

Lesbian, Gay, Bisexual, Transgender, and Queer Advisory Committee

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

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

Member	Institution	Location
Henry "Cody" Miller, CHAIR	SUNY Brockport	NY
Katherine Mason Cramer	Wichita State University	KS
S. Adam Crawley	Oklahoma State University	OK
Toni Rose Deanon	The Overlake School	WA
Darryn Diuguid	McKendree University	IL
Ileana Jiménez	Teachers College, Columbia University	NY
Rick Joseph	Birmingham Covington School	MI
Summer Melody Pennell	Truman State University	MO
Vanessa Perez	Clinton High School	OK
Tadayuki Suzuki	SUNY Cortland	NY
LaMar Timmons-Long	New York City Dept. of Education	NY
Craig A. Young	Bloomsburg University of Pennsylvania	PA

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

- We continue to partner with the Gender and Sexualities Equality Alliance to promote visibility of LGBTQIA* topics at NCTE. Additionally, we continue working with NCTE to select and promote a range of conference sessions that address the committee's charge.
- We continue to publish original pieces for NCTE's official blog, *Literacy and NCTE*, that offer educators pedagogical, curricular, and policy practices to best support and affirm LGBTQIA* students, families, and communities.
- Cody Miller, working with educator shea martin, is in the process of planning an NCTE Presents chat with Abdi Nazemian, author of *Like a Love Story*.
- Ileana Jiménez has taken responsibility of the Genders and Sexualities Equality Alliance Twitter account. Ileana is improving the digital outreach and social media components of our interconnected work supporting LGBTQIA* educators and students.
- We will have continued discussion about an #NCTEChat dedicated to supporting and affirming LGBTQIA* educators, communities, families, and students. COVID19 has, understandably, altered some of the original plans.
- The GSEA has launched a mini-grant program to honor the work of educators and/or organizations doing LGBTQ+ work in the state of each year's conference location. The 2020 recipient is "A Queer Endeavor" out of the University of Colorado – Boulder, steered by Drs. Bethy Leonardi and Sara Staley. They will receive funds to support a NCTE conference registration and their continued work. Beginning with the 2020 conference, the mini-grant recipient also delivers the keynote at the GSEA roundtable session.
- Craig Young and Adam Crawley have been selected as co-chairs for the Children's Literature Assembly Master Class (to occur during NCTE) for 2021. They are organizing an LGBTQ-themed session.

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

- Members of the committee volunteered to review for session proposals submitted with the LGBTQ strand. S. Adam Crawley and Summer Pennell attended the conference planning session in D.C. during February; per last year's report, the goal is to have one novice reviewer attend with one experienced reviewer and for this year's novice review to be next year's experienced reviewer, which creates an opportunity for a new member to attend and help plan the conference. However, this year both Adam and Summer were novice reviews. We fulfilled all of our allotted spots for the LGBTQ strand.
- The LGBTQ Advisory Committee and the Genders and Sexualities Equality Alliance created a poster and bookmarks that were shared with attendees at the 2019 NCTE Annual Convention

that took place November 21-24, 2019 in Baltimore. The poster and bookmarks were inspired by the work of the Committee Against Racism and Bias in the Teaching of English. [The poster and bookmarks are available here for downloading and printing.](#)

- The themed issue of *English Journal*: Affirming LGBTQ+ Identities was published in September 2020. Cody Miller was one of the guest co-editors. S. Adam Crawley and Craig Young contributed articles to the issue. Former advisory committee members Paula Greathouse and Toby Emert also contributed to the issue.
- Published pieces for the NCTE blog, which are provided below:

Month, Year	Author	Link
September 2019	Craig Young	https://ncte.org/blog/2019/09/importance-of-being-visible/
October, 2019	Tadayuki Suzuki	https://ncte.org/blog/2019/10/discussing-gender-binary-topics-elementary-students/
November 2019	Cody Miller & Summer Pennell	https://ncte.org/blog/2019/11/lgbtq-advocacy-visibility-ncte2019/
December 2019	Committee	https://ncte.org/blog/2019/12/looking-back-2019-successes-challenges-lgbtq-educators-students/
February 2020	Cody Miller	https://ncte.org/blog/2020/02/english-teachers-support-queer-youth-meme/
June 2020	Cody Miller & Summer Pennell	https://ncte.org/blog/2020/06/magical-lgbtq-young-adult-literature-pop-culture-nostalgia/
July 2020	LaMar Timmons-Long & Cody Miller	https://ncte.org/blog/2020/07/identity-community-family-love-victor-can-teach-us-classrooms/
August 2020	Tadayuki Suzuki	https://ncte.org/blog/2020/08/reading-aidan-became-brother-elementary-students/

