



EQUITY IN EDUCATION PROGRAM

#ILAequity | #ILA19

PROGRAM

Culturally responsive classrooms. Social-emotional learning.
Real-world teacher preparation. Meaningful, ongoing professional development.
Accessible libraries promoting diversity and inclusion.

The Equity in Education Program at ILA 2019 looks at these crucial components through the lens of literacy instruction. Interactive programming and collaborative work sessions span all four days of the conference, offering multiple opportunities to explore literacy's role in creating equitable learning environments, as well as how to take action in schools, districts, and communities.

THURSDAY, OCTOBER 10

8:00 AM–4:00 PM | Room 295

INSTITUTE: Roles, Tools, and Approaches for Engaging in Bias-Free Practices*

Culturally sustaining, high-quality literacy instruction requires educators to audit not just curricula, methods, materials, and environments but also their own racial and cultural identities. Join this hands-on, interactive institute designed to help you identify hidden biases and increase racial and cultural sensitivity in your teaching. You'll walk away with practices that support social-emotional development and enable inclusive, culturally sustaining literacy instruction.

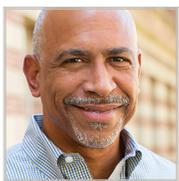
Presenters

Kathy Collins, Independent Consultant
Shawna Coppola, The Educator Collaborative
Aeriale N. Johnson, San Jose Public Schools
Anna G. Osborn, Jefferson Middle School

FRIDAY, OCTOBER 11

11:00 AM–12:30 PM | Theater A

EVENT: The Intersection of Literacy, Equity, and Social-Emotional Learning



Day 2 of the ILA 2019 Equity in Education Program draws on data and research to illustrate the role social-emotional learning plays in the literacy classroom—and why success relies on educators developing strong social and emotional competencies of their own. Led by General Session keynote **Pedro A. Noguera**, this interactive event will feature cross-sector literacy leaders sharing how they drive systemic implementation of SEL in classrooms, schools, and communities. Following these TED-style presentations, Noguera will facilitate an audience-driven Q&A.

Opening Remarks

Pedro A. Noguera, University of California, Los Angeles

Speakers

Jovanni Ramos, Foundation Preparatory Charter School
Justina Schlund, The Collaborative for Academic, Social, and Emotional Learning
Stephanie K. Siddens, Ohio Department of Education
Kathleen Theodore, American Institutes for Research

*Institute Day requires an additional fee and is not included in the cost of registration for Core Conference.

PROGRAM

SATURDAY, OCTOBER 12

11:00 AM–12:30 PM | Theater A

EVENT: Integrating Social-Emotional Learning in the Literacy Classroom



Day 3 of the Equity in Education Program at ILA 2019 shifts the focus to evidence-based strategies for integrating SEL in the literacy classroom. At this event, 2018 Louisiana State Teacher of the Year **Kimberly Eckert** leads a conversation with K–12 educators who've improved outcomes for all students by embracing and promoting SEL in the literacy classroom. Part TED-style presentations, part audience-driven Q&A, this unique and interactive event will demonstrate what evidence-based SEL looks like in literacy education.

Opening Remarks

Kimberly Eckert, Brusly High School

Speakers

Shawna Coppola, The Educator Collaborative

Gerald Dessus, The Philadelphia School

Tiana Silvas, PS 59

Tamera Slaughter, Center for the Collaborative Classroom

2:00 PM–3:00 PM | ILA Collaboration Station, First-Floor Lobby

SOLUTION ROOM: Turning Words Into Action

Looking to promote equity from the classroom to the community—and beyond? Held in the ILA Collaboration Station and facilitated by presenters from the Equity in Education Program, this session asks participants to work together in designing meaningful calls to action around equity, literacy, and social-emotional learning.

We've partnered with Digitell to stream several of ILA 2019's sessions and events live, including "The Intersection of Literacy, Equity, and Social-Emotional Learning" and "Integrating Social-Emotional Learning in the Literacy Classroom."

For information on how to watch and to register, visit ilaconference.org/live-stream.

