



**Rooted in Solidarity: Celebrando treinta
años de comunidad, lenguaje y cultura**

**Friday
November 14, 2025**

Programación * General Schedule

viernes, el 14 de noviembre de 2025 • Friday, November 14, 2025

Sesiones simultáneas • Concurrent Sessions

9:10 am – 10:30 am

10:55 am – 12:15 pm

Almuerzo • Lunch

Albuquerque Convention Center, Clyde, and Doubletree

12:10 pm – 1:30 pm

Sesiones simultáneas • Concurrent Sessions

1:30 pm – 2:50 pm

Sesión plenaria • General Session

Kiva Auditorium • Albuquerque Convention Center

3:15 pm – 4:30 pm

La Cosecha 2023 Powwow

Ballroom A/B • Albuquerque Convention Center

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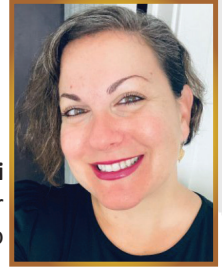


Sesión plenaria * General Session

viernes, el 14 de noviembre de 2025 • Friday, November 14, 2025

3:15 pm – 4:30 pm

Welcome



Angela Palmieri
Board Member

Dual Language Education of New Mexico

Opening Comments



Lisa Meyer

Director of Instructional Equity
Dual Language Education of New Mexico

Community Message



Ajuawak Kapashesit
Director of Development
7000 Languages

Spanish Embassy Scholarship Award



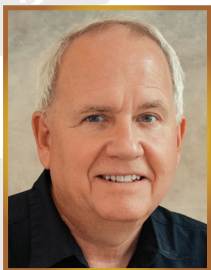
María Josefa Ramírez Hidalgo

Asesora Técnica / Education Advisor
Conserjería de Educación/Spanish Embassy

Introduction of Sembradores



Melanie Vigil
Director of Operations
Dual Language Education of New Mexico



David Rogers
Rogers Language
Educators and Advocates



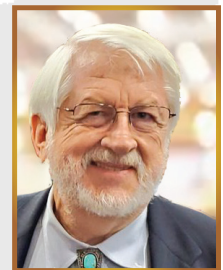
Rosa Molina
Consultant TWBI/DLI
Programs



Dr. Kathy Escamilla
Professor Emeritus
University of Colorado



Dr. Virginia Collier
Professor Emeritus
George Mason University



Dr. Wayne Thomas
Professor Emeritus
George Mason University

Housekeeping



Priscilla Márquez
Student
Albuquerque High School



Tomas Sánchez
Board Member
Dual Language Education of New Mexico

viernes, el 14 de noviembre de 2025 • Friday, November 14, 2025

Power Sessions

Albuquerque Convention Center - Picuris Room

8:30 AM

Enhancing Oracy in the Mathematics Dual Language Classroom

Dr. Laura Macartney | Dual Language Program Manager

This session will delve into practical approaches to improve students' verbal communication and comprehension of mathematical concepts in a dual language setting. Participants will have the opportunity to engage with various oracy strategies directly. Additionally, we will examine the relationship between oracy and writing, emphasizing the creation of a supportive environment that promotes active participation from all students.

9:10 AM

From One-Size-Fits-All to Just Right: AI Solutions for Biliteracy Development

Analleli Hernández | Director of Dual Language and Multilingual Education

Supporting biliteracy development requires materials that address dynamic language practices and varied content goals. This session will explore how AI-powered tools can help teachers quickly adapt content for different purposes—whether scaffolding for content-specific tasks, building background knowledge, or providing culturally responsive materials. This session is ideal for bilingual teachers and instructional leaders seeking efficient ways to differentiate instruction while honoring students' linguistic assets.

9:50 AM

Heart and Hope in Action

Christina Esquibel, ED.S | Associate Director, SWC

Virginia Padilla Vigil, Ph.D. Vice President of Academic & Student Affairs, SWC

Heart and Hope in Action invites educators to reconnect with the inner purpose and sustaining hope that ground their teaching practice. In a time when many teachers feel overextended or disheartened, this experiential session offers a moment of restoration and renewal. Drawing on principles from Southwestern College's M.A. in Transformational Teaching, Learning, and Leadership (MATTL), participants will engage in reflection, dialogue, and embodied practices that bridge heart-centered awareness with actionable classroom intentions. Together, we'll explore how compassion, curiosity, and courage fuel transformative learning—for both teachers and students. Participants will leave with renewed inspiration and a small, tangible commitment to bring more heart and hope into their daily work.

10:30 AM

Retain to Gain: Building Sustainable Pipelines of International Bilingual Teachers

Bernardita Sanchez | Co Founder of Edbinder

Retention starts on day one. This session equips leaders with practical tools to keep international bilingual teachers thriving — from equitable contracts and mentorship to cultural integration, family support, and long-term growth pathways. Discover how districts are reducing costs and strengthening dual language programs by building sustainable, people-centered retention strategies.

11:10 AM

Strategies Considering Dual Language Education and ACTFL® Proficiency Guidelines

Jennifer Dobberfuhr Quinlan | Associate Director of Assessment, Language Testing

This interactive power session explores how to seamlessly integrate the ACTFL Proficiency Guidelines and ACTFL Performance Descriptors into your Dual Language Education (DLE) or Dual Language Immersion (DLI) curriculum. Participants will gain practical tools to map instruction and assessment to both DLE standards and targeted language proficiency levels. Through a sample scope and sequence aligned to DLE and ACTFL standards, this session provides a clear framework for designing instruction that intentionally develops students' language proficiency while meeting program goals.

viernes, el 14 de noviembre de 2025 • Friday, November 14, 2025

Power Sessions

Albuquerque Convention Center - Picuris Room

11:50 AM

Next-Gen Language Learning: Using Virtual Reality and Artificial Intelligence to Elevate Language Learning

Andrew Sedillo | Executive Director, Strategic Initiatives and Partnerships / Melinda Cui | Enterprise Instructional Technology Admin
NMSU Global

The New Mexico State University Metaversity team will showcase how Artificial Intelligence (AI) and Virtual Reality (VR) are enhancing language learning through immersive tools and cultural simulations. This interactive session will highlight practical classroom applications, real-world scenarios, and emerging technologies that bring language and culture to life for dual and heritage learners.

1:30 PM

Launching Literacy: Systematic Spanish Phonics with Cross-Linguistic Connections

Michael Rossi | Educational Consultant
Okapi

Despegando hacia la lectura: FONÉTICA™ is an authentic Spanish phonics program designed to support students' biliteracy development as they learn to read in Spanish, while making cross-linguistic connections to related English literacy skills. The program offers a systematic and explicit approach to teaching early foundational skills in Spanish using literacy components in a cohesive unit: oral language development, phonological awareness, and phonics. Decodable sentences and decodable books for students to practice their newly learned skills are included in the program. In addition, students will have opportunities to write and practice skills using the dictation method. Teachers will find cross-linguistic connection mini lessons for letters and sounds that have a positive transfer to English at the end of each unit.

2:10 PM

TBD TBD |

Just Right Reader



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viernes, el 14 de noviembre de 2025 • Friday, November 14, 2025
Morning Concurrent Sessions — 8:00 am-10:30 am (Extended Sessions)

Centering Multilingual Learners in Literacy: Research, Practice, and Policy Other Options

Albuquerque Convention Center - Ballroom C

Shelly Spiegel Coleman | Strategic Advisor, Californians Together
 Martha Hernández | Executive Director, Californians Together
 Laurie Olsen | Stategic Advisor, Sobrato Early Academic Language Program

This workshop features a distinguished panel from the National Committee for Effective Literacy (NCEL), including authors of four key publications on effective literacy for multilingual learners (MLLs): foundational principles, early childhood, the impact of Science of Reading implementation, and teacher preparation. Panelists will share research-informed practices that center MLLs, offering guidance for educators, leaders, researchers, and policymakers. Attendees will gain insights into designing and implementing equitable literacy and biliteracy approaches across educational contexts and developmental stages.

Effective Literacy: Biliteracy, Oracy, and Oral Language Development (including ELD)
 Teachers, Administrators, Researchers, Higher Education • Pre-K - 2 • English

Equity Through Language: Reimagining Dual Language Education as a Multilingual Pathway

Albuquerque Convention Center - Acoma/Zuni

Olimpia Bahena | Administrator, Proviso Township High School D209
 Dr. Sonia Soltero | Professor, DePaul University

A comprehensive framework to create long-term multilingual pathways for all students should be a core component of school districts multiyear strategic plans. We will present one district's research-based Multilingual Pathways Framework, which provides a roadmap for sustaining and expanding dual language education. The major areas include:

- Components of the Multilingual Pathway Framework
- An equity-based large-scale approach to expand dual language education
- A focus on communities that have historically lacked access to bilingual and dual education.
- Professional learning systems

Effective Literacy: Biliteracy, Oracy, and Oral Language Development (including ELD)
 Administrators, Parents, Researchers, Higher Education, Community, Teachers • K- 8 • English, Spanish

Cantando y aprendiendo: Traditional Spanish Songs and GLAD® Strategies to Promote Early Literacy

Albuquerque Convention Center - Anasazi

Sarah Farrell | Teacher, Sandoval Academy of Bilingual Education
 Erika Durán | Classroom Teacher, Sandoval Academy of Bilingual Education

¡Cantamos y aprendemos! Discover how to bring early literacy to life through traditional Spanish songs and GLAD® strategies! This hands-on session will show you how music and movement can support vocabulary, phonological awareness, and oral language in bilingual classrooms. Participants will leave with classroom-ready resources, songs, and strategies rooted in culture, language development, and joyful learning. This session will be presented in Spanish and English.

Academic Language Development Through Content Instruction
 Teachers • Pre-K - 2 • Spanish, English

Making Connections Across Languages with the Cross-Linguistic Pedagogies

Albuquerque Convention Center - Ballroom A

Elizabeth Howard | Professor, University of Connecticut
 Shera Simpson | Co-Founder, Dual Language Connections, LLC

Regardless of how content is taught in a dual language program - in one program language or both, by one teacher or two - it is essential to help students make cross-linguistic connections so that they can use all of their linguistic resources for learning and achieve bilingualism and biliteracy. This session provides practical strategies to help educators accomplish that goal through seven cross-linguistic pedagogies designed specifically for dual language programs. Through real-life examples, educators will gain clarity about how to enact the cross-linguistic pedagogies in their own classrooms.

Academic Language Development Through Content Instruction
 Teachers, Administrators • K - 5(6) • English

viernes, el 14 de noviembre de 2025 • Friday, November 14, 2025

Morning Concurrent Sessions — 9:10 am-10:30 am

Sacred Indigenous Instructions my Grandmothers Taught Me

Albuquerque Convention Center - Ballroom B

Victor Villaseñor | Author, MiraCosta College

Victor Villaseñor, author of *Rain of Gold*, *Burro Genius* and *Macho*, will speak about his writing journey as a young man of 20 years with dyslexia through today at 85 years old. He now realizes that all of his writing is due to what his Indigenous grandmothers taught him as a boy, especially his Yaqui grandmother who raised him during his pre-school years and is the subject of his current book, *'Gathering StarDust'*. His hope is that everyone can gain the tools to be Peacemakers, Mother Earth Protectors, and change the world by embracing their 13 senses and making Spiritual connection to the universe!

Leadership: Research, Policy, and Advocacy

Teachers, Parents, Students, Community, Higher Education • K-20 • English

Integrating Language and Science Instruction

Albuquerque Convention Center - Cochiti

Zachary Pettitt | Coordinator, Orange County Department of Education

Cecilia González-Limas | Coordinator, Orange County Department of Education

Meredith Casalino | Coordinator, Orange County Department of Education

In this hands-on workshop participants will experience portions of a science lesson designed around language rich classroom routines. Participants will take on the role of learner to explore a scientific phenomenon and work together to gather information to explain what they experienced. Educators will have the opportunity to make connections between language strategies and science instruction for their own contexts.

Academic Language Development Through Content Instruction

Teachers, Administrators • K - 12 • English

Translanguaging and Play-Based Learning: Engaging Bilingual Students with Dyslexia

Albuquerque Convention Center - Hopi

Francisco Usero-Gonzalez | Assistant Professor, Sam Houston State University

Explore research-based, multisensory, play-based activities designed to strengthen early literacy skills among bilingual (English-Spanish) students with dyslexia or literacy challenges. Grounded in translanguaging pedagogy and the Science of Reading, this interactive session provides practical strategies that celebrate bilingual students' strengths, build foundational skills, and align closely with the Guiding Principles for Dual Language Education.

