Proposal Submission Guidelines

The International Literacy Association 2020 Conference (ILA 2020) is an ideal forum for literacy professionals to share their knowledge, research, and best practices, as well as to network with colleagues from across the globe. The educational programming that is submitted, reviewed, and selected by literacy educators is key to the event's success*. All reviewed proposals must be submitted electronically via the ILA 2020 proposal submission site. Reviewed proposals **will not be accepted after Monday, December 9, 2019.**

Instructions for Proposal Submission

1. Read this Proposal Submission Guidelines document and all linked resources.
2. This year, all submitters will need to create a new profile at **ilaconference.org/proposals** before submitting a proposal.
3. After you log in, click Create New Proposal. The submission page showing the tabs that require completion will appear. Please familiarize yourself with the tab headers and required fields before entering any information.
4. All text boxes show character limits, which include characters and spaces, and will count down as you enter your information. You can copy and paste from a previously created document; however, please check the character counts before copying and pasting so your content is not cut off in the system.
5. Create a concise, engaging, and accurate title for your proposal that reflects the presentation content and will entice attendees. Do not enter presenter information in the title field.
6. Choose your **session type** carefully; once you make your selection in the system, you **cannot** change it.
7. Follow the instructions on the Presenter(s) tab to assign the primary and copresenters. (The *primary presenter* is the author who is submitting the proposal and to whom all correspondence from ILA will be sent; *copresenters* are all additional presenters contributing to the proposal.)
8. Select the appropriate age level for your presentation, a **category** to guide the peer-review process, and the target audiences for your presentation.
9. As you complete your submission, refer to the **ILA 2020 Scoring Rubric for Peer-Reviewed Proposals** to ensure that you're meeting the reviewers' expectations as they score your proposal.
10. Your proposal will not be submitted until you click "Yes, I am ready to submit my proposal." After it is submitted, you may edit the proposal (except for the session type) until the submission deadline. (Remember to click Save in order to submit your edits.)

Notification

Notification of acceptance/nonacceptance will be sent via email in **February 2020**.

Registration Fees

All presenters are responsible for their ILA 2020 Conference registration fees and any expenses associated with the presentation. For accepted institute proposals, complimentary registrations are offered for up to 10 presenters for Institute Day ONLY.

*Due to space and time limitations, only an estimated 30% of submissions can be accepted each year. This acceptance rate maintains a high-quality level of programming.

ILA 2020 SCORING RUBRIC FOR PEER-REVIEWED PROPOSALS

	1 INSUFFICIENT	2 POOR	3 FAIR	4 GOOD	5 EXCELLENT
RESEARCH BASED Does the proposal show **evidence of current research?**	There is no indication that the proposal is grounded in research.	The proposal states research but that research is not current.	The proposal states some relevant research and/or best practices.	The proposal states relevant, current research, and/or best practices.	The proposal clearly indicates a grounding in and intent to apply relevant, current research, and/or best practices.
HIGHLIGHTS BEST PRACTICES OR NEW LEARNING How well does the proposal capture an **innovative approach, new learning in the field, or important practices?**	The proposal does not include new or important practices.	The proposal does include some new or important practices, but it is not the center of the proposal.	The proposal is centered on new or important practices.	The proposal centers on urgent new or important practices.	The proposal centers on urgent new or important work and provides supports for attendees to understand these practices.
EFFECTIVE STRUCTURE How well does the structure of the presentation allow for **audience engagement** appropriate to the learning objectives/takeaways?	The structure will not allow for appropriate audience engagement or is unclear.	The structure may allow for appropriate audience engagement but it is not exactly clear from the proposal.	It is likely that the structure will allow for appropriate audience engagement.	The proposal clearly demonstrates that the structure is appropriate for audience engagement and is appropriate for the learning objectives/takeaways.	Not only does the proposal clearly demonstrate that the audience engagement is appropriate for the learning objectives and the audience, but also attendees will be highly engaged throughout the session.
WELL WRITTEN AND COHERENT How well do the **title, description, and learning objectives/takeaways** create an engaging and coherent image of the session?	The proposal is incoherent.	The proposal is coherent but not engaging.	The proposal is coherent and somewhat engaging.	The proposal is coherent and engaging in ways that might entice participants.	The proposal provides a compelling description of a presentation well worth attending.
RELEVANT, ENGAGING, AND COMPELLING Given the limited number of presentation slots available and the high volume of proposals received, how likely would you be to **attend or recommend** this presentation if placed on the program?	The topic is not relevant or engaging. I would not attend or recommend it.	Some may see this topic as compelling, but I would probably not attend or recommend it.	The topic is somewhat compelling and relevant. I may attend or recommend it.	The topic is compelling and relevant. I would probably attend or recommend it.	The topic is urgent, compelling, and relevant, to the field. I would definitely attend or recommend it.

