

Wintre Foxworth Johnson, Ph.D.

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EDUCATION

- Ph.D. **University of Pennsylvania**
Reading/Writing/Literacy, Graduate School of Education
Graduate Certificate, Department of Africana Studies, Graduate School of
Arts and Sciences
- B.A. **University of Virginia**
High Distinction, African American and African Studies
Government, Concentration in American Politics

ACADEMIC APPOINTMENTS

- 2021-present **Assistant Professor of Education, tenure track**
University of Virginia, School of Education and Human Development
Department of Curriculum, Instruction, and Special Education
- Faculty Affiliate: *Center for Race and Public Education in the South
(CRPES); Youth-Nex Center for Effective Youth Development*

PUBLICATIONS

REFEREED JOURNAL ARTICLES

- Johnson, W.F.** & Turner, J.D. (forthcoming, September 2023). To Dream, To Fly, and To Be: Depictions of Black Livingness in Contemporary African American Children's Literature. *Language Arts*.
- Johnson, W.F.** (2022). Conducting Racial Awareness Research with African American Children: Unearthing their Sociopolitical Knowledge through Pro-Black Literacy Methods. *Journal of Early Childhood Literacy*.
- Johnson, W.F.** (2022). "History is a Way of Building Identity": How One Independent Neighborhood Elementary School Uses Black Cultural Movements to Engage Children's Sociopolitical Perspectives. *Language Arts*, 99(3), 167-178.
- Flores, T.T., Schwab, E., **Johnson, W.F.**, & Rusoja, A. (2020). Intergenerational Literacies: The Racial, Linguistic, and Cultural Resources of Families in Raising Young Children of Color. *Literacy Research: Theory, Method & Practice*, 69(1), 285-302.
- Gadsden, V. L., **Johnson, W. F.**, & Rahman, S. (2019). Civic Knowledge, Engagement, and Participation: Narratives of Youths of Color in Urban Schools. *Peabody Journal of Education*, 94(1), 78-96.

IN PROGRESS MANUSCRIPTS

- Johnson, W.F.** (accepted). "Harriet Tubman Is a Superhero": Conceptualizing Young

African American Children's Sociopolitical Awareness as Imaginative Praxis. *Urban Education*.

Johnson, W.F. (under review). "You cannot come to this country. That's what the government says sometimes when you're brown": African American children's critical literacies and emergent solidarity. *Contemporary Issues in Early Childhood*.

Johnson, W.F., Vlach, S., & Leija, M. (under review). Sociopolitical Comprehension Instruction: Young Children's Experiential Knowledge as Intellectual Meaning-Making. *Research in the Teaching of English*.

Rahman, S. & **Johnson, W. F.** (under review). Within and Beyond Public Education: Black Communities' Historical and Contemporary Struggles in Pursuit of Educational Justice. *Journal of Negro Education*.

Johnson, W. F. & Rahman, S. (in preparation). They're Not Too Young: Centering Young Children of Color's Racialized Knowledge and Disrupting White Supremacy Through Critical Pedagogy in Early Elementary Classrooms. In Covino-Poutasse, K. & Mulcahy, C. (Eds.) *Moving Students Toward Empowerment, Equity and Education for Liberation: The Intersections of Critical Pedagogy, Critical Literacy, and Social Justice*. Rowan & Littlefield.

INVITED PUBLICATIONS

Johnson, W.F. (February 2023). Black History Belongs in Elementary School. *Education Week*. <https://www.edweek.org/teaching-learning/opinion-black-history-belongs-in-early-elementary-school/2023/01>.

Johnson, W. F. & Rahman, S. (2021, December 20). [Review of the book *Radical Care: Leading for Justice in Urban Schools* by R.L. Rivera-McCutchen] *Teachers College Record*. <https://www.tcrecord.org>.

Johnson, W.F. (2021). The Annual Convention Is a Time of Renewal: Building Connection, Finding Community, and Engaging in Critical Reflection. *National Council of Teachers of English*. <https://ncte.org/blog/2021/10/building-connection-finding-community/>.