Special Education for Multilingual Students

Teachers, Administrators, Parents • Pre-K - 2 • English, Spanish

Teaching Math in a K-5 Dual Language Classroom

Albuquerque Convention Center - Isleta/Jemez

Evelyn Chávez | Project Coordinator, Dual Language Education of New Mexico

Lisa Meyer | Director of Programming, Dual Language Education of New Mexico

Join us for this session as La Cosecha's team shares our Four Spaces for Biliteracy within the context of math in a dual language program. This interactive session will focus on strategies for developing the language of math, meeting grade-level expectations, and intentionally bridging between the partner language and English. Examples of bridging activities and extension activities will be shared.

Academic Language Development Through Content Instruction

Teachers, Administrators • K- 8 • English



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Since 1987, we've partnered with schools and districts to prepare students for career success through cultural exchange, dual language, and global learning programs.

viernes, el 14 de noviembre de 2025 • Friday, November 14, 2025

Morning Concurrent Sessions — 9:10 am-10:30 am

Beyond One Language: Embracing Translanguaging to Empower Student Voices

Albuquerque Convention Center - Kiva

Mariana Castro | Professor, Multilingual Learning Research Center
Elizet Kneisler | Instructional Specialist, University of Texas-Austin
Ruslana Westerlund | Instructional Specialist, WI CESA 2

How and why do bi/multilinguals use translanguaging? While translanguaging has been posited as a promising pedagogical practice, many educators don't treat it as a legitimate asset to be leveraged during teaching and learning. We will present results of a study that analyzed translingual student writing to understand the use of translanguaging through a systemic functional linguistics lens. Participants will engage in their own analysis of writing and discuss implications. We will conclude with specific recommendations for the intentional use of translanguaging in teaching and learning.

Effective Literacy: Biliteracy, Oracy, and Oral Language Development (including ELD)
Teachers, Administrators, Researchers, Higher Education • K - 12 • English, Spanish

El éxito del método silábico en la enseñanza de la lecto-escritura en un programa de doble inmersión

Albuquerque Convention Center - Laguna

Liliana Alcaraz | Teacher, Adelante Charter School
Javier Bolívar | , Adelante Charter School

En esta sesión, compartiremos la historia de transformación y éxito del programa de doble inmersión de la Escuela Adelante de Santa Barbara, con un enfoque en la enseñanza de la lectura en español en Kindergarten utilizando el método silábico. A lo largo de los últimos años, la implementación de este método ha demostrado resultados significativos en el desarrollo de la lectoescritura temprana y ha fortalecido la alfabetización bilingüe de nuestros estudiantes. Presentaremos estrategias, evidencias a través de datos, y actividades interactivas que demostrarán los beneficios del método silábico.

Effective Literacy: Biliteracy, Oracy, and Oral Language Development (including ELD)
Teachers, Administrators • K - 5(6) • English, Spanish

Voces bilingües: Dilo y escríbelo con confianza

Albuquerque Convention Center - Nambé/Navajo

Doricelis Blasini | Teacher, Bancroft Elementary School
Jasmin Guerrero | , Bancroft Elementary School

This demonstration-based session offers practical strategies to strengthen oracy in dual language classrooms for Grades 1 & 3. Participants will engage with routines designed to promote academic language development and to strengthen writing skills; some of which include "Back-to-Back," "Think, Pair, Share," "Report to a Partner," "Roundtable," and "Productive Conversation". The session will include modeling, guided discussion, and collaborative reflection around these strategies. Grounded in the Guiding Principles for Dual Language Education, this session promotes equitable language development and empowers young bilingual learners to express themselves confidently and effectively across content areas. We will also showcase photos and videos of these strategies in action from our own classrooms and share a bank of resources to support your own implementation!

Effective Literacy: Biliteracy, Oracy, and Oral Language Development (including ELD)
Teachers • K - 5(6) • Spanish

Instrucción explícita y sistemática de conciencia fonológica y fonética en Pre K

Albuquerque Convention Center - San Juan

Elena Aldaz | Administrator, Mark Twain Dual Language Academy
Erika Torres | Teacher, Mark Twain Dual Language Academy
Ruth Mares | Teacher, Mark Twain Dual Language Academy

La presentación enfatiza el proveer ejemplos de instrucción explícita y sistemática en conciencia fonológica y fonética como elementos fundamentales para el desarrollo de la lectura en español en salones de educación temprana dual. El contenido incluye calibración de prácticas estructuradas, creación de documentos guías de secuencia en conciencia fonológica y fonética y datos de evaluaciones. Maestras de PreK demostrarán cómo enseñar instrucción apropiada para los estudiantes en un lapso de 5 a 7 minutos utilizando el suelto gradual de responsabilidad y tecnología.

Effective Literacy: Biliteracy, Oracy, and Oral Language Development (including ELD)
Teachers, Administrators • Pre-K - 2 • Spanish

Puzzle Pieces: A Systems Approach to Multilingual Education

Albuquerque Convention Center - Sandia/Santa Ana

Aradhana Mudambi | Director, Mudambi Language Learning

Dual Language Bilingual Education (DLBE) are often strands within schools, where feelings of two schools within the same school arise, or they are single schools within larger districts and central offices fail to see DLBE as part of a coherent district plan. We will examine how DLBE programs align with other instructional programs (ESL, Monolingual, TBE, & World Language) in their goals, structures, and instructional strategies and how they differ so that DLBE programs can work with other programs to together maximize student outcomes and help create coherence throughout the organization.

DLE Program Development and Design—PreK 20 Implementation

Teachers, Administrators • K - 12 • English

La ciencia de la biliteracidad - The Science of Biliteracy

Albuquerque Convention Center - Santo Domingo

Callie Lowenstein | Other, Acuarela Curriculum Co-op

¿Conoces los nombres de Cuetos Vega, Cuadro, o Balbi? Son algunos de los investigadores de alfabetización más conocidos en el mundo hispanohablante. Pero su trabajo apenas se conoce en los EE. UU. What about Soto-Boykin, Jorge E. González, or Pollard-Durodola? These researchers study biliteracy among multilingual learners but aren't often cited in bilingual ed spaces. In this multilingual workshop, we'll dig into the nuances of cognitive, empirical literacy research sobre cómo los peques aprenden a leer en español, cómo es diferente y parecido al inglés, and what biliteracy best practices look like.

Effective Literacy: Biliteracy, Oracy, and Oral Language Development (including ELD)

Teachers, Administrators • K - 5(6) • English, Spanish

Developing Endangered Language Learning Materials with 7000 Languages

Albuquerque Convention Center - Taos

Ajuawak Kapashesit | Director, 7000 Languages

Kayleigh Jeannette | Coordinator, 7000 Languages

This presentation will discuss the work of 7000 Languages, a Boston based 501(c)3 nonprofit that works directly with communities facing language loss in their efforts to revitalize their languages. After a brief introduction to their programming, 7000 Languages staff will work with participants on the creation of their own digital language courses- designed, created, and owned by the participants to be used in further language revitalization efforts.

Indigenous Language Revitalization

Teachers, Administrators, Parents, Researchers, Students, Community , Higher Education • Community • English

Project GLAD® and DLBE as a Model for Inclusive Education

Albuquerque Convention Center - Tesuque

Mónica Muñoz | Administrator, East Elementary School, Zion 6 Elementary School District

Natalie Olague | Project Coordinator, Dual Language Education of New Mexico

How can Dual Language Bilingual Education (DLBE) serve as a model for diversity, equity, and inclusion (DEI)? In Zion 6 Elementary School District (Zion, IL), Project GLAD® has been at the heart of this work. This session highlights how GLAD® strategies bring content, language, and culture together across K–5 classrooms through teacher-created biliteracy units. With a focus on oracy, identity development, and sociocultural competence, participants will see concrete examples of how DLBE enacts DEI every day. Walk away with practical tools, strategies, and ideas to strengthen inclusive practices in your own dual language setting.

Effective Literacy: Biliteracy, Oracy, and Oral Language Development (including ELD)

Teachers, Administrators • Pre-K - 2 • English

viernes, el 14 de noviembre de 2025 • Friday, November 14, 2025

Morning Concurrent Sessions — 9:10 am-10:30 am

El desafío de enseñar español a través de la literatura en el siglo XXI.

Albuquerque Convention Center - Tewa

María Josefa Ramírez Hidalgo | Administrator, Education Office. Embassy of Spain.

Teaching Spanish in the 21st century requires adapting to technological, pedagogical, and sociocultural shifts. This presentation examines how literature—both classic and contemporary—can serve as a key tool for developing linguistic skills, critical thinking, and emotional engagement with the language. Through practical examples, it explores teaching methods that integrate literature with audiovisual and interactive resources, addressing the challenges of the digital age. The aim is to demonstrate that literature remains essential for teaching not only language but the cultural richness of the Spanish-speaking world, while meeting the needs of modern learners.

DLE Program Development and Design—PreK 20 Implementation

Teachers, Parents, Students • K - 12 • Spanish, English

Teaching Advanced Language Structures Across Disciplines with the Sentence Patterning Chart

Albuquerque Convention Center (East) - Aztec

Christine Champie | Instructional Specialist, Washington State OCDE Project GLAD(R) Regional Training Center

In this session, we will demonstrate how the advanced language demands, especially at the secondary level, which are embedded in WIDA Proficiency Level Descriptors, can be taught through some easy adaptations made to the original format of the Sentence Patterning Chart. The adaptations, while modest and few, can unlock an expanded range of sentence structures including compound and complex sentences with greater attention given to producing cohesive language. Participants will engage in creating an advanced chart and discovering how, with just a few additional steps, we can guide multilingual learners further in responding to more complex language demands across content areas.

Effective Literacy: Biliteracy, Oracy, and Oral Language Development (including ELD)

Teachers, Administrators • K - 12 • English

The Spanish Reading Tapestry: Weaving Cross-Linguistic Connections into Authentic Spanish Literacy

Albuquerque Convention Center (East) - Cimarron

Rocío del Castillo | Administrator, Curriculum Associates- I-Ready

This session introduces the Spanish Reading Tapestry, a linguistically authentic framework for teaching reading in Spanish within dual-language classrooms. Participants will explore essential components of Spanish literacy and examine cross-linguistic connections between Spanish and English. Through hands-on, interactive activities, they will learn how to align instruction with the structure and transparency of Spanish. The session bridges theory and practice, offering practical, research-aligned strategies that promote language development, affirm students' identities, and strengthen biliteracy outcomes.

DLE Program Development and Design—PreK 20 Implementation

Teachers, Administrators, Parents, Researchers, Students, Community • K - 5(6) • Spanish, English

Building Inclusive Opportunities for Multilingual Early-Educational Workforce in California

Albuquerque Convention Center (East) - Doña Ana

Mariana Gómez | Doctoral Student, UC Irvine

Giselle Navarro-Cruz | Associate Professor, Cal Poly Pomona

This mixed-methods case study examined how California's higher education supports the multilingual early-learning workforce. A website analysis of course offerings assessed the impact of language policies and societal shifts on multilingualism. Interviews with six faculty members revealed how faculty practices, motivations, and institutional structures developed multilingual pathways. Thematic analysis highlighted challenges such as limited resources and administrative support, alongside faculty innovation, community partnerships, and a shared commitment to equity and linguistic inclusion.

Leadership: Research, Policy, and Advocacy

Administrators, Researchers, Higher Education • Higher Education • English

Metalinguistics: The Common Thread and Missing Piece in Biliteracy Instruction

Albuquerque Convention Center (East) - Galisteo

Jill Kerper Mora | Retired Educator, San Diego State University

Metalinguistic knowledge development is the common thread underlying literacy learning in two languages in biliteracy programs. Emergent bilingual readers go through stages of cognitive insights into how written languages work. Explicit teaching of language subsystems supports students' decoding and meaning-construction processes. The presenter models a step-by-step lesson planning process based on the Common Core en Español Standards and correlated with a Metalinguistic Knowledge Development Continuum. Participants gain a conceptual framework for standards-based biliteracy instruction.

Effective Literacy: Biliteracy, Oracy, and Oral Language Development (including ELD)

Teachers, Administrators, Researchers • K - 5(6) • English, Spanish

Building El Brote: The Promise and Challenge of Professional Development for Curriculum Alignment

Albuquerque Convention Center (East) - La Cienega

Elissa Washburn | Coordinator, MABE

Dr. Meg Burns | Director, MABE

El Brote is a new retreat for Dual Language Bilingual Education (DLBE) programs in the early stages of implementation or at a transitional moment in their program. The retreat builds on DLeNM's La Siembra retreat to help educators create or revise a curriculum alignment plan (CAP). A CAP is a dual language-specific scope and sequence that helps teachers effectively implement their program's language allocation plan. In this presentation, we describe the process of developing El Brote and its first few implementations in New England DLBE school districts.