ILA 2020 SESSION TYPES Peer-Reviewed Educational Programming

Submissions must be made in one of the following presentation formats.

FORMAT	DURATION	DESCRIPTION	NO. OF PRESENTERS
INSTITUTE	Full day, Thursday, (one-hour lunch break and one morning coffee break)	Full-day, preconference meeting—*requiring separate, paid registration from the ILA 2020 Conference registration sites*—in which a group of presenters explores a common theme or issue in depth. The format may include formal presentations, panels, audience question-and-answer sessions, small-group discussions, workshop activities, and demonstrations. The selection of activities will depend on the theme, objectives, and types of information to be presented. Institute organizers are provided one main room and up to two additional breakout rooms (*please request these in your proposal submission*). For accepted institute proposals, complimentary registrations for Institute Day ONLY are offered for up to 10 presenters.	1 to 10
HANDS-ON WORKSHOP	2 hours	Designed to provide attendees opportunities to participate actively in a learning experience on a common topic. Formal presentations are discouraged. The major portion of the program should be devoted to activities that actively engage the audience with the topic or materials under consideration. Seating is often limited to 75 people.	1 to 5
SESSION	1 hour	Standard presentation designed to offer attendees one or two short presentations on a common topic.	1 or 2
PANEL	1 hour	Presentation at which several speakers deliver short addresses on a common topic and then interact with each other and the audience.	3 to 5
OPEN SPACE SESSION	varies	Interactive sessions presented in a variety of formats that align with this year's theme—Shaping the Future of Literacy: 2020 Vision. These sessions will take place in learning salons that open to the main hallway. Categories for these open space sessions include Emerging Research, Global Collaboration, New Voices, Storyteller, Student Voices, and 2020 Vision.	1 to 5
POSTER PRESENTATION	1 hour	Posters are displayed in a central location in the conference convention center, and presenters provide information on their specific topic. Each poster session includes up to 15–20 poster presentations grouped by category. Attendees talk with presenters about their work, and feedback and discussion are encouraged at each station. Poster presentations submitted to the Literacy Policy, Advocacy, & Research category must include background research, methodology, and summary of research findings.	1 to 5
SPECIAL INTEREST GROUP SESSION	1 hour or 2 hours	Group presentation organized by ILA's Special Interest Groups (SIG) around a specific topic related to that SIG.	1 to 25

NEW THIS YEAR!

The open space sessions at ILA 2020 offer an opportunity for engaging attendees in topics that embody the conference theme—Shaping the Future of Literacy: 2020 Vision. How does your work shape literacy instruction?

The sessions will be organized around six categories that showcase the voices of those with an eye toward the future of literacy education.

Emerging Research: New research is critical to our collective everyday work. Take the stage to share emerging evidence that will influence instruction and advocacy.

Global Collaboration: Celebrate the connection of classrooms around the world. How have you broadened your students' knowledge and learning by collaborating with others outside your own geographic area?

New Voices: Are you new to presenting or publishing? This is your opportunity to shine a spotlight on the valuable work you're doing.

Storyteller: Everyone has a story. Connect with fellow educators through shared experiences around your practice. What is the story you want to tell?

Student Voices: Do you know a young emerging leader? We want to highlight the voices of those we strive to engage and inspire—but serve as an inspiration themselves.