PROGRAM

SUNDAY, OCTOBER 13

9:15 AM–11:15 AM | Room 286–287

SESSION: Equity Through Empathy*

The final day of the ILA 2019 Equity in Education Program examines the role that children’s literature can—and should—play in developing social-emotional skills and equitable learning environments. The program begins with this mixed-format session that includes keynotes, author spark talks, and a short panel with audience-generated Q&A.

Opening Remarks

Tricia Ebarvia, Conestoga High School
Chad Everett, Horn Lake Middle School

Featured Authors

India Hill Brown
Debbi Michiko Florence
Kyle Lukoff
Kwame Mbalia
Matt Mendez
Kashmira Sheth
Traci Sorell

1:15 PM–3:15 PM | Room 286–287

WORKSHOP: Empathy and Identity*

The program concludes with a powerful and thought-provoking look at the role children’s literature plays in creating inclusive classrooms. This workshop will focus on what research says about representation in the classroom—and how self-reflection is key for educators who want to foster truly equitable literacy learning environments.

Presenters

Tricia Ebarvia, Conestoga High School
Chad Everett, Horn Lake Middle School
Virginia Loh-Hagan, San Diego State University

SPEAKER BIOGRAPHIES



Kathy Collins is the author of *Growing Readers* (Stenhouse) and *Reading for Real* (Stenhouse), and coauthor with Matt Glover of *I Am Reading* (Heinemann). She presents at conferences and works in schools all over the world to support teachers in developing

high-quality, effective literacy instruction in the elementary school grades. Kathy has worked closely with the Teachers College Reading and Writing Project at Columbia University, and she was a first-grade teacher in Brooklyn, NY.

🐦 @KathyCollins15



Shawna Coppola has been an educator for almost two decades, working both as a middle school language arts teacher (6–8) and a literacy specialist/coach (K–6). As someone who believes in neurodiversity, she is a fierce advocate for all students, as

reflected in her two books on writing as well as her contributions to a variety of educational blogs. Shawna's work includes designing collaborative, inquiry-based projects that engage children in critical conversations around race, equity, and social justice. 🐦 @ShawnaCoppola



Tricia Ebarvia is a high school English teacher, a literacy consultant, and a codirector for the Pennsylvania Writing & Literature Project. As a 2016–18 Heinemann Fellow, she explored ways in which readers' varied and intersecting personal identities

inform how students read themselves, texts, and the world. In 2018, she cofounded #DisruptTexts to challenge the traditional canon and create a more inclusive, representative, and equitable language arts curriculum. 🐦 @triciaebarvia



Kimberly Eckert, 2018 Louisiana State Teacher of the Year, is a high school English teacher and reading specialist. Previously, she served as a special education teacher, a reading interventionist, and an instructional coach. In addition to teaching, she serves as

a National Education Association Foundation Global Learning Fellow and a Louisiana Educator Advocacy Development Fellow. She recently received Louisiana's inaugural Public Interest Fellowship for her work with Educators Rising.

🐦 @2018LATOY



Chad Everett is a middle school assistant principal and literacy coach in north Mississippi. A self-proclaimed literacy and technology geek, Chad marries his knowledge of effective technology practices to enhance student learning with his passion

for literacy. He's also deeply involved with community adult literacy initiatives and believes that the change needed to transform education extends beyond the school's walls.

🐦 @chadceverett



Gerald Dessus is a middle school cultural studies teacher at The Philadelphia School in Pennsylvania and an ILA 30 Under 30 honoree for 2019. Gerald has dedicated his career to serving historically

underrepresented youth in Philadelphia and, in addition to teaching, he serves as regional director for Beta Gamma Chi Fraternity Incorporated, a national inclusive fraternity he cofounded in 2009. 🐦 @gerald-dessus



Aeriale N. Johnson is a second-grade teacher in San Jose, CA. She is National Board Certified, specializing in early-middle childhood literacy. Aeriale was the recipient of a Fulbright Teachers for Global Classrooms fellowship, which took her to

India to study the modern-day impact of the vestiges of colonialism on government schools. She also received a Global Teacher Fellowship from the Rural School and Community Trust to study Reggio-inspired schools in Italy. She is a 2016–18 Heinemann Fellow. Her current action research is focused on empowering multilingual children who experience trauma and poverty. 🐦 @arcticisleteach