DLE Program Development and Design—PreK 20 Implementation

Teachers, Administrators • K - 5(6) • English, Spanish

Bridging DLBE and SPED: Resources and Reflections Across Stakeholders

Albuquerque Convention Center (East) - Mesilla

Briseida Elena Tijerina | Doctoral Student, The University of Texas at San Antonio

Carly Leech | Doctoral Student, The University of Texas at San Antonio

Kathryn Henderson | Professor, The University of Texas at San Antonio

This session builds from an empirical study exploring the perspectives of parents, teachers, and administrators at the intersection of Dual Language Bilingual Education (DLBE) and Special Education (SPED). We will address ongoing concerns around resources by sharing tools, strategies, and supports designed for different stakeholders within bilingual special education spaces. The session will also intentionally reserve time for dialogue and collaborative sharing among attendees, with the goal of deepening collective knowledge. Educators will leave the session with concrete strategies to implement in classroom and school spaces to improve the experiences of multilingual learners with disabilities.

Special Education for Multilingual Students

Teachers, Administrators, Parents, Researchers, Students, Higher Education, Community • K-20 • English, Spanish

Motivating Language Learners with Digital Comics and Graphic Books

Albuquerque Convention Center (East) - Pecos

Sandi Reyes | Consultant, Learning A-Z

Motivation is essential for language learning. Students' interests are piqued by comics and other graphic books. Join us to discover how the power of stories and comics can transform language learning, making it more engaging and effective for students of all levels!

Academic Language Development Through Content Instruction

Teachers, Administrators • K - 5(6) • English

viernes, el 14 de noviembre de 2025 • Friday, November 14, 2025
Morning Concurrent Sessions — 9:10 am-10:30 am

Más que tareas: Building Bridges Between Home and School in Dual Language

Albuquerque Convention Center (East) - Ruidoso

Noheli Batres | Teacher, Meeker Elementary

Victoria Ochoa Rodríguez | Teacher, Meeker Elementary School

This session highlights an innovative after-school club designed to support families in navigating the dual language system. As part of a new kindergarten dual language program, the club empowers parents and caregivers to actively engage in their children's academic journey, with a focus on math, literacy, and biliteracy development in both Spanish and English. Attendees will learn how to build strong home-school partnerships, fostering a collaborative learning environment that bridges the gap between school instruction and at-home support, helping families succeed in the dual language experience.

Family and Community Partnerships

Teachers • Pre-K - 2 • English, Spanish

Unlocking Biliteracy: A Framework for Biliteracy Foundational Skills

Albuquerque Convention Center (East) - San Miguel

Julie Melgosa Benmellah | Instructional Specialist, Velasquez Press

Biliteracy foundational skills require more than a monoliteracy retrofit. This session introduces Unlocking Biliteracy: A Framework for Biliteracy Foundational Skills, a research-based K–5 blueprint that defines what to teach, when, and why across Spanish and English. The Framework supports DLBE educators in aligning instruction, materials, and assessment to a unified scope and sequence grounded in equity, efficacy, and efficiency. Participants will explore the Framework's three phases and take away practical guidance for strengthening biliteracy instruction.

Effective Literacy: Biliteracy, Oracy, and Oral Language Development (including ELD)

Teachers, Administrators, Researchers • K - 5(6) • English

Historia Viva: Enseñanza de la historia en español a través del proyecto Día Nacional de Historia

Albuquerque Convention Center (East) - Tijeras

Alicia Juárez | Teacher, Minneapolis Public Schools/ Andersen United Middle School

Paola Muñoz | Teacher, Minneapolis Public Schools/ Andersen United Middle School

Esta sesión explora cómo el proyecto Día Nacional de la Historia puede servir como un marco dinámico para la enseñanza de la historia en español dentro de un programa de escuela intermedia de lenguaje dual. Al involucrar a los estudiantes en la indagación histórica, la investigación y la expresión creativa en español, los educadores pueden fomentar conexiones más profundas con el contenido y desarrollar habilidades de pensamiento crítico. Los participantes examinarán cómo guiar a los estudiantes a través del proceso NHD, desde la selección de temas significativos y la realización de investigaciones utilizando fuentes en español (cuando sea posible), hasta la creación y presentación de sus proyectos.

Academic Language Development Through Content Instruction

Teachers • 6 - 8 • English, Spanish

What Families Want: New Polling on Demand for Dual Language and Bilingual Education

Clyde - Enchantment A/B

Conor Williams | Senior Fellow, The Century Foundation

Monique Escobedo | Director of Research, Parent Institute for Quality Education

The research has been clear for years: dual language and bilingual education models are the best way to help young multilingual students thrive. Meanwhile, policymakers and researchers have rarely asked families how they feel about these gold standard programs. This has sometimes made the politics of bilingualism fraught. Let's fix that. Join researchers from The Century Foundation and the Parent Institute for Quality Education to learn about new polling and focus group data on how diverse families think about bilingualism at school. Help us build new messages to promote bilingual education.

Leadership: Research, Policy, and Advocacy

Teachers, Administrators, Parents, Researchers, Community • K - 12 • Spanish

viernes, el 14 de noviembre de 2025 • Friday, November 14, 2025
Morning Concurrent Sessions — 9:10 am-10:30 am

Building Strong Foundations: Dual Language Instructional Practices,

Clyde - Enchantment C/D

Yisbeth Puckett | Instructional Specialist, Educational Center Region 13

This professional development session equips dual language educators with practical strategies for effective instruction, offering a valuable opportunity to reflect on current practices and acquire new tools. Participants will learn key elements such as strategic language allocation, the seamless integration of language and content, and the intentional development of biliteracy skills. Furthermore, the session will explore specific techniques for fostering vocabulary growth, enhancing comprehension, and cultivating strong writing abilities in two languages.

Effective Literacy: Biliteracy, Oracy, and Oral Language Development (including ELD)
Teachers, Administrators • K - 5(6) • English, Spanish

Languageing Through Technology: Deepening Biliteracy in the Dual Language Classroom

Clyde - Enchantment E/F

Douglas Smithenry | Teacher, North Shore School District 112 / Oak Terrace Elementary

Kaye Piña | ESL Specialist, North Shore District 112 / Oak Terrace Elementary

Stephanie Just | Administrator, Westmont CUSD 201 / Manning Elementary School

Join a classroom teacher, an administrator, and an ESL specialist as we explore how integrating technology can deepen biliteracy instruction through the 4 + 1 language domains (reading, writing, speaking, listening, and metalinguistic awareness). Learn how Kagan strategies, Thinking Maps, and student recordings support cross-linguistic transfer, academic language development, and scaffolded instruction. Participants will discover how leveraging technology for small group differentiation, formative assessment, and authentic student work empowers multilingual learners and their families. Bilingual presentation.

Integrating Technology

Teachers, Administrators, Parents • K - 5(6) • English, Spanish



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Morning Concurrent Sessions — 9:10 am-10:30 am

Unleashing Oracy: Powerful Strategies, Creating High-Engagement and Scholarly Discourse

Clyde - Fiesta I/II

Lulu Méndez | Adjunct Professor, Texas A & M San Antonio

Scholarly discourse provides multilingual learners with essential opportunities to excel academically and engage in content areas. Participants will take away language strategies that promote articulation and academic discourse through low-stakes, high-engagement activities. The presenter will model culturally responsive teaching, demonstrating effective scaffolding techniques to enhance instruction and elevate students' linguistic capabilities (Umansky et al., 2022). Educators will leave with ready-to-implement practices designed to support multilingual learners while fostering academic excellence.

Effective Literacy: Biliteracy, Oracy, and Oral Language Development (including ELD)

Teachers, Administrators, Parents, Students, Higher Education • K- 8 • English, Spanish

El compromiso de una escuela rural con el bilingüismo, la alfabetización bilingüe y la equidad

Clyde - Fiesta III/IV

Irma Cintron | Teacher, Eagle County School District

Nancy Murri | , Gypsum Creel Middle School

Esta sesión interactiva comparte la experiencia de Gypsum Creek Middle School, una escuela rural en Colorado, que ha implementado un programa exitoso de doble inmersión enfocado en el bilingüismo, la biliteracidad y el alto rendimiento académico. Se presentarán estrategias de enseñanza, sistemas escolares y prácticas familiares alineadas a los Principios Rectores de Educación Dual. La sesión, principalmente en español, destacará datos que evidencian el crecimiento significativo en las habilidades de lectura de los estudiantes, incluyendo avances en los puntajes de STAR Reading.

DLE Program Development and Design—PreK 20 Implementation

Teachers, Administrators • 6 - 8 • English, Spanish

Subiendo al Puente: Implementing the Bridge in Dual Language Classrooms

Clyde - Grand Ballroom I/II

Sharon Phillips Betz | Director Emergent Bilingual Programs, Community Academies of New Orleans

Myrialis King | CEO, Community Academies of New Orleans

Alexs Membreño | 1st Grade Teacher, Esperanza Academy

The Bridge/El Puente is a research-based strategy which fosters cross-linguistic transfer and metalinguistic awareness in dual language. While its purpose and potential are well-documented, educators often ask, "What does the Bridge look like in action?" This interactive workshop shares a multi-session professional learning model that successfully trained PK, Kindergarten, & 1st grade teachers to implement the Bridge/El Puente with confidence and clarity. Participants will see the training sequence which combines: research, modeling, video analysis, collaborative planning, and hands-on practice.

Effective Literacy: Biliteracy, Oracy, and Oral Language Development (including ELD)

Teachers, Administrators • Pre-K - 2 • English, Spanish

Emphasizing Sociocultural Competence in Multilingual Learner Classrooms

Doubletree - Coral Ballroom I/II

Kerri Valencia | Other, ConnectEd Consulting, LLC

Grounded in research across 12 countries, this session equips educators to build sociocultural competence (SCC) in any learning setting with multilingual learners. Dr. Valencia shares key findings on how reflection, curriculum adaptation, and ongoing growth transform practice. With shifting DEI mandates, participants will learn flexible, identity-affirming strategies to foster equity, belonging, and language development—and commit to one actionable shift in their classroom.

Sociocultural Responsiveness, Social Justice, CRT, Educational Equity and Access

Teachers, Administrators • K-20 • English, Spanish

viernes, el 14 de noviembre de 2025 • Friday, November 14, 2025

Morning Concurrent Sessions — 9:10 am-10:30 am

From Picturebooks to Playwrights: DL Students Creating Original Scripts for Teatro de Lectura

Doubletree - Coral Ballroom III

Kimberley Kennedy | Associate Professor, Our Lady of the Lake University

Diana Maciel-Gordillo | Teacher, Banning USD

Nora McFarland | Teacher, Banning USD

Discover how to put a welcome twist on Readers Theater that places DL students in the collective writers' seat. In this workshop, DL teachers and the developer of the Picturebook Playwrights approach share their experiences with implementing in DL classrooms and guide participants through the process. Learn to adapt culturally authentic picturebooks into original scripts, fostering metalinguistic awareness and cross-linguistic connections through practical strategies and performance techniques.

Effective Literacy: Biliteracy, Oracy, and Oral Language Development (including ELD)

Teachers, Administrators, Parents, Researchers, Higher Education, Community, Students • K- 8 • English, Spanish

From Academic Language to Academic Language: Usando textos modelos

Doubletree - Crystal Ballroom

Margo Gottlieb | Co-Founder, Lead Developer of WIDA, WIDA

Multilingual learners hold the power of their languages, which must be nurtured—yet this is often overshadowed in English dominant schools. In this session, we review conceptualizations of academic language and illustrate, via small group activities, how they can become more student-centered and actionable through academic languaging. Using model texts, we show how language features function across content areas. Invitamos a todos los educadores, desde monolingües hasta bilingües y multilingües, a adoptar academic languaging. Lo importante es valorar la riqueza lingüística de los estudiantes.

Academic Language Development Through Content Instruction

Teachers, Higher Education, Administrators • K - 12 • English, Spanish

Beyond Bilingualism: Strengthening Accountability to Improve Multilingual Classrooms

Albuquerque Convention Center - Apache

Jordi Solsona-Puig | Assistant Professor, California State University San Bernardino

This presentation examines accountability measures within dual language education, analyzing critical strategies from California's multilingual education context. Highlighting California's emphasis on policies, assessment, teacher training, and reporting, the discussion will expand to explore broader implications for multilingual accountability nationwide. Through comparative analysis, and practical examples on data, the session identifies practices and ongoing challenges in accountability in DLBE. The presentation highlights the necessity for robust accountability.

Leadership: Research, Policy, and Advocacy

Teachers, Administrators, Researchers, Higher Education, Community • Higher Education • Spanish, English

Standards, Instruction, and Assessment: What's language got to do with it?

Albuquerque Convention Center - Chaco

Sandra Mercuri | Retired Educator, SMEC

Dr. Vivian Pratts | Educational Consultant, Sandra Mercuri Educational Consultants

When we talk about alignment—standards, instruction, and assessments—language is often the missing piece of the puzzle. In this session, we'll explore how language plays a critical role in teaching content effectively and ensuring students can demonstrate what they know. You'll walk away with practical strategies for embedding language objectives into daily instruction and uncovering the linguistic demands hiding in plain sight within your standards. Because when it comes to student success, language has everything to do with it.