2020 Vision: What are the strategies, tools, and innovations that will shape literacy instruction for all learners in the next decade?

ILA 2020 SUBMISSION CATEGORIES

Please select one category that best fits your proposal to help guide the peer-review process.

1. **Assessment & Evaluation:** Using valid, fair, reliable, and appropriate formative and performance assessments to inform decision making about the needs of individual literacy learners as well as strategies for implementation

2. **Children's, Middle Grade & Young Adult Literature:** Engaging students in lifelong literacy through multiple genres of children's, middle grade, and young adult literature

3. **Coaching & Literacy Leadership:** Exploring the support, modeling, professional standards, and evidence-based best practices for administrators, principals, reading/literacy specialists, and other educators who serve in leadership roles

4. **Content Area & Disciplinary Literacy:** Building literacy capacity across and within content areas and disciplines to increase student comprehension and achievement

5. **Curriculum & Instruction:** Using practical, evidence-based literacy strategies, materials, and educational experiences for high engagement and rich student learning

6. **Differentiated Instruction:** Implementing instructional content, strategies, and style of teaching that are designed to be specific for individuals or groups of learners to enhance the learning of literacy skills and concepts

7. **Digital Literacy & Technology:** Encompassing the ways learners interact with, generate, and interpret online and digital content through multiple modes

8. **Diversity & Equity:** Creating classroom and school environments that are inclusive, affirming, and culturally sensitive and that demonstrate an understanding of all forms of diversity as central to students' identities

9. **Foundational Skills:** Examining the evidence-based knowledge and skills necessary for creating lifelong learning, including fluency, comprehension, phonics, phonological and phonemic awareness, and vocabulary

10. **Global Instruction:** Highlighting international connection and collaboration in literacy education, as well as topics in literacy instruction that apply to and are of interest to educators across the globe

11. **Literacy Policy & Advocacy:** Navigating policy issues that affect literacy educators and ways to serve as effective literacy education advocates for and guardians of instructional equity

12. **Literacy Instruction in the Multilingual Classroom:** Adjusting instruction for classes in which students speak a variety of first languages, meeting the needs of language learners, and literacy instruction in dual language programs

13. **Literacy Research:** Sharing, reviewing, and discussing critical and cutting-edge studies that inform literacy instruction and decision making

14. **Teacher Preparation & Professional Development:** Preparing high-quality literacy educators and committing to meaningful, relevant, and effective ongoing learning to strengthen literacy instruction

ILA 2020 Proposal Selection Process FAQ

Who reviews submitted proposals?

Reviewers are selected through an annual call for volunteers. Reviewers use a standard rubric to evaluate submissions for the seven peer-reviewed session types offered: Institute, Hands-On Workshop, Session, Open Space Session, Panel, Poster Presentation, and Special Interest Group Session. Criteria are evaluated on a scale of 1–5 (1 = *insufficien*t; 5 = *excellent*). **View the ILA 2020 rubric**.

Are the proposals blind reviewed?

Proposals undergo a single-blind review process in which reviewers are not revealed to the presenters, but the reviewers can see the presenters' information. A successful session requires strong content and organization as well as a presenter who has the background and experience to discuss the topic. The single-blind review puts all presenters on a level playing field to build the case for their expertise.

How are proposals selected?

Proposals are ranked on the basis of reviewer ratings. Because there are usually far more high-quality proposals than space available, additional screening is required to reduce the number of presentations and balance the overall program in terms of topics and grade-level representation. Space limitations usually mean that some high-quality sessions are not accepted.

Are there ever conflicts of interest between reviewers and presenters?

Reviewers are randomly assigned to specific proposals, so there is the potential for a reviewer to be assigned a proposal in which he or she has a vested interest or close connection. Reviewers declare conflicts of interest and are reassigned to other proposals. ILA trusts reviewers to determine what constitutes a conflict of interest that would create an unfair review environment and to recuse themselves from evaluating such proposals.

For additional information about submitting a proposal for presentation at ILA 2020, please contact conferenceproposals@reading.org.