UNIVERSITY TEACHING AND ADVISING EXPERIENCE

DOCTORAL LEVEL

Advanced Curriculum: The Power of School Knowledge

University of Virginia, School of Education and Human Development

Understanding Race and Politics-Social Foundations of Education (*Teaching Assistant*)
University of Pennsylvania, Graduate School of Education

Multicultural Issues in Education (*Teaching Assistant*)
University of Pennsylvania, Graduate School of Education

MASTERS LEVEL

Young Adult Literature
University of Virginia, School of Education and Human Development

Professional Capstone
University of Virginia, School of Education and Human Development

Assessing Language and Learning Differences (*Instructor, Co-Instructor & Teaching Assistant*)
University of Pennsylvania, Graduate School of Education

Portfolio Co-Coordinator & Supervisor
Reading/Writing/Literacy Master's Portfolio
University of Pennsylvania, Graduate School of Education

Multicultural Issues in Education (*Teaching Assistant*)
University of Pennsylvania, Graduate School of Education

Issues in Education and Health: Disparities and Prevention in Schools and Communities (*Teaching Assistant*)
University of Pennsylvania, Graduate School of Education

UNDERGRADUATE LEVEL

Academic Advisor, Elementary Teacher Education Program
University of Virginia, School of Education and Human Development

Introduction to Curriculum, Instruction, and Assessment
University of Virginia, School of Education and Human Development

History of African American Education
Penn State Abington, Interdomain General Education

Issues of Diversity in Children's Literature
Penn State Abington, Language and Literacy Education

A Borderless Caribbean (*Teaching Assistant*)
The Center for Africana Studies Summer Institute for Pre-Freshman
University of Pennsylvania, College of Arts and Sciences

Getting to Know the People in Slavery (*Teaching Assistant*)

The Center for Africana Studies Summer Institute for Pre-Freshman
University of Pennsylvania, College of Arts and Sciences

PRESENTATIONS

CONFERENCE PAPER PRESENTATIONS

Johnson, W.F. (2023, November). Black Teacher Educators Centering Black Intellectualism and Humanity in Their Theory, Pedagogy, & Praxis. National Council of Teachers of English Annual Convention, Columbus, OH.

Johnson, W. F. (2022, April). "Harriet Tubman is a Superhero": Young African American Children Imagining Resistance Through Literate Expression. In Exploring Critical Literacies and Expressions that Promote Equity and Justice in Early Childhood Education. [Roundtable]. American Educational Research Association Annual Meeting San Diego, CA.

Johnson, W. F. (2022, April). Chair, Black Mamas Teach: Leaning on, learning from and centering Black M(other)work as educational praxis [Symposium]. American Educational Research Association Annual Meeting San Diego, CA.

Johnson, W. F. (2021, November). "History is a Way of Building Identity": How One Elementary Community School Uses Black Cultural Movements to Engage Children's Sociopolitical Perspectives. National Council of Teachers of English Annual Convention, Virtual.

Johnson, W. F. (2020, April) Critical Race Literature Circles as Nuanced Methodology: Examining Young African American Children's Sociopolitical Knowledge and Racial Awareness [Symposium]. American Educational Research Association Annual Meeting San Francisco, CA <http://tinyurl.com/sepoh82> (Conference Canceled).

Johnson, W. F. (2020, April) Diverse Parental Racial Socialization Practices of Young African American Children Attending an Urban Community School [Symposium]. American Educational Research Association Annual Meeting San Francisco, CA <http://tinyurl.com/td83sdg> (Conference Canceled).

Johnson, W. F. (2019, December) Young African American Children's Oral Expression of Immigration, Politics, and Race in After-School Literacy Circles [Roundtable]. Literacy Research Association Annual Conference Tampa, FL.

Johnson, W. F. (2019, December) Examining the Role of White, LGBTQ Adoptive Parents in Raising Young Race Conscious African American Children [Symposium]. Literacy Research Association Annual Conference Tampa, FL.

Johnson, W. F. (2019, November) “They just shot him, just because of his color”: First Grade African American Children Demonstrating Critical Racial Awareness in an After-School Literacy Circle [Symposium]. National Council of Teachers of English Annual Convention, Baltimore, MD.

Johnson, W. F. (2019, November) First Grade African American Children’s Intertextual Meaning Making Practices in an Urban Community School [Symposium]. National Council of Teachers of English Annual Convention, Baltimore, MD.