Academic Language Development Through Content Instruction

Teachers, Administrators • K- 8 • English, Spanish



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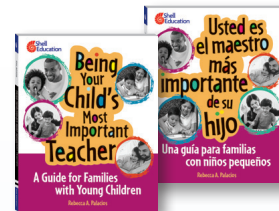
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Morning Concurrent Sessions — 10:55 am -12:15 pm

Escritura, arte y cultura

Albuquerque Convention Center - Acoma/Zuni

Silvia Dorta-Duque de Reyes | Senior Biliteracy Consultant, Benchmark Education

¡Vengan todos a revitalizar la enseñanza de la escritura descriptiva a través del arte y la cultura! Escribirán desde el corazón, utilizando el arte como texto y promoveremos un diálogo profundamente cultural.

Repasaremos los estándares para la estructura de oraciones con relación a la enseñanza de gramática en contexto. Exploraremos la elaboración de pensamientos y sentimientos que promueven escritos significativos y profundos. Practicaremos estrategias que se podrán implementar de inmediato en el salón de clase. Vamos a colaborar y compartir ideas para el desarrollo del idioma español. ¡Autores todos!

Effective Literacy: Biliteracy, Oracy, and Oral Language Development (including ELD)

Teachers, Administrators, Parents • K- 8 • Spanish

Fonética en acción: estrategias para enriquecer la alfabetización en programas bilingües

Albuquerque Convention Center - Anasazi

Jonathan Ruiz | Director, Velasquez Press

Dr. Vanessa Mangual | Houston ISD

Descubra estrategias prácticas para impulsar la alfabetización temprana en español a través de la fonética —la base de una lectura sólida. Esta sesión resalta cómo la conciencia fonética impulsa la decodificación, la fluidez y la comprensión en aulas bilingües y de doble inmersión. Los participantes obtendrán ejemplares de herramientas dinámicas y listas para usar que fortalecerán el desarrollo lector en español y el éxito biliterario a largo plazo..

Effective Literacy: Biliteracy, Oracy, and Oral Language Development (including ELD)

Teachers • K - 5(6) • English, Spanish

Empowering Students through Content, Language, and (Bi)Literacy

Albuquerque Convention Center - Apache

Vivian Pratts | Other, Okapi Educational Publishing

Dr. Sandra Mercuri | Sponsor, Okapi Educational Publishing

This session will provide educators with a structured 5-day integrated approach to language instruction in which academic language is developed by integrating content, language, and literacy. Participants will engage in understanding the critical importance of supporting Tier 3 academic vocabulary as well as Tier 2 cross-disciplinary vocabulary through dialogues, reading, and writing.

Academic Language Development Through Content Instruction

Teachers, Administrators, Students • K - 5(6) • English, Spanish

The Figured Worlds of Spanla Guerrera/os de Narrativas Críticas de Identidad, Lucha y Pedagogía

Albuquerque Convention Center - Ballroom A

Mishelle Jurado | Instructional Coach, Dual Language Education of New Mexico

This study explores how high school Spanla teachers' bilingual and bicultural identities shape their pedagogical choices in dual language programs. Using Figured Worlds theory and critical pedagogy, findings show Spanla classrooms as spaces of cultural affirmation, resistance, and critical bilingualism. The study highlights gaps in curriculum and institutional support, calling for identity-centered teacher preparation to sustain bilingualism and challenge raciolinguistic ideologies.

Sociocultural Responsiveness, Social Justice, CRT, Educational Equity and Access

Teachers, Administrators, Researchers, Higher Education, Community • K-20 • English, Spanish

viernes, el 14 de noviembre de 2025 • Friday, November 14, 2025
Morning Concurrent Sessions — 10:55 am -12:15 pm

El camino a la biliteracidad vía Spanish Immersion in Bilingual Teacher Preparation

Albuquerque Convention Center - Ballroom B

Elena Izquierdo, PhD | Professor, The University of Texas at El Paso

María Del Rosario Talamantes, PhD | , The University of Texas at El Paso

Docentes bilingües altamente capacitados para programas de doble inmersión empiezan con una sólida preparación de la biliteracidad. Session will showcase how intentional design in bilingual teacher preparation programs cultivates biliteracy and advanced academic Spanish proficiency across all language domains, equipping future bilingual educators to deliver high-quality, equity-driven instruction in dual language classrooms.

Effective Literacy: Biliteracy, Oracy, and Oral Language Development (including ELD)
Teachers, Administrators, Researchers, Higher Education • K - 5(6) • Spanish, English

Unpacking Identity and Ideologies: Validating Knowledge through Translanguaging

Albuquerque Convention Center - Ballroom C

Elizet Kneisler | Assistant Professor, University of Texas at Austin

Mariana Castro | , Multilingual Learning Research Center

In this session, participants will take part in meaningful pláticas designed to explore personal identity and the self-imposed ideologies that often, unconsciously, influence classroom instruction. We will work through guiding questions related to your core-beliefs about language instruction and the integration of translanguaging. Collaboratively we will review everyone's core-beliefs by participating in a gallery walk. Participants will be invited to look inward and reconsider classroom practices by creating an action plan that is inclusive, culturally responsive, and integrates translanguaging practices.

Sociocultural Responsiveness, Social Justice, CRT, Educational Equity and Access
Teachers • K - 12 • English, Spanish

From Isolation to Collaboration: Albuquerque Convention CenterESS as a Tool for School-Wide Transformation

Albuquerque Convention Center - Chaco

Cindi Camacho | English Learner Program Coordinator, Aspira of Illinois

Néstor Corona | Director of Bilingual and Dual Language Education, Aspira of Illinois

Discover how our team at ASPIRA transformed Albuquerque Convention CenterESS for ELLs from an isolated ESL responsibility into a school-wide collaborative effort. This session demonstrates how actively engaging all educators in every stage of Albuquerque Convention CenterESS administration promotes linguistic equity and ensures consistent support for language learners across all classrooms. Participants will gain practical strategies to secure staff buy-in, optimize testing environments, and leverage Albuquerque Convention CenterESS data to strengthen instructional practices. Learn how shared ownership of language assessments strengthens bilingual and dual language programs while ensuring equitable academic outcomes for multilingual students.

Sociocultural Responsiveness, Social Justice, CRT, Educational Equity and Access
Teachers, Administrators • 9 - 12 • English

New Mexico Legacy, Leadership, and Advocacy Supporting Bilingual Multicultural Education Programs

Albuquerque Convention Center - Cochiti

Dr. Gladys S Herrera Gurulé | Retired Educator, Board Member, Dual Language Education of New Mexico

Dr. Jesus Moncada | Director, Christine Duncan Heritage Academy/ABE NM

Dr. Suzanne Jaquez Gorman | Instructional Specialist, Santa Fe Public Schools/ ABE NM

¡Honrando nuestro pasado, nuestro presente y nuestro futuro- Continuamos con la Lucha! Presenters will highlight the contributions, challenges and advocacy of our state leaders supporting Bilingual Multicultural Education programs across New Mexico. Personal and historical testimonies, artifacts, and reflections for more than five decades will be shared with participants as we continue our commitment for our educators, students, families and community. Participants will have opportunities to share and advise future leaders as active change agents!

Leadership: Research, Policy, and Advocacy
Teachers, Administrators, Parents, Researchers, Students, Community , Higher Education • K-20 • English, Spanish

viernes, el 14 de noviembre de 2025 • Friday, November 14, 2025

Morning Concurrent Sessions — 10:55 am -12:15 pm

Se hace camino al andar: The Journey of Expanding Dual Language Programming in Secondary Schools

Albuquerque Convention Center - Hopi

Esteban Cabrera Durán | Coordinator, Chelsea Public Schools

Alberto Carrero | Director, Chelsea Public Schools

Ellen Kelleher Rojas | Coordinator, Chelsea Public Schools

In this session, participants will learn about our process of expanding a dual language program in secondary schools. Chelsea Public Schools is an urban district of 6,000 students, of which 82% of students speak a home language other than English. District leaders will share school and district level systems in place to support the expansion, as well as the lessons learned throughout the process and our ongoing partnerships with multiple stakeholders. We will highlight our vision for a fully realized K-12 dual language program and reiterate our district's commitment to multilingual education.

DLE Program Development and Design—PreK 20 Implementation

Teachers, Administrators, Parents, Researchers, Students, Community , Higher Education • K - 12 • English, Spanish

Rutinas de instrucción para desarrollar destrezas fundamentales en español

Albuquerque Convention Center - Isleta/Jemez

Rosa Palafox-Torres | Reading Specialist, San Antonio Area Association for Bilingual Education & Werling Nexus

Alejandra Benítez | , Pacific Learning

Únase a nosotros para discutir métodos y estrategias que ayudan a desarrollar destrezas fundamentales de lectoescritura mediante instrucción explícita y sistemática, siguiendo una progresión de habilidades y conocimientos basada en investigación, auténtica al español. También compartiremos nuestra experiencia en un entorno que sigue los lineamientos de los 3 pilares de la educación de lenguaje dual.

Effective Literacy: Biliteracy, Oracy, and Oral Language Development (including ELD)

Teachers, Administrators • K - 5(6) • Spanish

Multilingualism in DLBE: Challenges and Opportunities

Albuquerque Convention Center - Kiva

Ester De Jong | Professor, University of Colorado, Denver

We often focus on the two of dual language. In this presentation I explore how we capture the multilingual repertoires within dual language programs and, more generally, how we can and must treat difference within our programs as a resource.

Leadership: Research, Policy, and Advocacy

Teachers, Administrators, Researchers, Higher Education • K-20 • English

Creating Assets-Oriented, Needs-Responsive Dual Language Classrooms

Albuquerque Convention Center - Laguna

Leah Lampa | Professional Learning Specialist, Californians Together

This session will guide instructional coaches and administrators in creating asset-oriented, student-responsive dual language (DL) classrooms using the Californians Together's Administrator's Toolkit for Implementing the English Learner Roadmap. Participants will explore tools and practices that elevate the cultural & linguistic assets of DL Learners (DLLs) while supporting rigorous, standards-based instruction. Emphasis will be placed on leadership moves that foster inclusive school cultures, align with state guidance, and ensure DLLs thrive academically & socially.

Sociocultural Responsiveness, Social Justice, CRT, Educational Equity and Access

Teachers, Administrators, Parents • K - 5(6) • English

Supporting Multilingual Learners through Contextualized Learning and Affirming Student Identity

Albuquerque Convention Center - Nambé/Navajo

Loretta Booker | Project Coordinator, Dual Language Education of New Mexico

Caia Brown | Coordinator, Dual Language Education of New Mexico

Join us for an engaging and interactive session around how to support our multilingual learners through easy-to-use, high impact strategies that embed the four language domains of reading, writing, speaking and listening into our teaching practice. Be ready to discuss how a shift in our mindset can truly impact our students and their learning outcomes. This CLAVES® framework overview is presented by team members from Dual Language Education of New Mexico, hosts of La Cosecha.

Academic Language Development Through Content Instruction

Teachers, Administrators, Higher Education • K-20 • English



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Information



viernes, el 14 de noviembre de 2025 • Friday, November 14, 2025

Morning Concurrent Sessions — 10:55 am -12:15 pm

Transfer Large, Think Big, and SOR to New Heights

Albuquerque Convention Center - Sandia/Santa Ana

Alexandra Güilamo | Director, TaJu Educational Solutions

Learning how the bilingual brain functions to develop bilingualism and biliteracy is one thing. Participants will use brain research on transfer and the full formula of Bilingual SOR to plan for transfer across all content areas using DL planning process & DL practices that are most relevant to their students. Participants will also see examples of how districts across the country are taking transfer to new heights by thinking bigger about how to transfer curriculum-based learning to help students reach their bilingual and biliterate fabulosity.

Effective Literacy: Biliteracy, Oracy, and Oral Language Development (including ELD)

Teachers, Administrators • K - 12 • English

El camino del recién llegado: Educator Strategies for Newcomer Students

Albuquerque Convention Center - Santo Domingo

Margarita Jiménez | Teacher, Global Family Elementary School

Juan Vaca | Principal, Global Family Elementary/Oakland Unified

We will provide TK-5 educators with resources and strategies for newcomer immigrant students and their families. As a 20-year veteran teacher, I will co-present with my principal on building upon the strengths, bilingualism, and cultural assets of newcomer students at our dual language school. We will provide an overview of the newcomer entry process and Newcomer Program. We will follow with two focal areas: (1) teaching strategies for developing oral/written language through translanguaging and migration stories; and (2) socioemotional learning and capacity building with parents.

