Committee Against Racism and Bias in the Teaching of English

**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.

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

We have begun conversations online including practical responses to current events that speak of racism in our society, like the shootings by police of black citizens who are our past and current students. We have considered an online forum to share day-to-day practices that ELA teachers are doing to combat individual and systemic acts of racism and bias. I would like to open the discussion of the use of symbols in the teaching of ELA and would support a statement about the Confederate flag, for example. Symbols have meaning based on perception, not intention. This is grounded in Rosenblatt’s Reader Response Theory. Additionally, we have also indicated an interest in furthering the We Need Diverse Books campaign.

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

We have asynchronously shared questions and discussion points and have been encouraged by our liaison, Susan Houser. I hope at the national meeting that we can craft a statement about the symbols and their use and power in our teaching.

Members have published pieces addressing race and social justice in *English Leadership Quarterly, EdWeek, The Hechinger Report*, on Twitter, Facebook, and other venues (see next page).

Annotated Bibliography of Member’s Activism: October 2015 - present

German, L.
Twitter@nenagerman
Journal of Latinos and Education, Book Review: "Engaging the Hispanic Learner: Ten Strategies for Using Culture to Increase Achievement by Michele Wages, Lanham, MD."

NCTE Blog, "Teaching As An Act of Social Justice"

EdWeek, "Culturally Sustaining Pedagogy"

The Hechinger Report, "Black teachers: Fighting racism in the age of Trump"

ASCD, "Textured Teaching for Social Justice"

BAMRadioNetwork on teaching controversial topics (Oct. 2016)

NCTE Position Statement in Support of Ethnic Studies Initiatives in K-12 Curricula

Developed by the CCCC Latin@ Caucus in collaboration with members of the American Indian Caucus and the Transnational Composition Group

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