



## 2022 Call for Proposals

Application Deadline: Friday, October 15 at 11:59 p.m. EST

The English Language Development (ELD) Professional Learning Summit seeks high-quality sessions that explicitly draw connections between current research, theory and educational practice. Presentations that are co-designed and co-presented by researcher-practitioner teams will receive additional consideration in the review process.

The ELD Summit is a virtual community for teachers, administrators, scholars and Department of Education staff. Summit attendees engage in professional practices of knowledge sharing, discussion, critical analysis and re-visioning of educational policies and practices for the purpose of advancing the quality of educational experiences for multilingual learners and their families. Each ELD Summit session seeks to promote the goal of strengthening systems and building capacity at all levels.

The 2022 Planning Committee is particularly interested in session proposals that address the following topics:

- Innovative strategies for ensuring equitable access to technology
- Approaches to differentiate instruction for multilingual learners in content classrooms
- Pre-service teacher preparation for teaching English learners
- Strengthening relationships among ELD stakeholders, including school board/district administrators
- Re-envisioning curriculum, instruction, assessment and/or school climate within a critical pedagogical framework
- Designing high-quality ELD curriculum

This virtual professional learning summit will focus on both formal and informal learning across the lifespan, attending to students' positive educational and developmental growth by promoting strong partnerships between home, school and community contexts.

## Submission Instructions

Proposals must be submitted through the Call for Proposals online submission form by **Friday, October 15 at 11:59 p.m. EST**. If your session will be co-presented, please complete one submission form. Nominate a lead presenter to serve as the point of contact for your proposal and be responsible for collecting all necessary information from co-presenters to complete the application.

The Call for Proposals online submission form includes four major components: presenter information; session proposal form; biographical sketch(es); and professional headshot(s).

Incomplete proposals may not be considered. Applicants will be notified of their acceptance by early December.

## Presentation Themes

The 2022 ELD Virtual Professional Learning Summit seeks session proposals that highlight innovative and effective practices related to EL education; administrative leadership; promising practices for promoting student achievement; strengthening systems to support high-impact family engagement; designing strong home-school-community partnerships; culturally responsive schools and classrooms; collecting, analyzing, and using data to make programmatic and instructional decisions; leadership in connecting educational policy and practice; and strategies that foster student resiliency.

### **Educational Data Collection, Analysis, and Use**

The collection, analysis and use of educational data are central to educational improvement efforts. Data-driven decision-making is a cornerstone of educational practice in the 21st century, and federal and state regulations are pushing data-based programming to the forefront for determining accountability measures.

We invite proposals that expand our understanding, conceptualization and knowledge of data collection, analysis and use to include educators at all levels (i.e. classroom teachers, school principals, district-level administrators) in the data-driven decision-making experience. Topics within this theme include:

- Offer training on designing research initiatives that include collecting, analyzing and using data.
- Provide guidance on methods for data collection and analysis.
- Provide opportunities for educators to practice analyzing data sets.
- Offer examples of successful practitioner research initiatives in schools.

### **Educational Policy and Leadership**

Educational policymakers and administrative leaders at the state and local levels are working to adapt current practices and develop innovations to comply with the new federal regulations under ESSA. Educational leaders play a key role in understanding current policy, disseminating that knowledge, and determining best practices for policy implementation. Leaders must have accurate and in-depth knowledge of the most recent policy developments and recognize the ways in which educational policy impacts educational practice.

We invite proposals that are designed to strengthen the knowledge base in our professional communities about various topics within the policy realm as well as workshops that explore and demonstrate examples of innovative and effective leadership in schools and communities. Topics within this theme include:

- Present models for supporting new educators, school staff or administrators, and/or responding to teacher-turnover.
- Overview and provide guidance on current policy and regulations and the ways in which they impact educational practice.
- Share practices for strengthening educational leadership within and across school systems through mentorship, apprenticeship, teacher preparation fieldwork or in-service teacher residency.
- Share strategies for increasing the diversity in educational administration through training/or and recruitment.

## **Family Engagement and Community Partnerships**

Our vision for family engagement extends beyond school walls as we consider ways to build home-school-community partnerships that deeply explore the power of authentic relationships.

We invite proposals that present techniques and best practices that school- and community-based support services personnel, classroom teachers and specialists, and school and district administrators can draw upon to develop or strengthen family engagement initiatives and community partnerships. Proposals that explicitly articulate how their family engagement approach is in alignment with ESSA will receive priority consideration. Topics within this theme include:

- Explore successful examples of parents and teachers collaborating on curriculum, instruction and/or assessment.
- Offer guidance to practitioners and leaders for developing collaborative cultures in which parents and school staff are able to engage in discussions around co-designing and co-planning initiatives and/or student programs.
- Offer innovative initiatives that show promise for promoting high-impact family engagement; fostering an inclusive classroom climate that celebrates student and family diversity; and compiling educational resources that reflect the diverse heritages of the students and community.
- Share innovative strategies for sustaining ongoing participation of parents and families in parent engagement initiatives.
- Articulate strategies for meaningful communication with families whose primary home language is other than English to ensure that families are able to engage in informed decision-making regarding their child(ren)'s education.