Effective Literacy: Biliteracy, Oracy, and Oral Language Development (including ELD)

Teachers, Administrators, Researchers, Community, Parents • K - 5(6) • English, Spanish

Coaching for Multilingual Excellence on Vocabulary & Reading Across All Subjects

Albuquerque Convention Center - Taos

Hector Montenegro | Professor, Independent Consultant

Literacy/biliteracy is anchored in Grades 4 through 12 as students learn from and rely on texts in history, biology, algebra, language arts, and other subjects. Literacy is key to success for multilingual learners. In this interactive workshop, participants will learn and practice key strategies that coaches and the teachers they support can use to help develop students' academic language and reading abilities. Coaches will leave with tools for guiding teachers as they select and teach essential vocabulary before, during, and after reading, engage MLS in discourse, and apply reading strategies

Effective Literacy: Biliteracy, Oracy, and Oral Language Development (including ELD)

Teachers, Administrators, Researchers • K-20 • English, Spanish, Hawaiian

Alzar la voz: Coaching a Spanish Debate Team in Middle and/or High School

Albuquerque Convention Center (East) - Cimarron

Elizabeth Dwight | Teacher, Andersen United Middle School

Julia Monzon Melantuche | Teacher, Roosevelt High School

For over ten years, our Spanish Debate team has been a key part of our Two-Way Spanish Dual Language program. Through the Minnesota Urban Debate League housed at Augsburg University, students develop critical thinking, public speaking, and academic literacy by debating complex social, political, and environmental issues such as Puerto Rican Independence, zero deforestation in the Amazon, and the blockade on Cuba, among other topics. They gain advanced vocabulary, work as a team, learn to argue both sides of a topic, and build perseverance as they compete in tournaments throughout the season.

Sociocultural Responsiveness, Social Justice, CRT, Educational Equity and Access

Teachers, Administrators, Community • 6 - 8 • Spanish

Relationships First: Academic and Social-Emotional Success in the Multilingual Classroom

Albuquerque Convention Center (East) - Doña Ana

María Barragán Ortiz | Education Director, United Nations Association Chicago

Establishing a safe, positive and productive learning environment within our multilingual and multicultural classrooms is crucial for students' academic, emotional and social success, as well as teachers' wellbeing. This presentation will provide classroom activities, restorative practices and strategies to create an environment characterized by a climate of safety, where interactions are highly respectful and individuals' background and differences are celebrated.

Sociocultural Responsiveness, Social Justice, CRT, Educational Equity and Access

Teachers, Administrators, Researchers, Students, Higher Education, Community, Parents • K - 12 • English

viernes, el 14 de noviembre de 2025 • Friday, November 14, 2025

Morning Concurrent Sessions — 10:55 am -12:15 pm

¡BASTA YA! K'adí — Defending and Sustaining Linguistic and Cultural Equity in Oppressive Times

Albuquerque Convention Center (East) - Galisteo

Elizabeth Valenzuela | Associate Professor, Association of Bilingual Education New Mexico (ABE NM)

Corina Alvarez | Board Member, Association of Bilingual Education New Mexico (ABE NM)

Susana Ibarra Johnson | Board Member, Association of Bilingual Education New Mexico (ABE NM)

Join the ABE NM Board Members for a discussion on defending and sustaining linguistic and cultural equity during challenging times. What does it mean to be an advocate for linguistic and cultural equity? Which bills should we monitor, and how can we effectively advocate for those essential to our mission? What roles do students, parents, and educators play in this effort? Our goal is to empower all stakeholders to engage in defending and advocating for initiatives that promote linguistic and cultural equity. These initiatives are crucial for creating exemplary bilingual and multicultural education programs throughout New Mexico.

Sociocultural Responsiveness, Social Justice, CRT, Educational Equity and Access

Teachers, Administrators, Parents, Community • K-20 • English, Spanish, Diné (Navajo)

Supporting Newcomers in Dual Immersion Schools

Albuquerque Convention Center (East) - La Cienega

Heather Skibbins | Associate Director, SEAL (Sobrato Early Academic Language)

Ana Marisol Sánchez | Senior Program Manager: Dual Language, SEAL

Newcomers bring global perspectives, unique challenges, and valuable experiences to DI classrooms. Welcoming them, integrating them into DL communities, and supporting their adjustment to curriculum and a new environment is key. This session focuses on understanding newcomers' needs, diverse experiences, stressors, assets, and developmental stages. We'll explore implications for school leaders and DI teachers, emphasizing preparation before arrival and support in the first critical year.

DLE Program Development and Design—PreK 20 Implementation

Teachers, Administrators • K - 5(6) • English, Spanish

Retos de preparación adecuada de alumnos 9-12 para exámenes de colocación avanzada

Albuquerque Convention Center (East) - Mesilla

Mónica Ramos | Teacher, UTSA

Un reto muy significativo es que los exámenes de colocación avanzada (Advanced Placement: AP) están solo disponibles en inglés. Alumnos que cursan materias como biología, historia mundial, sistemas ambientales o geografía humana deben entonces demostrar conocimientos en una lengua diferente a la lengua de instrucción. Tras haber entrevistado instructores DL AP noté que herramientas instruccionales que maestros usan incluyen la implementación de translenguaje particularmente en repasos para exámenes que son escritos en inglés y discutidos en español, el uso de cognados y lectoescritura.

Effective Literacy: Bilingual, Oracy, and Oral Language Development (including ELD)

Teachers, Administrators • 9 - 12 • Spanish



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- Professional representation through JNCL at the state and national level
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NMOLE is a nonprofit professional association for language teachers in New Mexico, dedicated to promoting the effective teaching of all languages.

viernes, el 14 de noviembre de 2025 • Friday, November 14, 2025

Morning Concurrent Sessions — 10:55 am -12:15 pm

Unlocking Bilingual Voices: Promoting Oracy Development in Dual Language Programs Through Oracy Walkways

Albuquerque Convention Center (East) - Ruidoso

Liliana Rodríguez | Administrator, Minneapolis Public Schools/Emerson Dual Language School

This session invites educators to discover how a dual language school in the heart of Minneapolis is building a culture of language production by setting clear expectations at each grade level to achieve ambitious academic language goals. While the Science of Reading has strengthened our collective emphasis on foundational skills and the coding/decoding of print, we risk making a critical mistake if we neglect language production, the very driver of literacy acquisition. Participants will explore how oracy walkways (structured progression pathways for speaking and listening) can be implemented to ensure students not only learn to read and write but also develop the fluency, confidence, and academic language needed to demonstrate their bilingualism when speaking. This approach promises to nurture truly bilingual learners who can leverage their voices as tools for learning, connection, and academic success.

Effective Literacy: Biliteracy, Oracy, and Oral Language Development (including ELD)

Teachers, Administrators, Parents, Researchers, Students, Community • K - 5(6) • English, Spanish

Tree of Life: Growing Teacher Agency through Non-Traditional Professional Learning

Albuquerque Convention Center (East) - San Miguel

Ivanna Mann Thrower Anderson | Doctoral Student, East Carolina University

Barbara Valenzuela | Teacher, Pactolus Global School

Geoffrin Gallego | Teacher, Southwest Elementary

Advocating for multilingual learners in dual language is essential, yet traditional professional learning often falls short. This case study explores how a non-traditional PL using the narrative Tree of Life approach enhanced teacher agency for two international DL educators. This strengths-based PL supported professional identity, collaboration, and emotional resilience while inspiring equitable classroom practices. Participants will engage with a sample of this reflective tool, designed to reconnect educators with their purpose and empower them to advocate more effectively for ML students.

Leadership: Research, Policy, and Advocacy

Teachers, Administrators, Researchers, Higher Education • K-20 • English

Carrera de Fracciones

Albuquerque Convention Center (East) - Tijeras

Sonnelys Vera-Lamboy | Teacher, Saunders Elementary School

En esta presentación, exploraremos la dinámica Carrera de Fracciones, una estrategia educativa activa y divertida diseñada para ayudar a los estudiantes a comprender el concepto de fracciones a través del movimiento, el juego y la colaboración. Esta actividad permite a los alumnos representar, comparar y operar fracciones en un contexto significativo y participativo. Aprenderán cómo implementar esta estrategia cómo adaptarla para diferentes niveles de habilidad, y cómo usarla para fomentar la resolución de problemas, el pensamiento crítico y el trabajo en equipo.

Academic Language Development Through Content Instruction

Teachers • K - 5(6) • Spanish

Creatividad bilingüe: Student-Centered STEAM Projects with Purpose

Clyde - Enchantment A/B

Laila Ferris | Administrator, Mesita Elementary School, El Paso ISD

Viviana Favela | Teacher, Mesita Elementary School, El Paso ISD

In this engaging bilingual session, participants will explore how project-based learning (PBL) in two-way dual language classrooms fosters creativity, critical thinking, collaboration, and biliteracy development. Through real examples and practical strategies, educators will discover how students can design and present bilingual, culturally responsive products in STEAM-based projects that integrate content and language goals. The session highlights the use of accessible EdTech tools that support bilingual collaboration and digital creation. Attendees will leave with ready-to-use ideas and resources.

Integrating Technology

Teachers, Administrators, Parents, Community • K - 5(6) • English, Spanish

viernes, el 14 de noviembre de 2025 • Friday, November 14, 2025

Morning Concurrent Sessions — 10:55 am -12:15 pm

El empoderamiento del translenguaje: Empowering Multilingual Learners with Disabilities

Clyde - Enchantment C/D

Diana Infante-De León | Doctoral Student, The University of Texas at San Antonio

This session explores how translanguaging creates powerful learning opportunities for emergent bilingual students with disabilities. We'll examine evidence-based practices that honor both linguistic diversity and diverse learning needs within dual language classrooms. Participants will discover practical strategies for implementing translanguaging approaches that support academic achievement while affirming students' complete linguistic identities. This session bridges research and classroom reality, offering immediately applicable techniques for educators at the critical intersection of bilingual education.

Special Education for Multilingual Students

Teachers, Administrators, Researchers • K - 12 • English, Spanish

Introducing a 4th Pillar to DLE – La Chispa de Conexión Friendship and Belonging

Clyde - Enchantment E/F

Cecilia Tamayo | Assistant Director, Puyallup School District

Jamie Lee | Puyallup School District

Dual language education stands on bilingualism, biliteracy, academic achievement, and cultural competence. However, we propose a fourth pillar—friendship and belonging—as essential. In cohort models, strong peer relationships deepen trust, encourage authentic language use, and foster resilience. Friendships support academic success, emotional well-being, and sociocultural growth. Recognizing friendships and belonging as a 4th core pillar strengthens DLE's promise, creating supportive, inclusive environments for multilingual learners.

DLE Program Development and Design—PreK 20 Implementation

Teachers, Administrators, Parents, Researchers, Students, Community , Higher Education • K - 12 • English, Spanish, Korean

The Poetic Power of Translanguaging

Clyde - Fiesta I/II

Olivia Mulcahy | Education Consultant, The Illinois Resource Center

In this session we will explore various examples of translanguaging in poetry and reflect on poetic forms as a way to represent the bilingual experience and express bilingual ways of knowing. We will examine and generate ideas for incorporating translanguaging poetry in the dual language classroom—a great way to get to know students and their language practices, support content learning, and open the door for potent metalinguistic conversations and multilingual literacies.

Effective Literacy: Biliteracy, Oracy, and Oral Language Development (including ELD)

Teachers, Parents, Students, Community • K-20 • English, Spanish

DtMF: Usando fotos familiares to Amplify Language Learning Opportunities

Clyde - Fiesta III/IV

Katherine Barko-Alva | Associate Professor, William & Mary

Socorro G Herrera | Professor, Kansas State University

María Pía Oelrich | Student, William & Mary

This session seeks to create opportunities for language and content learning in DLBE classrooms. Using Bad Bunny's DTMF song (2025) as the background, we will create family books using students' pictures. Our detailed how-to-lesson will effectively model strategies on creating translanguaging spaces and bridging. By emphasizing the importance of building classroom community and literacy through pictures, reading, writing, and music. It is vital for students to realize that in collaborative spaces teachers aim to express that: "Para mí es bien importante que estén aquí, y cada uno de ustedes signifca mucho".

Effective Literacy: Biliteracy, Oracy, and Oral Language Development (including ELD)

Teachers, Administrators, Parents, Researchers, Higher Education, Community , Students • K - 12 • English, Spanish

viernes, el 14 de noviembre de 2025 • Friday, November 14, 2025

Morning Concurrent Sessions — 10:55 am -12:15 pm

Encontré algo mejor” / “I Found Something Better”: Leveraging Bilingual STEM teaching in Secondary

Clyde - Grand Ballroom I/II

Jorge Solís | Professor, UT San Antonio

Marco Bravo | Associate Professor, Santa Clara University

Eduardo Mosqueda | Associate Professor, University of California, Santa Cruz

This session will share findings from a study involving middle school and high school English-Spanish bilingual teachers interested in making a difference in STEM education. This work is important as bilingual students continue to be marginalized in STEM careers (Mosqueda et al., 2025). The presentation will engage educators in a discussion of teacher reflections and their strategies for integrating critical bilingualism and biliteracy in STEM content areas. The discussion will focus on how STEM teachers can (re)position themselves as bilingual teacher advocates for emergent bilingual students in STEM.

