

Diversity, Equity, and Inclusion in the ESOL Classroom: Moving from Embracing to Implementing DEI

Fall 2021
CATESOL OC Chapter
Workshop

A Virtual Workshop:
Saturday, September 4, 2021
9:00 a.m. - 2:30 p.m.



AGENDA

Opening: 9:00 - 9:20 a.m.

Session One: 9:20 - 10:35 a.m.

JPB Gerald

Session Two: 10:40 - 11:55 a.m.

Sydney Snyder, Ph.D.

Posters & Publishers/Opportunity Drawing:

12:00-12:55 p.m.

Session Three: 1:00 - 2:15 p.m.

Erika Saito, Ph.D. & Julie Goldman, Ph.D.

Closing/Opportunity Drawing:

2:15 - 2:30 p.m.

Presented by CATESOL OC

A Professional Organization Serving Teachers of English to
Speakers of Other Languages In Orange County, CA

With the recognition of the need for continual growth in diversity, equity, and inclusion in the field, CATESOL Orange County is proud to present our fall workshop to help us better understand the issues at hand, and how to implement change in our classrooms to support our students from all walks of life. **Please view the session descriptions on the next page for more information.**



Registration Rates:

\$5-student members/poster presenters

\$15-members/ TESOL Affiliates

\$25-non-members

\$40 publishers

Workshop Schedule

FALL 2021
CATESOL OC
WORKSHOP PROGRAM

SESSION ONE: 9:20 - 10:35AM

Session 1: What's Possible? Envisioning ELT After Whiteness is Decentered

This is a presentation based on JPB Gerald's series of articles, first in 2020 in the BC TEAL journal, and subsequently in 2021 in Language Magazine, all of which focus on whiteness in language teaching and the harm caused by its exclusionary nature. This presentation travels from the past (how whiteness was centered in ELT), to the present (the impact of whiteness in ELT), to a future not yet realized, in which whiteness is decentered in the ELT classroom, in ELT training, and in the ELT industry altogether. This is a presentation that calls for all of us to eschew shortcuts and to take substantive steps towards radical love for racialized students and teachers.

JPB Gerald is an adult educator and doctoral candidate at CUNY-Hunter College pursuing an EdD in Instructional Leadership. His scholarship focuses on language education, racism, and whiteness. He lives with his wife, young son, and dog in New York, on stolen Munsee Lenape and Canarsie territory. He hopes you will join him on the journey towards decoding and decentering whiteness in language teaching.



SESSION TWO: 10:40 - 11:55AM

Session 2: Culturally Responsive Teaching for Multilingual Learners

In this hands-on session, Dr. Sydney Snyder will present a framework for culturally responsive teaching for multilingual learners. During this session, you will explore the definition of culture and its role in teaching and learning. You will also learn about five guiding principles for developing a culturally responsive school climate for multilingual learners, discussing tools and strategies framed around these five principles. Finally, you will also have an opportunity to apply these strategies to your context.

Sydney Snyder, Ph.D., is the co-author of *Culturally Responsive Teaching for Multilingual Learners; Tools for Equity and Unlocking English Learners' Potential: Strategies for Making Content Accessible*. She is a Principal Associate with SupportEd, a woman-owned small business dedicated to advocacy and educational equity for multilingual learners and their families. You can connect with her at Sydney@GetSupportEd.net or on Twitter at [@SydneySupportEd](https://twitter.com/SydneySupportEd).



SESSION THREE: 1:00 - 2:15PM

Session 3: Using an Equity Lens to Explore Identity, Mindset, and Skills in an ESOL Classroom

What does it mean to leverage equity-centered, social and emotional learning in the K-16+ classroom? This interactive presentation will address how teachers can leverage their students' linguistic funds of knowledge, analyze language demands, and amplify the linguistic context through an equity-based social emotional lens. Participants will explore the National Equity Project's Learning Partnership Bridge: What do I understand about my own identity and how do my students experience me? (Identity), What are my assumptions about my students' abilities to succeed as language learners? (Mindset), How can I inform my practice, classroom design, and curriculum by listening to and learning from students? (Learning Conditions).

Erika Saito, Ph.D., Assistant Professor & Course Lead in Social Emotional Learning at National University, College of Education and consultant for The Asian American Education Project. Dr. Saito's background in K-16+ classrooms includes over 15 years as a classroom teacher, T.O.S.A., and Department Chair in both public and private institutions in southern California and in China. Dr. Saito's research and published work center on Asian American history, international students, co-ethnic communities and societal reception in relation to ethnic identity and educational outcomes. She currently serves as the AERA SEL-SIG Secretary, CIES Co-Chair for Youth Development and Education, Education Committee for Tsuru for Solidarity, and Associate Editor for *Journal of Interdisciplinary Studies in Education*.



Julie Goldman, Ed.D., Director, Equity Curriculum and Instruction for the San Diego County Office of Education, supports curricular leaders to design and implement equity-focused K-12 instruction; develops and implements state and federal grants; and oversees the program design, professional learning, and curriculum development for the Writing Redesigned for Innovative Teaching and Equity (WRITE) Institute, a National Academic Excellence Model and statewide literacy initiative. Dr. Goldman has also taught English, humanities, journalism, sociology, and education courses in K-12, college, and university contexts in the U.S. and internationally, including Argentina, Mexico, Spain, and Taiwan. Her research areas include second language writing and teacher efficacy through a social justice lens.



REGISTER



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