## **Instructional Practices for Promoting Student Achievement in K-12**

English learners make up one of the fastest growing student populations in U.S. educational settings, and educators across instructional contexts share responsibility for meeting the needs of these diverse students.

We invite proposals that address innovative instructional designs and practices that seem promising for facilitating student achievement. Topics within this theme include:

- Offer approaches for analyzing, selecting or authoring culturally-responsive curricular, instructional and/or assessment materials.

- Share specific examples and approaches to support ELs in informal educational contexts.
- Strategies that facilitate increased attendance, engagement, retention and graduation.
- Focus on connecting learning opportunities and ensuring that ELs have equal access to resources.
- Share practices that are rooted in current research and practice for promoting literacy and biliteracy for emergent multilingual students at all levels of their education.
- Offer strategies for making grade-level academic content accessible and relevant to multilingual students.
- Present examples of culturally-responsive curriculum designs and pedagogy.
- Present promising practices for supporting students who are transient and/or have limited or interrupted formal education.
- Share promising practices related to designing and implementing the LIEP to meet the needs of ELs who have been identified and placed in ELD.

## **Social Justice Education**

Access to equitable, affirming and socially just education is a critical concern for all educators and students.

We invite proposals that will address ideas, concepts, practices and activities that focus direct attention on contesting linguisticism, racism and other social injustices, and promoting equitable opportunities for multilingual learners. Topics within this theme include:

- Engage participants in ongoing reflection about our own experiences with privilege and prejudice and on how our schools provide equitable opportunities for multilingual learners.
- Share practices that promote agency for multilingual learners in our educational settings.
- Demonstrate ways to collect and analyze data to provide a clearer picture of root causes and ideas for action related to systemic injustices and equitable opportunities for our multilingual learners.
- Interrogate systemic injustice that is either or both societal and/or school-based.
- Explore culturally and linguistically responsive pedagogies.
- Present pathways for re-envisioning curriculum, instruction, assessment and/or school climate within a critical pedagogical framework.

## **Strategies that Foster Social Emotional Learning and Student Resiliency**

In our rapidly and ever-changing global world, students are facing changes in hyper speed. For English learners, that change often includes crossing a myriad of physical and symbolic borders, learning a new language, and integrating into a more multicultural sense of being as they move between their home culture and the dominant culture of U.S. schooling and society. Resiliency allows students to face adversity and adapt to new and often difficult circumstances in a positive and productive manner. Children who develop resiliency are better equipped to learn from failure and accept challenges as opportunities and exhibit a growth mindset (Price-Mitchell, 2015).

We invite proposals that focus on proven strategies and practices that foster student resiliency. Topics within this theme include:

- Share strategies to help students develop and maintain positive coping mechanisms related to stress and trauma.
- Offer guidance on ways in which teachers and administrators can help facilitate positive acculturative outcomes for English learners.

- Share examples of programs or practices that facilitate students' development of a positive and affirming identity, develop strong interpersonal relationships with peers and adults.
- Share strategies for helping students develop and maintain a growth mindset.

## Types of Virtual Sessions

### **Interactive Workshop (90 minutes)**

An interactive workshop provides an opportunity to engage participants in active, collaborative, experiential learning. The primary focus of an interactive workshop is to facilitate participants' development of one or more skills. Sessions that model a promising practice or instructional strategy and engage participants in application, reflection and inquiry are especially encouraged. Presenters are encouraged to use ZOOM breakout rooms to facilitate group discussion.

Interactive workshops should be designed to accommodate up to 100 participants.

### **Presentation (90 minutes)**

A presentation offers information to develop or expand attendees' knowledge about a specific topic in which a presenter offers a formal presentation in the form of a PowerPoint or Prezi, for example. Presenters will engage the audience throughout the presentation through discussion, chat box Q&A, polling and/or other engagement strategies.

Presentations should be designed to accommodate up to 300 participants.

## Selection Process

The Review Committee is charged with selecting a balance of proposals with respect to topics, formats and audiences. At least three readers will review proposals for the following:

- Relevance of content
- Theoretical foundations
- Proposal objectives and participant outcomes
- Audience engagement

The possible range for individual criteria score is 1-5 with 5 being the highest (criteria present but weak, score of 1-2; average, score of 3; extremely strong, score of 4-5). The highest possible total combined score for a proposal is 20.

## Notification of Accepted Proposals and Lead Presenter Responsibilities

Center for Schools and Communities will notify only the lead presenter of the acceptance or rejection of proposals, so lead presenters should keep a copy of the proposal and should share the acceptance decision with co-presenters. Lead presenters of accepted proposals will be notified by early December.

## Speaker Fees/Honoraria

There is no registration fee for the virtual 2022 ELD Virtual Professional Learning Summit. **The planning committee will not provide speaker fees/honoraria for presenters.**

## Technical Support

All presenters will have a moderator to troubleshoot any technical issues that arise during their session. Presenters will have the opportunity to attend a presenter orientation session and complete a presenter technical assistance form prior to the start date of the 2022 ELD Professional Learning Summit.

If you have any questions regarding the 2022 ELD Professional Learning Summit or the Call for Proposals, contact the [English Language Development Program](#).