Academic Language Development Through Content Instruction

Teachers, Administrators, Researchers, Higher Education • 9 - 12 • English, Spanish

AMPLIFY: Advancing Multilingual Pedagogy through Leadership, Innovation, and Collaboration

Doubletree - Coral Ballroom I/II

Grace Allely | Administrator, TESOL International Association

Michelle Benegas | Hamline University, Professor

The US Department of Education's Office of English Language Acquisition awarded Hamline University a \$1.4 million National Professional Development grant in 2016 to support the English Learners in the Mainstream (ELM) Project. Throughout the grant's six-year duration, 402 ELM coaches received training. The model, now called School-Wide English Learning (SWEL), has found implementation in schools across the nation with close to 400 SWEL coaches trained to date. SWEL offers a framework that enables school systems to integrate comprehensive support for multilingual learners of English throughout the entire school day.

Academic Language Development Through Content Instruction

Teachers, Administrators, Researchers • K - 12 • English, Spanish

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viernes, el 14 de noviembre de 2025 • Friday, November 14, 2025

Morning Concurrent Sessions — 10:55 am -12:15 pm

Purposeful Translanguaging to Support Content Learning in Dual Language Education

Doubletree - Coral Ballroom III

Sarah Hesson | Associate Professor, Rhode Island College

Laura Hamman-Ortiz | University of Rhode Island

In this session, we offer purposeful translanguaging pedagogies to support content learning in dual language education. First, we explore translanguaging as a theory, practice, and pedagogy. Then, we propose specific ways to use translanguaging to activate prior knowledge, process new information, and deepen and extend learning. After each practice is introduced, participants will engage in a hands-on activity. This session highlights opportunities that translanguaging pedagogy affords for student learning, while also ensuring that target language objectives are met.

Academic Language Development Through Content Instruction

Teachers, Administrators, Researchers, Students, Higher Education • K- 8 • English

Muévete y aprende español

Doubletree - Crystal Ballroom

Aida Fernández Hernández | Teacher, Bluestone Elementary School

El movimiento es esencial en la vida, especialmente en la infancia, ya que permite a los niños explorar su entorno e interactuar con los demás. Aunque el componente lúdico suele estar presente en el aprendizaje de una segunda lengua, muchas actividades continúan siendo estáticas, lo que limita el uso del cuerpo en el proceso de aprendizaje. Esta presentación tiene como objetivo integrar el aprendizaje de una lengua extranjera con juegos motores, promoviendo un entorno dinámico, motivador y participativo. A través del movimiento se potencia la retención del conocimiento, se fomenta un aprendizaje significativo y la experiencia global se vuelve más amena y eficaz para los estudiantes.

Effective Literacy: Biliteracy, Oracy, and Oral Language Development (including ELD)

Teachers, Researchers • K - 5(6) • Spanish



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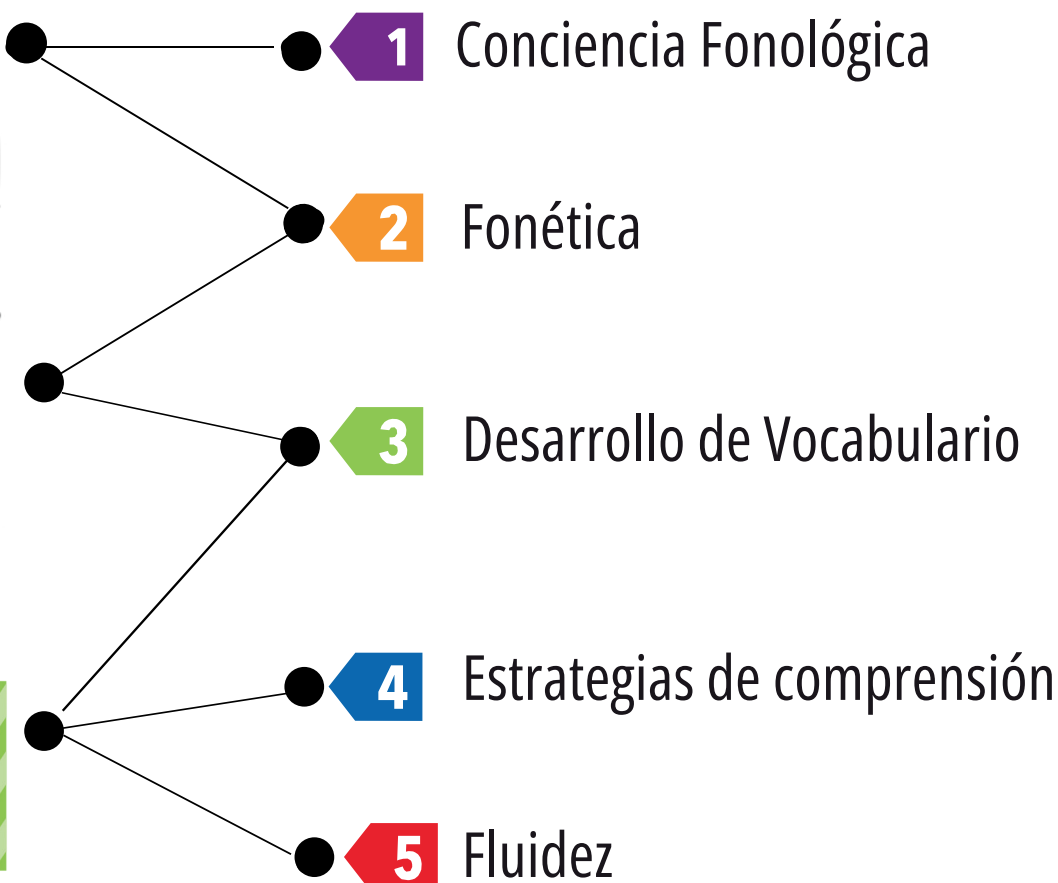
Recursos en ESPAÑOL Para Lectoescritura



Componentes Esenciales de la Instrucción en Lectoescritura



El Sistema de la Intervención
de Lectura



viernes, el 14 de noviembre de 2025 • Friday, November 14, 2025

Morning Concurrent Sessions — 10:55 am -12:15 pm

Linking Languages: Unlocking Cross-Linguistic Transfer for Biliteracy Success

Albuquerque Convention Center (East) - Pecos

Julia Cloat | Administrator, Freeport School District 145

Rocio del Castillo | Assistant Superintendent, Freeport School District

Tailored for teaching reading in Spanish within dual language classroom settings, this bilingual presentation introduces a systematic framework for Spanish literacy instruction. The session features a practical analysis of key linguistic differences between Spanish and English, equipping educators to leverage cross-linguistic connections and facilitate effective language transfer. Attendees will engage in hands-on activities that bridge theory and practice, exploring a practical approach to teaching cross-linguistic transfer that addresses not just the “why,” but also the “how” and “what.”

Effective Literacy: Biliteracy, Oracy, and Oral Language Development (including ELD)

Teachers, Administrators • K - 5(6) • English, Spanish

Seeds of Revitalization of lenguas originarias en México

Albuquerque Convention Center - Tewa

Daniela Fernández Calderón | Community Member, WK Kellogg Foundation

Vicente Canche Moo | Staff, Ministry of Indigenous Education

Tajéew Díaz Robles | Community Member, COLECTIVO MIXE

This session highlights Indigenous-led efforts in Mexico to revitalize indigenous languages through community-based, bilingual, and immersion education models. Participants from Maya and Mixe communities will share emerging lessons from their local initiatives and explore opportunities for cross-learning with tribal educators in the U.S. Esta sesión destaca los esfuerzos liderados por comunidades indígenas en México para revitalizar las lenguas originarias a través de modelos educativos comunitarios, bilingües y de inmersión. Participantes de comunidades mayas y mixes compartirán aprendizajes emergentes de sus iniciativas locales y explorarán

The Power of Partnerships: Engaging Families to Strengthen Literacy Across Languages

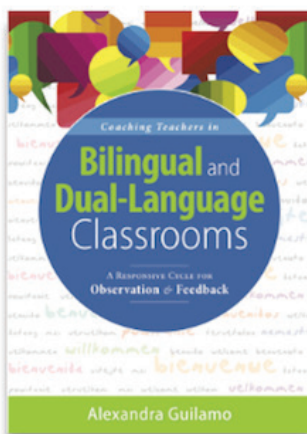
Albuquerque Convention Center (East) - Aztec

María Sol Gómez | Director of Impact and Learning, Just Right Reader

Explore how strong school-to-home partnerships within bilingual and dual language programs can accelerate literacy development in both languages. This session highlights practical strategies for engaging families, fostering community connections, and empowering caregivers to support reading at home using Spanish and English decodables. Grounded in the Science of Reading and culturally responsive practices, participants will gain actionable ideas to strengthen biliteracy and ensure every student thrives across languages.

Family and Community Partnerships

Teachers, Administrators, Parents, Students, Community • K - 12 • English, Spanish



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viernes, el 14 de noviembre de 2025 • Friday, November 14, 2025

Afternoon Concurrent Sessions — 1:30 pm -2:50 pm

Language of Identity & Language of Access in the Classroom

Albuquerque Convention Center - Acoma/Zuni

Michelle Benegas | Associate Professor, Hamline University

Language teachers often have two competing roles: to provide students with academic language and to sustain home language and identity. Focused on practical approaches to support the Language of Identity and the Language of Access (LILA), this presentation is jam-packed with strategies to bring back to your classroom. Participants will examine how identity and criticality are critical foundations in classrooms where students work on language development through authentic tasks without sacrificing linguistic and cultural capital.

Sociocultural Responsiveness, Social Justice, CRT, Educational Equity and Access

Teachers, Administrators, Parents, Researchers, Higher Education, Community, Students • K - 12 • English, Spanish

¡Cantando y bailando aprendemos! Estrategias para enseñar conceptos académicos y la lectoescritura

Albuquerque Convention Center - Anasazi

Tania Álvarez | Teacher, El Paso Independent School District

Matilde Angulo | Instructional Specialist, El Paso Independent School District

Leticia Gutiérrez | Instructional Specialist, El Paso Independent School District

En esta sesión vamos a presentar estrategias efectivas, actividades para enseñar conceptos académicos y desarrollar la lectoescritura temprana a través de la música. Enseñaremos diferentes métodos de enseñanza y cómo desarrollar el lenguaje oral a través de canciones culturalmente significativas para nuestros estudiantes Dual (PreK-2). Modelaremos cómo alinear las estrategias a los estándares: lectoescritura, ciencias, matemáticas, y socio-emocionales. Aprenderán cómo usar estructuras interactivas y divertidas, además de lograr que aprendan cantando y bailando con sus canciones favoritas.

Effective Literacy: Biliteracy, Oracy, and Oral Language Development (including ELD)

Teachers, Parents, Community • Pre-K - 2 • Spanish

Reimagining Charter Schools for Latinx Newcomers and Dual Language Learners

Albuquerque Convention Center - Apache

Norma C Garces | Executive Director, Academias La Paz

Katie Avina | Assistant Executive Director, Academias La Paz

In the landscape of charter schools, dual language education is often overlooked or implemented without deep cultural and linguistic intentionality. In this session, leaders from Academias La Paz, a public charter school serving predominantly Latinx students in Minnesota, will share a vision and framework for designing schools that center student identity, family voice, and linguistic justice.

Sociocultural Responsiveness, Social Justice, CRT, Educational Equity and Access

Teachers, Administrators, Parents, Researchers, Students, Community • K - 12 • English, Spanish

Biliteracy con cariño: Using Interactive Dialogue Journals as a Bridge to Reading by Writing

Albuquerque Convention Center - Ballroom A

Barbara Flores | Professor, CAFE

Esteban Díaz | Professor Emeritus, CSUSB

Using Children's Longitudinal Writing Vignette/Samples, this presentation will highlight the following three goals: 1) Why Interactive Dialogue Journals are an effective bridge to proficient reading while writing L1/L2; 2) How the daily social interactions, both oral and written, between the teacher and the student promotes literacy and biliteracy development and learning; 3) How "deliberate mediation/ scaffolding" by the teacher with the students advances the children's literacy and biliteracy development and learning of TK-2 children; and 4) What pedagogical knowledge teachers need to know and understand.

Effective Literacy: Biliteracy, Oracy, and Oral Language Development (including ELD)

Teachers, Administrators, Parents, Researchers • Pre-K - 2 • English, Spanish

viernes, el 14 de noviembre de 2025 • Friday, November 14, 2025

Afternoon Concurrent Sessions — 1:30 pm -2:50 pm

The North Star of Dual Language Education: Vision, Systems, and Instruction in Action

Albuquerque Convention Center - Ballroom B

Sonia Soltero | Professor, DePaul University

The Dual Language North Star outlines three key categories that guide sustainable, high-quality, and equitable dual language education programs: an equity-driven vision, strategically designed systems, and research-informed bi/multilingual instruction. We explore how these interconnected categories promote academic excellence, high levels of bi/multiliteracy, socio-cultural competences, and critical consciousness. Participants are invited to reflect on current practices and explore actionable strategies. The session highlights how schools and districts can build inclusive, long-term programs that honor multilingual learners' linguistic and cultural assets while advancing educational equity.