Virginia Loh-Hagan is an educator and author with more than 300 children's books and academic publications to her credit. Her wide range of teaching experience spans public school, online learning, and higher education settings. Currently, Virginia serves

as director for the liberal studies program at San Diego State University. 🐦 @virginialoh



Pedro A. Noguera is the distinguished professor of education at the Graduate School of Education and Information Studies at UCLA as well as the founder of the university's Center for the Transformation of Schools. His research focuses on the ways in

which schools are influenced by social and economic conditions. He is the author of 12 books and appears as a regular education commentator on CNN, MSNBC, National Public Radio, and other national news outlets. He has won several awards for his research and advocacy efforts aimed at fighting poverty. 🐦 @PedroANoguera



Anna G. Osborn works tirelessly to provide all students with equitable access to learner-centered, culturally sustaining literacy instruction and high-quality literature. Anna is a reading specialist at Jefferson Middle School in Columbia, MO.

She helps students embrace their inherent capacities to become thoughtful, lifelong readers and writers who liberate themselves. An ILA member and regular contributor, she is also a 2016–18 Heinemann Fellow, a member of the NCTE Literacies and Languages for All Board, and a doctoral student in reading at the University of Missouri-Columbia.

🐦 @AnnaOz249

SPEAKER BIOGRAPHIES



Jovanni Ramos is the principal of Foundation Preparatory Charter School, a literacy-focused K–5 school in New Orleans, LA, dedicated to delivering excellent, equitable education to all students. An educator for nearly 15 years, Jovanni has led

efforts to implement a high-quality social-emotional learning curriculum with proven results.



Justina Schlund is the director of field learning for the Collaborative for Academic, Social, and Emotional Learning, where she oversees efforts to translate essential learning from the field into resources and professional development that support

systemic social-emotional learning implementation.

Previously, Justina served as the executive director of Chicago Public School's Office of Social and Emotional Learning. Her experience includes teaching, early childhood administration, education policy analysis, and teacher preparation in the United States and rural China.



Stephanie K. Siddens is senior executive director of the Ohio Department of Education's Center for Student Supports, where she has worked since 2006. Her career includes more than 24 years of experience in prekindergarten through grade

12 education with roles as an administrator, a researcher, and a program evaluator, among others.  @SKSiddens



Tiana Silvas is a fifth-grade teacher at PS 59 in Manhattan and she served as a 2016–18 Heinemann Fellow. Previously, she taught upper elementary school and was a literacy coach in the South Bronx—work that helped lay the foundation of critical literacy and

culturally responsive teaching that drives her practice. Her research focuses on the ways in which writing increases resiliency and agency in students who face trauma and/or adverse childhood experiences.  @tianasilvas



Tamera Slaughter is a K–5 literacy educator, social-emotional learning advocate, and professional learning facilitator. As a manager of educational partnerships with the Center for the Collaborative Classroom, she relies on her 13 years of literacy

experience to guide Texas educators as they develop and facilitate equitable, inclusive, and collaborative literacy classrooms every day.  @TameraSlaughter



Kathleen Theodore is a senior technical assistance consultant at the American Institutes for Research, where she provides capacity-building services to state education agencies to sustain the use of evidence-based programs, practices, and interventions in early learning, literacy, and social-emotional learning.

Previously, she served in New Orleans Public Schools for more than 20 years as a classroom teacher, staff developer, and district reading facilitator.  @KatTheodore

ABOUT THE INTERNATIONAL LITERACY ASSOCIATION

The International Literacy Association (ILA) is a global advocacy and membership organization dedicated to advancing literacy for all through its network of more than 300,000 literacy educators, researchers, and experts across 146 countries. With over 60 years of experience, ILA has set the standard for how literacy is defined, taught, and evaluated. ILA's *Standards for the Preparation of Literacy Professionals 2017* provides an evidence-based benchmark for the development and evaluation of literacy professional preparation programs. ILA collaborates with partners across the world to develop, gather, and disseminate high-quality resources, best practices, and cutting-edge research to empower educators, inspire students, and inform policymakers. ILA publishes *The Reading Teacher*, *Journal of Adolescent & Adult Literacy*, and *Reading Research Quarterly*, which are peer reviewed and edited by leaders in the field. For more information, visit literacyworldwide.org.

For all media inquiries, including interview requests, please contact press@reading.org.



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