- Additionally, members of the committee worked to enact the mission of the committee outside of NCTE. Examples of individual members work from the year include:
 - LaMar Timmons-Long was interviewed for the podcast *Beyond the Letters*: <https://blog.heinemann.com/beyond-the-letters-s2-building-brave-spaces-with-lamar-timmons-long>.
 - Katherine Mason Cramer published a blog for the Kansas Association of Teachers of English (KATE) in June 2020 entitled "[Leveraging NCTE's Position Statements to Support Teachers' Curricular Inclusion of Sexual and Gender Diversity](#)"
 - Katherine Mason Cramer and LaMar Timmons-Long are in an NCTE work group to revise/combine three NCTE position statements on gender diversity. Mollie Blackburn is chairing the work group, and they are nearing the final draft stages of the revised statement "Guidelines for Affirming Gender Diversity through ELA Curriculum and Pedagogy"
 - Cody Miller along with educator shea martin worked with author Abdi Nazemian to create a teacher's guide to Nazemian's young adult title, *Like a Love Story*
 - Toni Rose Deanon and Cody Miller both served on the Teaching Tolerance Advisory Board for the 2019-2020 school year

4. 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?

- Conference sessions speak to the range of educators who compose NCTE's membership from elementary education to teacher education
- Topics of original blog posts address K-12 educators, librarians, and teacher educators; original blog posts offer practical, classroom-based practices for supporting and affirming LGBTQIA* students, families, and communities through young adult literature, children's literature, writing instruction, professional development, classroom management, and outreach; blog posts are shared via social media to heighten the impact and visibility of the work being conducted by the committee; blog posts offer potential for future research articles and conference proposals/presentations
- The *English Journal* issue attended to the progress made since the 2009 issue, including the political, cultural, curricular, and pedagogical shifts in the last decade; the issue also attended to contemporary and lasting challenges that educators face when working to creating affirming ELA experiences for LGBTQIA* youth, families, and communities

- Twitter chats remain a popular venue for teachers to learn and develop their professional expertise and identities; #NCTEchat has been very successful in engaging in a broad group of teachers throughout the various chats; our chat would provide accessible professional learning for English teachers to create affirming ELA curriculum and pedagogy for LGBTQIA* youth, families, and communities
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Suggestions from your group: Your good ideas help direct future NCTE actions.

1. What significant changes or trends in our field point to action from the Council?
 - Continued attacks on LGBTQIA* students, families, communities, and educators from federal, state, and local governments
 - Despite growth in quantity of LGBTQIA*-centered texts, the texts are continually challenged and banned in schools
 - Teachers need professional learning opportunities to develop LGBTQIA*-affirming pedagogies and curriculum
 - More advocacy for intersectional work being presented at the conference by both teachers and researchers
2. What trends need to factor into medium- to long-term NCTE planning?
 - Increased focus on the intersections of race, ethnicity, sexual orientation, gender identity and expression, and other ways of being
 - Continue focusing on censorship, which disproportionately negatively impacts LGBTQIA*s texts from being included in classroom and library material
 - Continue supporting inclusion of LGBTQ strand in conference planning
 - Continue working on creating gender-inclusive and affirming spaces for all genders
 - Explicit discussions of how NCTE will support LGBTQIA* students, educators, and families in the current political climate
 - Highlighting of work by LGBTQIA* educators in online and physical spaces
 - Intentional recruitment of LGBTQIA* educators to write conference proposals, blog entries, and manuscript submissions
 - Include pronouns on NCTE material, including conference name badges
 - Conference registration for virtual 2020 convention was too expensive and exacerbated preexisting inequities, adding barriers for educators, especially K-12 teachers

Henry “Cody” Miller, Chair