

Committee Against Racism and Bias in the Teaching of English

Major activities: What major actions, projects, initiatives, or studies in your charge have been completed by your group since July 1, 2019? In each activity describe the more important features of the work, and connect your work to the [NCTE Vision Statement](#), if applicable.

Our charge:

To investigate and make recommendations to counteract racism and racial bias in teaching materials, methods, and programs for language arts, English, and humanities and to recommend to the [NCTE Executive Committee](#) considerations related to professional learning and practice regarding teaching linguistically and culturally diverse students, with the assistance of appropriate scholars and experts, as well as careful documentation from the research base for the recommendations.

1. List names, affiliations, and geographic region for all committee members.

CHAIR, Lorena German (2021) Headwaters School, Austin TX
Damian Baca (2020) University of Arizona, Tucson
Jineyda Tapia (2022) Phillips Academy, Andover, MA
Richard Gorham (2019) Lawrence High School, MA
Felicia Hamilton (2021) Windsor Public Schools, Windsor, CT
Patrick L. Harris (2020) Bishop John T. Walker School of Boys, Washington, DC
Dorian Harrison (2021) The Ohio State University, Columbus, OH
Jazmen Moore (2019) Washing State University, WA
Keisha Rembert (2020) National Louis University, Chicago, IL
Dulce-Marie Flecha (2022) New York City, NY
Holly Spinelli (2022) Monroe-Woodbury High School, Woodbury, NY
Kathleen C. Colantonio Yurko (2021) The College at Brockport, NY

2. What actions, projects, initiatives, or studies are “in progress” at this time?

There are two efforts in progress at this time. We submitted a QRG manuscript to Robb Clouse on July 6th, 2020. In this QRG we laid out steps and resources for teachers to engage in antiracist teaching practices. We also submitted a teacher resource to Emily K. and Lisa A. that would serve teachers as a reflection tool on antiracist practices. We are waiting on guidance to follow up on that work and move it forward.

What have you accomplished so far, and what is your timeline for future work?

We also published several NCTE blog posts in this time frame supporting teachers to consider texts and practices that further antiracist work. At the 2019 NCTE Convention we made some important gains. We hosted a table in the exhibit hall where we provided teachers with numerous free resources, including posters and bookmarks, to bring this work home with them in a tangible way. We interacted with hundreds of teachers and in doing so, shared our committee's work and created awareness of what we do.

Some of the accomplishments of specific members:

Dr. Damian Baca's 2019 book [Rhetorics Elsewhere and Otherwise](#) received the 2020 CCCC Outstanding Book Award (edited collection category).

Dr. Damian Baca is the recipient of the 2020 CCCC Research Initiative Grant to assess decolonial practices in Rhetoric & Writing Programs.

Dr. Damian Baca serves the University of Arizona as an HSI (Hispanic Serving Institution) Fellow, which involves mentoring and retaining under-served, historically resilient students, graduate students, staff, and faculty through decolonial, antiracist, and justice-focused leadership.

Lorena Germán and Richard Gorham co-directed a teacher professional development summer program focused on anti bias and anti racist teaching practices in addition to general writing strategies.

Dr. Damian Baca was elected to serve on the Coalition for Community Writing (CCW) Board of Directors. Responsibilities include working to end sexual predatory violence in the field of rhetoric and composition studies.

Lorena Germán provided professional development at local schools and on the national level on topics such as implicit bias, race, and ELA-specific anti bias and antiracist content.

Lorena Germán self-published *The Anti Racist Teacher: Reading Instruction Workbook*.

Jineyda Tapia designed curriculum changes at Phillips Academy centering anti racist practices for the 9th grade teacher cohort.

Holly Spinelli published the following articles on EdWeek throughout 2020:

- "What Educators Should and Should Not Do in Response to George Floyd's Death." EdWeek Blog. June 2, 2020.
- "Six Weeks into Remote Teaching and Still Learning." EdWeek Blog. May 1, 2020.
- "What is and is not Working as Educators Transition to Online Learning." EdWeek Blog. March 23, 2020. Web.

Jineyda Tapia directed a summer writing and leadership institute for students in Lawrence, MA through Andover Bread Loaf that inspired local and social justice action in the fight for equity.

Holly Spinelli participated in the Somers Superintendent Educational Equity Advisory Team (district-level) to speak about de-centering the canon and decolonizing the curriculum through centering students' voices and culturally inclusive authors and texts.

Lastly, some ideas for further work:

- creating PD that we can offer based on the QRG (requires publication of the QRG)
- proposing more Build Your Stack blog posts (Fall 2020 and early winter 2021)
- proposing and hosting more ABAR-focused virtual author sessions for members (Spring 2021)

3. How has the work of your group contributed to NCTE's role in shaping the profession of teaching and/or the understanding of literacy in educational contexts?

Our committee's work has led to very important conversations both within NCTE and outside of the organization. Our members are active change agents in the field of teaching and English/literacy.

Their work is impacting teachers nation-wide as we strive toward anti-racist practices. We often share the work of the CARBTE with other organizations, as well as individuals, as a model for products they can create to further the work in their own contexts. We are hopeful that the QRG and the reflective tools can be another aspect of our national impact as a committee.

Lorena Germán, Chair