DLE Program Development and Design—PreK 20 Implementation

Teachers, Administrators, Researchers, Parents • K - 12 • English

8 Steps to Develop and Sustain Effective Dual Language Instruction

Albuquerque Convention Center - Ballroom C

Kristin Percy Calaff | Director, WA Office of Supt. of Public Instruction

Dr. Patricia Venegas-Weber | Research Scientist, WA Office of Supt. of Public Instruction

Join us as we unpack the 8 steps of the Washington State Dual Language Program Guide to develop and strengthen dual language programs that align to the CAL Guiding Principles. We will highlight instructional practices for each of the Pillars of Dual Language with a focus on supporting multilingual learners, integrating content, language, and literacy, and leveraging translanguaging practices to develop sociocultural competency in dual language classrooms. If you are new to dual language or trying to improve your existing program, this session is for you!

DLE Program Development and Design—PreK 20 Implementation

Teachers, Administrators • K - 12 • English

Centering Community Wealth to Disrupt Educational Injustice: Disrupting the School-to-Prison Pipeline

Albuquerque Convention Center - Chaco

Sonia Cortéz | Teacher, Loyola Marymount University

This session invites dual language educators to reflect on how daily actions either perpetuate systemic injustice or nurture belonging. Rooted in Community Cultural Wealth and grounded in counseling practices, participants will explore how discipline, language, and bias intersect in multilingual classrooms. Through critical reflection, restorative strategies, and practical tools, educators will create action plans to disrupt the school-to-prison pipeline and build classrooms centered on healing, dignity, and liberation.

Sociocultural Responsiveness, Social Justice, CRT, Educational Equity and Access

Teachers, Students, Higher Education, Community, Administrators • 8-Jun • English, Spanish

Jugar para aprender: Un enfoque lúdico para fortalecer el desarrollo del lenguaje académico a través de los contenidos Learning Through Play: Strengthening Academic Language and Content Knowledge for Bilingual Students

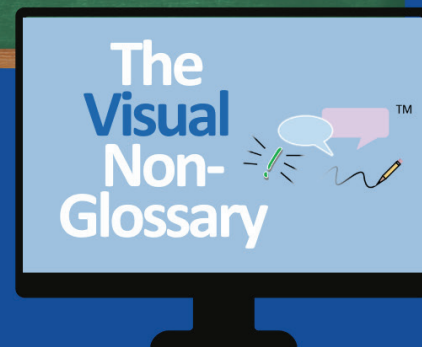
Albuquerque Convention Center - Cochiti

Paola Gagliardo | Teacher, International School of Portland

El juego es una estrategia poderosa que promueve efectivamente el aprendizaje y el desarrollo del lenguaje académico de los estudiantes, ya que les permite explorar, descubrir y comunicar sus ideas en un entorno natural. Además, favorece el desarrollo de sus habilidades de colaboración, el pensamiento crítico y la creatividad. En esta sesión, los participantes explorarán estrategias y herramientas prácticas y significativas aplicables en diversas áreas curriculares que enriquecerán la enseñanza y el aprendizaje lúdico. Dirigida a educadores y administradores - K-6 Playful learning can help students learn fundamental concepts and skills and develop their abilities to collaborate, solve problems, and navigate uncertainty. Using play as a strategy for learning effectively promotes academic language development by creating a natural context for students to explore, question, and communicate their ideas, fostering language acquisition and content knowledge. This session is designed for elementary students

Academic Language Development Through Content Instruction

Teachers, Administrators, Parents • K - 5(6) • Spanish



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From Recruitment to Retention: Maximizing International Talent in Dual Language Programs

Join us for our session

Bernardita Sánchez
Edbinder Chief Revenue Officer

The Legacy of Dra. Dolores Gonzales: El Serie Tierra de Encanto & A Generation of NM Bilingual Education

Albuquerque Convention Center - Hopi

Rebecca Sánchez | Professor, University of New Mexico

Mia Sosa-Provencio | Associate Professor, University of New Mexico

In this exhibit the legacy of Doctora Dolores Gonzales will be explored. Dra. Gonzales, a UNM Professor and a bilingual educator led the Instituto de Entrenamiento para Especialistas en Preparación de Materiales Didácticos en Español. A significant achievement of the Instituto was the creation of a Spanish reading series, El Serie Tierra de Encanto. The Series utilized NM Spanish and the stories were inspired by the lived cultural experiences of Instituto participants. This exhibit highlights the bilingual materials, currently being digitally preserved, and the stories of the Instituto participants who authored the books under the direction of Dra. Gonzales.

Leadership: Research, Policy, and Advocacy

Teachers, Administrators, Parents, Researchers, Students, Higher Education, Community • Other • English

Black and Bilingual: Advocacy, Access, and Action

Albuquerque Convention Center - Isleta/Jemez

Jennifer Kouakeu | Coach and Facilitator,, Instituto Mundo Verde

Dr. Jasmine Brann | Principal, Shirley Chisholm Elementary School

Black students are often underrepresented in bilingual education, yet their stories and identities are essential to building truly inclusive dual language spaces. This session shares narratives of Black multilingual students and offers tools and strategies to examine systemic barriers, advocate for equity, and take action to disrupt the marginalization of Black students in bilingual programs.

Sociocultural Responsiveness, Social Justice, CRT, Educational Equity and Access

Teachers, Administrators, Researchers • K - 12 • English

Los Sembradores: Thirty Years of Preparing and Celebrating the Harvest.

Albuquerque Convention Center - Kiva

David Rogers | Community Member, Rogers Language Educators and Advocates

Rosa Molina | Director, Association for Two-way Dual Language Education

Virginia Collier and Wayne Thomas | Professors Emeriti, George Mason University

In the early years of La Cosecha, members of the community or Sembradores responded to the needs of our dual language bilingual education community and provided much needed expertise and guidance for the expansion of dual language education. They gave selflessly of themselves to sow the seeds of a strong and bountiful harvest that we continue to celebrate and share each November. Come join a few of our Sembradores, as together we reminisce, share stories and celebrate the 30th anniversary of La Cosecha, cosechando lo mejor de nuestra comunidad bilingüe!

Leadership: Research, Policy, and Advocacy

Community • Community • English, Spanish

Dual STEM: Matemáticas en español que unen escuelas y familias

Albuquerque Convention Center - Laguna

Gloriana Vargas | Teacher, Bancroft Elementary school DCPS

Se le enseñará a los maestros cómo explorar estrategias pedagógicas que integran tecnología, pensamiento crítico y aprendizaje basado en proyectos, fomentando el desarrollo del lenguaje académico de los estudiantes y la participación activa de padres y educadores y el trabajo en equipo. Mediante ejemplos prácticos y métodos probados, se demostrará cómo cerrar la brecha entre el hogar y el aula, potenciando el rendimiento estudiantil y fortaleciendo la comunidad educativa en entornos bilingües en el aprendizaje de las matemáticas en español, utilizando escenarios de la vida cotidiana.

Academic Language Development Through Content Instruction

Teachers, Administrators, Parents, Community • K - 12 • Spanish

viernes, el 14 de noviembre de 2025 • Friday, November 14, 2025

Afternoon Concurrent Sessions — 1:30 pm -2:50 pm

Power of Literature: Fostering Bilingualism and Sociocultural Competence in Chicago Public Schools

Albuquerque Convention Center - Nambé/Navajo

Heather Robertson-Devine | Founder, Books del Sur

Alissa Machani | Director, Chicago Public Schools

Angela Chagoya | Instructional Specialist, Chicago Public Schools

This presentation highlights the successful collaboration between Books del Sur and Chicago Public Schools on the Skyline Artes del lenguaje del español (ALE) curriculum. We will show how this partnership leverages authentic Spanish literature to meet the three pillars of dual language education: bilingualism, biliteracy, and sociocultural competence. The curriculum integrates Spanish literature to foster deep language understanding and affirms students' cultural identities. Attendees will receive practical, replicable examples of instructional practices that promote biliteracy development and culturally responsive pedagogy, offering a model for other school districts.

DLE Program Development and Design—PreK 20 Implementation

Teachers, Administrators • K - 12 • English, Spanish

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Virginia P. Collier, Wayne P. Thomas, and Joan Lachance

Reimagining Massachusetts DLBE Guidance

Albuquerque Convention Center - Sandia/Santa Ana

Elenita Irizarry-Ramos | Bilingual Education Lead, MA DESE Office of Language Acquisition

Meg Burns | Director, MABE

Phyllis Hardy | Director, MABE

This session explores how Massachusetts' DESE OLA is supporting the effective design and implementation of dual language bilingual education programs through an extensive revision of its guidance. Learn how cross-functional district teams are guided by updated 2025 DLE Guidance, engage in self-assessment, and receive tailored technical assistance. Participants will analyze resources and strategies supporting new and veteran programs in building equitable, sustainable, and academically rigorous DLBE models across the Commonwealth.

DLE Program Development and Design—PreK 20 Implementation

Teachers, Administrators, Researchers, Higher Education, Community • Other • English

Voices Across Two Languages: Empowering Dual Language Learners to Lead

Albuquerque Convention Center - Santo Domingo

Laila Ferris | Administrator, Mesita Elementary School, El Paso ISD

Viviana Favela | Instructional Specialist, Mesita Elementary School, El Paso ISD

Paula Pantoja | Instructional Specialist, Mesita Elementary School, El Paso ISD

In this engaging session, educators will explore the impact of empowering dual language learners to find and use their voices in both languages of Spanish and English. Participants will learn strategies for fostering leadership and confidence through biliteracy in their students. The session will focus on promoting self-expression, building communication abilities, and creating a classroom environment where students, through their linguistic and academic journeys via edtech tools, cultural responsiveness, and collaborative activities, prepare them to thrive as future leaders in a global society.

Academic Language Development Through Content Instruction

Teachers, Administrators, Community, Parents • K - 5(6) • English, Spanish

Tech for Togetherness: Supporting Families, Strengthening Communities

Albuquerque Convention Center - Taos

Shauna Williams | Literacy Consultant, Benchmark Education

Bring your laptop/device. Learn how to strengthen home-school connections with Benchmark Universe!

Discover how tools like audio read-alouds, multilingual glossaries, and English language supports help families engage with learning at home. Learn practical strategies to build community, foster family partnerships, and support literacy development. Together, we'll explore how technology can promote solidarity, celebrate diverse voices, and ensure every student thrives. Empower families, build bridges, and create lasting impact—one connection at a time!

Family and Community Partnerships

Teachers, Administrators, Parents, Community • K - 5(6) • English, Spanish

Humanizing Translanguaging in the Newcomer Classroom

Albuquerque Convention Center - Tesuque

Kendra Herrera | Coordinator, Kansas State University

Socorro G Herrera | Professor, Kansas State University

This session explores a case study of newcomer teachers who artfully use translanguaging to leverage students' full linguistic repertoires—not only to acquire English, but to accelerate overall language development, deepen academic rigor, and meet socioemotional needs. Participants will learn immediately applicable classroom strategies and engage in critical discussions around shifting from translation-based support to dynamic translanguaging practices that propel students forward. Join us to humanize the newcomer experience and reimagine literacy instruction through the powerful lens of translanguaging.

Effective Literacy: Biliteracy, Oracy, and Oral Language Development (including ELD)

Teachers, Administrators • K- 8 • English

viernes, el 14 de noviembre de 2025 • Friday, November 14, 2025

Afternoon Concurrent Sessions — 1:30 pm -2:50 pm

From Recruitment to Retention: Maximizing International Talent in Dual Language Programs

Albuquerque Convention Center - Tewa

Berni Sánchez | Teacher, Ed binder

U.S. districts are seeking alternatives to the H-1B to address bilingual and dual language teacher shortages. This session highlights J-1, H-1B1, and TN visas as faster, cost-effective, and compliant options, offering practical guidance for sustainable hiring. It also covers retention strategies such as cultural integration, mentorship, and professional growth to help international teachers thrive. Case studies will show how multicultural educators enrich classrooms and strengthen dual language programs with actionable tools for districts.

Leadership: Research, Policy, and Advocacy

Teachers, Administrators • K - 12 • English, Spanish

Unlocking Opportunities: Join the NABE Community and Elevate your Impact

Albuquerque Convention Center (East) - Doña Ana

Susana Ibarra Johnson | NABE Western Region Representative/Assistant Professor, New Mexico State University

Come join us to learn about the National Association for Bilingual Education (NABE). The NABE network of emergent bilingual practitioners spans the globe, allowing you to make meaningful connections at the national and international level. NABE offers an array of professional development opportunities, national and international affiliates, special interest groups, advocacy efforts, and publications, including: the Bilingual Research Journal (BRJ), the NABE Journal of Research and Practice, and NABE Global Perspectives. We look forward to sharing this information with you.