Johnson, W. F. (2019, April) The Nature of Racial Socialization for Young Black Children: The Development of Sociopolitical Knowledge [Roundtable]. American Educational Research Association Annual Meeting, Toronto, ON.

Gadsden, V.G., **Johnson, W. F.** Derry, M., Rahman, S., & Badaki, O. (2019, April) Civic Engagement, Identity, and Activism: Narratives from Youth of Color in Urban Schools [Symposium]. American Educational Research Association Annual Meeting, Toronto, ON.

Johnson, W. F. (2019, February) Young Urban African American Children’s Use of Multiple Literacies to Express Interpretations of Contemporary and Historical Racism [Symposium]. 40th Annual Ethnography in Education Research Forum, University of Pennsylvania, Philadelphia, PA.

CONFERENCE POSTER SESSIONS

Johnson, W. F. (2019, November) First Grade African American Children’s Racial Awareness, Literacy Practices, and Sociopolitical Meaning Making in an Urban Community School. National Council of Teachers of English Annual Convention, Baltimore, MD.

Johnson, W. F. (2018, November). First Grade African American Children’s Racial Awareness and Literate Meaning Making Practices in an Urban Community School. Poster presentation for The National Council of Teachers of English Annual Convention, Houston, TX.

INVITED LECTURES AND PRESENTATIONS

Johnson, W.F. (2022, April) Freedom Dreaming in the K-12 Classroom: Choosing Multicultural Children’s and Young Adult Literature for Liberatory Literacy Experiences. Workshop presented at Educating for Democracy Conference.

Johnson, W. F. (2021, December) “Invited lecture for Teaching Language Arts in the

Elementary School. Course Instructors: Drs. Grace Player and Douglas Kaufman. Neag School of Education, University of Connecticut.

Johnson, W. F. (2021, October) “From Diverse Classroom Libraries to Critical Literacy Pedagogies: Using Literature to Work for Justice in ELA Classrooms”. Featured Speaker for Fall Conference of the Richmond Chapter of the Virginia State Literacy Association.

Johnson, W. F. (2020, February) “Critical Race Theory as a Methodological and Analytic Lens in Conducting Sociocultural Literacy Research with Young African American Children”. Invited Lecture for Course Instructor: Dr. Saba Vlach, College of Education, University of Iowa.

Johnson, W. F. (2020, February) “Examining the Sociopolitical Knowledge, Racial Awareness, and Literate Meaning-Making Practices of First-Grade African American Children in an Urban Community School”. Guest Lecture for Qualitative Modes of Inquiry. Course Instructor: Dr. Sharon Ravitch, Graduate School of Education, University of Pennsylvania.

Johnson, W.F. (2019, February) “First Grade African American Children Demonstrating Racial Awareness Through Multiple Literacies in an Urban Community School”. Invited lecture for Literacy Frameworks. Course Instructor: Dr. Gerald Campano. Mid-Career Doctoral Program in Educational Leadership. Graduate School of Education, University of Pennsylvania.

Johnson, W. F. (2018, December) “Young African American Children’s Race Consciousness Through Multiple Literacies in an Urban Community School”. Invited lecture for Teaching Language Arts in the Elementary School. Course Instructors: Drs. Douglas Kaufman and Grace Player. Neag School of Education, University of Connecticut.

Johnson, W. F. (2018, October) “Examining Young Urban African American Children’s Racial Awareness and Literate Meaning Making Practices”. Guest Lecture for Educational Leadership and Literacy Seminar. Graduate School of Education, University of Pennsylvania in partnership with the University of Guadalajara.

Johnson, W.F. (2018, September) “Examining the Possibilities and Constraints of Leveling Texts for Early Learners”. Guest lecture for Literature for Children and Adolescents, Course Instructor: Dr. Ebony Elizabeth Thomas. Graduate School of Education, University of Pennsylvania.

