resources to aid your implementation, including curated lessons and project ideas aimed at fostering a classroom environment that celebrates the rich diversity of the human experience.

Presenters: Rosalind Abreu, Diana C. Lobasco STEM Academy
Scott Cumberbatch, Diana C. Lobasco STEM Academy
Rodney DeVore, Diana C. Lobasco STEM Academy
Ellen Gianakis, Passaic County Technical Vocational Schools
Atiya Harley, Diana C. Lobasco STEM Academy
Nancy Sue Moore, Diana C. Lobasco STEM Academy
Jayne O’Neill, Passaic County Technical Institute
Nicole Shema, Passaic County Technical Institute
Stephanie Tapia, Diana C. Lobasco STEM Academy
Q-4  
**Equity in Poetry: Celebrating Diverse Voices in Verse**
Three award-winning poets—Janet Wong, Elizabeth Steinglass, and Carole Boston Weatherford—will share poems that embrace the call for equity. In addition, we will invite audience participation with strategies that promote greater equity with movement, sign language, choral reading, visuals, music, and other tools as we cocreate equitable literacy learning experiences together.

**Presenter:** Sylvia Vardell, Texas Woman’s University  
**Tradebook Authors/Illustrators:** Elizabeth Steinglass, Boyds Mills & Kane, “Equity in Poetry: Celebrating Diverse Voices in Verse”  
Carole Weatherford, “Equity in Poetry: Celebrating Diverse Voices in Verse”  

Q-5  
**LIVE SESSION — Nurturing and Sustaining Critical Educators: A Mentoring and Network Session**

_Sponsored by the Latinx Caucus, Black Caucus, Middle Level Section, and Gender and Sexualities Equality Alliance_

Are you a teacher facing challenges living your social-justice commitments in the classroom? Join us for a mentoring dialogue with teacher educators from the Rainbow Strand offering guidance on how to sustain your equity-focused, antiracist efforts! With mentors covering all grade levels, all interested in critical pedagogy and justice issues are welcome.

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

Q-6  
**LIVE SESSION — Collectively Examining Digital Literacies Teaching and Research: A Practitioner-Driven Approach**

Collaborative inquiry partnerships of teachers and university faculty can center equity and justice in digital literacies research. They can also be complicated to navigate and sustain. In interactive roundtables, participants will learn about our research into digital innovation and inequity, practitioner research methods, and ideas for cultivating resilient research partnerships.

**Presenters:** Alecia Magnifico, University of New Hampshire, “Articulating Digital Equity”  
Bethany Silva, University of New Hampshire, “An Online Summer Research Retreat”  
**Roundtable Leaders:** Laura Allen, University of New Hampshire, “Collaborative Analysis”  
David Baroody, Derryfield School, “Collaborative Analysis”  
Ashley Barry, University of New Hampshire, “Data Collection”  
Cathy Fraser, Prospect Mountain High School, “Data Collection”  
Emily Geltz, Oyster River Middle School, “Collaborative Analysis”  
Anne McQuade, Manchester, NH School District/University of New Hampshire, “Data Collection”  
Christina Ortmeier-Hooper, University of New Hampshire, “Survey Development”  
Laura Smith, University of New Hampshire, “Collaborative Analysis”  
Donna Turco, Portsmouth School District, “An Online Summer Research Retreat”
Q-7    Disrupting Single Stories through Interactive Read-Alouds of Critically Paired Picturebooks
In this session, participants will be introduced to 12 picturebook pairings they can use in order to create critical conversations with young readers during read-alouds. Educators will also engage in an interactive discussion to consider the ways single stories (i.e., stereotypes) can be productively dismantled or unproductively reified when sharing paired texts in elementary settings.

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

Q-8    Nurturing Justice and Equity in Teaching Practices through (Re)Collection of Shared Stories and Rememberings
A learning community of secondary- and college-level educators, we invite participants to join our quest to (re)collect rememberings of critical service-learning work we engaged in together a decade ago. Through storytelling, we will share ideas for engaging in collaborative work and honing teaching practices infused with justice and equity.

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

Q-9    LIVE SESSION — Poetry for Equitable, Humanizing, Participatory Practice
In this roundtable session, a group of classroom teachers, literacy consultants, authors, and professors, who, during the pandemic, formed “The Radical Love Poetry Group,” will guide participants through deep reading, writing, and exploration of poetry. Participants will have two roundtable experiences, and come away inspired to implement poetry for equity, justice, and antiracist pedagogy.

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

Roundtable Leaders: Katherine Bomer, Heinemann, “Composing Poetry”
Nawal Qarooni Casiano, NQC Literacy, “Poems for Liberatory Potential”
Beverly Gallagher, Princeton Jr School, “Poetry for Identity”
Carol Jago, California Reading and Literature Project, UCLA, “Poetry for Social Action”
Ted Kesler, Queens College, CUNY, “The Power of Performing Poetry”
Lester Laminack, Author, “Composing Poetry”
Clare Landrigan, Heinemann, “Poetry for Social Action”
Jessica Martin, Heinemann, “Poems for Liberatory Potential”
Maria Nichols, San Diego Unified School District, “Fostering Compassion through Poetry”
Linda Rief, University of New Hampshire/Heinemann, “Poetry for Identity”
Donna Santman, 75 Morton School/MS297 New York City, “Fostering Compassion through Poetry”
Lily Howard Scott, Bank Street College, “Poetry for Identity”
Islah Tauheed, New York City Department of Education
Q-10  Real Superheroes: Lessons in Feminism, Heroism, Intersectionality, and Comics

Join us in exploring the critical multivocality that came from engaging with Ms. Marvel, #notyourprincess, and Brazen: Rebel Ladies Who Rocked the World. Using three multimodal texts in a tenth-grade language arts classroom challenged conventional heroism and traditional gender identities, while centering around strong women of color fighting for justice.

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

Q-11  LIVE SESSION — Collective Reimagining: Centering Equity, Justice, and Antiracism among NCTE State Affiliates

In this roundtable session, we invite state affiliates to share successes and challenges in advancing NCTE’s commitment to equity, justice, and antiracism. Attendees will self-reflect on their own practices and knowledge of antiracism, learn strategies and ideas, and coconstruct action plans. We hope to promote rich conversations and collaborations among affiliates to enact antiracist commitments.

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

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

Q-12  LIVE SESSION — Queer Intersections of Equity, Justice, and Antiracism

Sponsored by the Genders and Sexualities Equality Alliance

This GSEA-sponsored roundtable session offers a variety of teaching and research approaches to queer work in ELA classrooms as it intersects with equity, justice, and antiracism. Keynote speakers and roundtable leaders will engage attendees in conversations on LGBTQ+ texts, queer curricular approaches, activism in the classroom, confronting racism and bias, and related topics.

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

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