

ABOUT OUR PRESENTERS

Jessica Ball, M.P.H., Ph.D., is a Professor in the School of Child and Youth Care at the University of Victoria, Canada. She has worked on three continents at all levels of education including early childhood formal and informal preschools, primary and secondary school, and tertiary education. Her program of research, Early Childhood Development Intercultural Partnerships (www.ecdip.org) involves collaborative studies on a range of child and family development projects brought forward by Indigenous and minority organizations and communities in Canada and Asia. She is best known internationally for her work on capacity building in early childhood education and in the area of mother tongue-based, multilingual education. She is best known in Canada for her work on integration and intersectoral coordination of programs to support Indigenous child health, development, and early learning, and her ground-breaking work on Indigenous fathers' involvement. Dr. Ball has been a consultant to a number of organizations working to enhance quality of life, health and developmental outcomes for children. She has published more than 100 journal articles and book chapters and three books including: *Supporting Indigenous Children's Development: Community University Partnerships*. Some of her publications, reports, and media productions can be found at www.ecdip.org.

Dr. Sylvia Linan-Thompson is an Associate Professor at The University of Texas at Austin with extensive experience in both the U.S. and internationally in the field of language learning and reading acquisition. She has been the Principal Investigator (PI) or Co-PI of longitudinal, large-scale projects in the U.S. that have developed and examined reading interventions for primary students. Currently, she is the PI on a model demonstration project examining the implementation of a Response-to-Intervention (RtI) with English language learners in dual language programs. Her research interests include examining appropriate instructional and assessment practices for English language learners, particularly those related to the acquisition of reading skills and the implementation of RtI. She has also developed and examined reading interventions for struggling readers who are monolingual English speakers, English language learners and bilingual students acquiring Spanish literacy. Internationally, Dr. Linan-Thompson has provided technical assistance to projects in Latin America and the Caribbean, Asia, Africa, the Middle East, and Eastern Europe. She has supported projects in the development, adaptation, and implementation of the Early Grade Reading Assessment (EGRA) and the development of early grade reading programs in English and other languages. She has also participated in the dissemination of findings and in dialogue with ministry of education personnel to identify solutions for educational challenges. Additionally, she has designed program evaluation studies and has led evaluation teams in several countries. Dr. Linan-Thompson is the author of numerous articles, chapters, books and instructional guides on language learning and reading acquisition.