HONORS AND AWARDS

2022 Language Arts Distinguished Article Award, National Council of Teachers of English

2022 Teaching Under the Threat of Suppression: Examining Early Elementary Educators’ Perspectives on Justice-Oriented Teaching in a Post-Pandemic

	World. IDEAs Grant, UVA EHD Dean's Research and Development Fund (\$9996)
2022-present	Office of DEI Small Grant, UVA School of Education and Human Development (\$1500 annually)
2020	Ralph C. Preston Award for Scholarship and Teaching Contributing to Social Justice and Educational Equity, Reading/Writing/Literacy Program, University of Pennsylvania Graduate School of Education
2020	Penn State Abington Diversity Pre-Doctoral Fellowship
2019-2020	National Academy of Education/Spencer Dissertation Fellowship
2018-2020	National Council of Teachers of English Cultivating New Voices Among Scholars of Color Fellowship
2014-2020	William Fontaine Society Graduate Fellowship, University of Pennsylvania
2019, 2020	William Fontaine Spring Research Travel Fellowship
2019, 2020	University of Pennsylvania GAPSAs Research Student Travel Grant
2019	Ford Foundation Dissertation Fellowship, Honorable Mention
2018-2019	UPenn Graduate School of Education Scholarship Award
2014-2018	Gloria T. Chisum Fellowship, University of Pennsylvania Graduate School of Education Named Scholarship
2016	Ford Foundation Predoctoral Fellowship, Honorable Mention & Alternate

PROFESSIONAL SERVICE

NATIONAL

Action for Anti-Racist Responsibilities Committee Member, 2023-present
 Early Childhood Education Assembly, National Council of Teachers of English (NCTE)

ELATE (English Language Arts Teacher Educators) Nominating Committee Member, 2022
 National Council of Teachers of English (NCTE)

Peer Reviewer, 2022
 Special Issues Series, NCTE Books Program

Faculty Mentor, 2022

American Educational Research Association Division K (Teaching and Teacher Education)
Graduate Student Preconference

Ad Hoc Manuscript Reviewer
Urban Education
Research in the Teaching of English (RTE)
Language Arts
Contemporary Issues in Early Childhood
International Journal of Qualitative Studies
The Critical Social Educator

Proposal Reviewer
National Council of Teachers of English Annual Convention, 2019-present
American Educational Research Association Annual Meeting, 2018-present
Literacy Research Association Annual Conference, 2019
Ethnography in Education Research Forum, 2016-2019

UNIVERSITY AND DEPARTMENTAL

Faculty Sponsor, 2022-present
SEEDS (Students of Education Engaged in Diversity Scholarship) for Change Organization
University of Virginia, School of Education and Human Development

Conference Co-Chair, 2022
Youth-Nex's 8th Conference, *Pass the Mic: Amplifying Youth Voice and Agency*
University of Virginia, School of Education and Human Development

Co-Coordinator, 2021-present
Cooper Lecture Series
University of Virginia, School of Education and Human Development

Coordinating Volunteer, 2019
40th Ethnography in Education Research Forum
University of Pennsylvania, Graduate School of Education

Student Coordinator, 2018
Albert M. Greenfield and William T. Carter Lecture on Early Childhood Well-Being and Families
University of Pennsylvania, Graduate School of Education

Graduate Fellow and Mentor, 2015-2016
The Center for Africana Studies Summer Institute for Pre-Freshman
University of Pennsylvania, College of Arts and Sciences

Student Liaison, 2016
University of Pennsylvania, Graduate School of Education Faculty Tenure Reappointment
Review Committee

Committee Member, 2015
University of Pennsylvania, Graduate School of Education Awards Committee

GRADUATE STUDENT MENTORSHIP

Ph.D. Preliminary Examination Committee Member
Aaron Blatt (2023)
Mandy Flores-Curley (2023)
University of Virginia, School of Education and Human Development

Dissertation Committee Member
Jacob Elmore (2023)
University of Virginia, School of Education and Human Development

PROFESSIONAL MEMBERSHIPS

American Educational Research Association (AERA)
Division G: Social Contexts of Education
Research Focus on Black Education SIG
Critical Perspectives on Early Childhood Education SIG

National Council of Teachers of English (NCTE)
Early Childhood Education Assembly (ECEA)
Black Caucus
English Language Arts Teacher Educators (ELATE)

National Council of Teachers of English Assembly for Research (NCTEAR)