Leadership: Research, Policy, and Advocacy

Teachers, Administrators, Parents, Researchers, Students, Higher Education, Community • K-20 • English

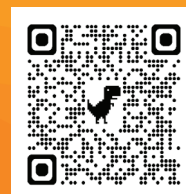
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viernes, el 14 de noviembre de 2025 • Friday, November 14, 2025

Afternoon Concurrent Sessions — 1:30 pm -2:50 pm

Managing Math Pacing: Keeping it Doable (3rd-8th)

Albuquerque Convention Center (East) - Galisteo

Erin Mayer | Teacher/AIM4S® Co-Creator, Dual Language Education of New Mexico/ Janet Kahn School of Integrated Arts

Lisa Meyer | Director of Programming/AIM4S® Co-Creator, Dual Language Education of New Mexico

Join the La Cosecha math team to tackle the common challenge of pacing in math instruction. In this session, you'll gain valuable insights into crafting a comprehensive pacing plan to guide your year, ensuring that all major concepts are covered. This will be a practical session designed to help guide your pacing decisions and enable you to use your program materials more effectively. The session will also discuss pacing challenges in a dual language program, including intentionally planning for translanguaging or bridging spaces.

Academic Language Development Through Content Instruction

Teachers, Administrators • Other • English

Biliteracy Mapping for Impact: Supporting Equity in Tight Schedules

Albuquerque Convention Center (East) - La Cienega

Dr. Massiel Zaragoza | Administrator, Chicago Public Schools

Olimpia Bahena | Director of Instructional Framework, Chicago Public Schools

This session will highlight Chicago Public Schools' districtwide efforts to support intentional scheduling that promotes biliteracy across Spanish/English dual language schools. Aimed at both school- and district-level coordinators, the session will explore common scheduling challenges and offer tools to support program fidelity and instructional equity. Participants will review PK–12 exemplar schedules aligned to language allocation and content goals. While focused on Spanish/English programs, these models can be adapted to other program languages.

DLE Program Development and Design—PreK 20 Implementation

Administrators, Teachers • K - 12 • English, Spanish

Dual Language Program Implementation - Building your Vision to Successful Practice

Albuquerque Convention Center (East) - Mesilla

Robin Farup-Romero | Administrator, Salem-Keizer Public Schools

Olga Cobb | Deputy Superintendent, Salem Keizer School District

Salem Keizer SD in Oregon will present our four-year journey with DLENM to expand dual language programs across 21 elementary, 6 middle, and 5 high schools. We will share our DLE vision, key outcomes, and support structures for schools. Research collaboration with Dr. Susana Ibarra Johnson and Dr. Jacklyn Caires Hurley on our translanguaging-based instructional framework will be highlighted. Participants will learn about biliteracy trajectory focus, district and site-level support strategies, planning structures, and student outcomes as a result of the implementation. Planning documents will be shared.

DLE Program Development and Design—PreK 20 Implementation

Teachers, Administrators, Researchers, Higher Education • K - 12 • English, Spanish

Con corazón y Courage: Advocacy in Education in tiempos difíciles

Albuquerque Convention Center (East) - Pecos

Margarita Machado-Casas | Professor, National Association for Bilingual Education and San Diego State University

Advocacy requires both corazón and courage—heart to remain rooted in our students' humanity, and bravery to challenge the inequities that threaten our profession and our schools. This keynote invites us to see advocacy as an act of birth—midwifing el futuro by nurturing courage, creativity, and comunidad even when resources are scarce and pressures are high. Through stories of resilience, strategies for collective action, and a vision grounded in esperanza.

Leadership: Research, Policy, and Advocacy

Teachers, Administrators, Parents, Researchers, Students, Higher Education, Community • Other • Spanish, English

Assets, not Deficits: Empowering Newcomers by Providing high Rigor to Master all Content.

Albuquerque Convention Center (East) - Ruidoso

Jessica Villalobos | Instructional Specialist, Vista Higher Learning

Juan Aragón | Teacher, West Mesa High School

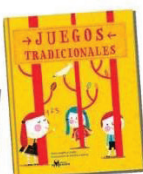
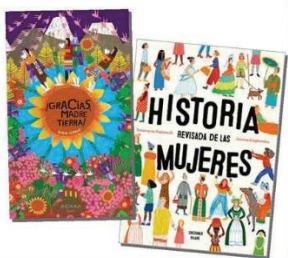
While newcomers face unique challenges in their journey of second language acquisition, leveraging what they bring to the classroom can significantly impact student outcomes. Many schools are perplexed about how to provide a first-class education for English Learners. Presenters will share how to ensure that all learners, regardless of language proficiency, can and must have access to a rigorous curriculum. Participants will gain a deeper understanding of how to honor, celebrate, and affirm the cultures and languages of their students and leverage those assets to help students meet content standards while acquiring language proficiency. Participants will take a deep dive into the practice of personalization and differentiation through an asset-based approach. Educators will learn how to implement a comprehensive school-wide program that builds the next generation of leaders.

Effective Literacy: Biliteracy, Oracy, and Oral Language Development (including ELD)

Teachers, Administrators • K - 12 • English

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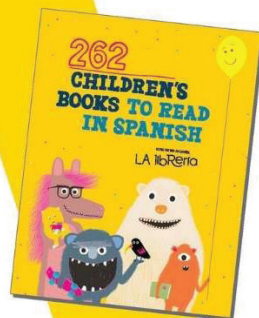
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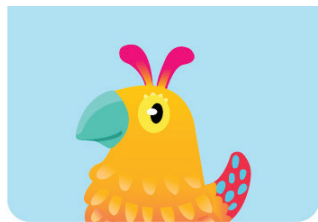
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Hello!



viernes, el 14 de noviembre de 2025 • Friday, November 14, 2025

Afternoon Concurrent Sessions — 1:30 pm -2:50 pm

Centering Identity in DLBE Classrooms with Project GLAD®'s Narrative Input Chart

Albuquerque Convention Center (East) - San Miguel

Nancy Schaal | Teacher, El Camino del Rio Elementary School

Natalie Olague | Project Coordinator, Dual Language Education of New Mexico

A thriving Dual Language Bilingual Education (DLBE) program depends on more than content and language—it flourishes when sociocultural competence is intentionally integrated. At the heart of this goal is identity development, a foundation for student engagement, belonging, and inclusive learning communities. In this interactive session, participants will explore the transformative power of Project GLAD®'s Narrative Input Chart as a tool for delivering stories in English and Spanish across all levels of language learners. Together, we will practice using stories that honor students' languages, cultures, lived experiences, and critical consciousness, while also hearing reflections from a K–5 DLBE school in Eugene, OR, that launches each school year through this approach.

Sociocultural Responsiveness, Social Justice, CRT, Educational Equity and Access
Teachers, Administrators • K - 5(6) • English

Centering Identity in DLBE Classrooms with Project GLAD®'s Narrative Input Chart

Albuquerque Convention Center (East) - San Juan

Vanessa Mangual | Administrator, Houston ISD

Esta presentación destaca cómo la lectura y la escritura cobran vida cuando se enseñan desde el contexto y la conexión con el mundo del niño. A través de textos ricos y experiencias significativas, se muestran estrategias para integrar el lenguaje de manera auténtica, fomentando la comprensión, la creatividad y la expresión personal. Además, se subraya la importancia de honrar la identidad lingüística y cultural de los estudiantes mientras desarrollan habilidades fundamentales de alfabetización.

Effective Literacy: Biliteracy, Oracy, and Oral Language Development (including ELD)
Teachers, Administrators, Parent/Community • K - 8 • English/Spanish

Bridging Brains and Bilingualism: Applying the Science of Learning in Dual Language Classrooms

Albuquerque Convention Center (East) - Tijeras

Emy Tomita | Instructional Specialist, Aldine Independent School District

Tamika Moten | Instructional Specialist, Aldine Independent School District

Tina La France | Instructional Specialist, Aldine Independent School District

A wise person once said: Knowledge is knowing a tomato is a fruit; wisdom is knowing not to put it in a fruit salad. The same could be said of teaching in a dual language classroom—knowing two languages is one thing, but skillfully using them to promote deep learning is another. In this session, we'll explore how the science of learning applies to DL classrooms, connecting cognitive principles to practices that build language and content mastery. Using real-world examples, we'll examine how to teach effectively while supporting culturally and linguistically diverse learners.

Effective Literacy: Biliteracy, Oracy, and Oral Language Development (including ELD)
Teachers, Administrators • K - 5(6) • English, Spanish

Más que palabras: Building Bilingual Success Through Family Buy-In and a Sense of Belonging

Clyde - Enchantment A/B

Annabel Flores | Teacher, Calmecca Academy Of Fine Arts and Dual Language

Participants will learn how our program's success is directly tied to intentional and inclusive family involvement. We'll share how we built strong school-home connections through parent mentors, student-led conferences conducted in two languages, dual language committees for both parents and staff, cultural celebrations and identity-affirming events, opportunities for multilingual development, the Seal of Biliteracy, plus we'll hear parent testimonials to solidify the success of our program and offer parent perspective.

Family and Community Partnerships
Teachers, Administrators, Parents • K- 8 • English, Spanish

Bridging Borders: Cultivating an Inclusive Multilingual Culture for los estudiantes que compartimos

Clyde - Enchantment C/D

Izela Jacobo | Senior Director, Multilingual Education and Global Achievement Department, San Diego County of Education

Yara Amparo López | Secretaría de Educación Pública, Programa Binacional de Estudiantes Migrantes (PROBEM)

In this session, educational leaders from Baja California and California will address the challenges and opportunities faced by students in the U.S.-México border. Participants will explore educational frameworks and best practices for supporting "newcomer" students. Guided by current research, discussions will focus on culturally responsive leadership and barriers to equitable education. Attendees will gain strategies to foster more inclusive environments as they strive to drive systemic change for a brighter future for all students.

Leadership: Research, Policy, and Advocacy
Teachers, Administrators • K - 12 • English, Spanish

viernes, el 14 de noviembre de 2025 • Friday, November 14, 2025

Afternoon Concurrent Sessions — 1:30 pm -2:50 pm

DLI and Non-DLI Together: Improving the School Climate

Clyde - Enchantment E/F

Nicholas Block I Professor, Biola University

Jenna Canillas I Associate Professor, Biola University

The joy of a DLI program can be diminished by tensions in the work environment, especially when DLI exists as a strand alongside mainstream English programs. The presenters will examine various challenges for DLI programs and offer possible solutions suggested by previous research and a current study with over 90 mainly DLeNM educators from across the U.S. The goal of this session is to build a healthy and mutually supportive school climate, which is essential for a school to thrive and in particular, to achieve the sociocultural goal of DLI, as described in the most recent Guidelines.

Leadership: Research, Policy, and Advocacy

Teachers, Administrators, Researchers • K - 12 • English

Co-Powering Parents on the Pathway to The Seal of Biliteracy Award : Supporting Multilingual Success

Clyde - Fiesta I/II

Brenda Chirinos I Education Consultant, Velasquez Press

Literacy/biliteracy is anchored in Grades 4 through 12 as students learn from and rely on texts in history, biology, algebra, language arts, and other subjects. Literacy is key to success for multilingual learners. In this interactive workshop, participants will learn and practice key strategies that coaches and the teachers they support can use to help develop students' academic language and reading abilities. Coaches will leave with tools for guiding teachers as they select and teach essential vocabulary before, during, and after reading, engage MLS in discourse, and apply reading strategies

Family and Community Partnerships

Teachers, Administrators, Parents, Students, Higher Education, Community • 12-Sep • English, Spanish

Uso de la lengua de señas para apoyar el aprendizaje del abecedario y el dictado en aulas de kinder

Clyde - Fiesta III/IV

Becky Sosa I Teacher, William Walker

Esta presentación destaca una estrategia atractiva y apropiada para el desarrollo que apoya la alfabetización en aulas de kinder de doble inmersión. Al incorporar la lengua de señas en la instrucción del abecedario y las rutinas de dictado, los estudiantes desarrollan una mayor conciencia fonémica, memoria motora y conexiones lingüísticas. Este enfoque se alinea con los Principios Rectores de la Educación en Doble Inmersión al proporcionar acceso equitativo al contenido y al desarrollo del lenguaje tanto en español como en inglés, satisfaciendo las diversas necesidades de los estudiantes a través de una inst

Effective Literacy: Biliteracy, Oracy, and Oral Language Development (including ELD)

Teachers • Pre-K - 2 • Spanish

Bilingüe is Best: Lessons Learned While Developing a Bilingual Foundational Literacy Curriculum

Clyde - Grand Ballroom I/II

Beth Carmichael I Teacher, Powell Elementary School

Jaclyn Pilette I Curriculum Expert,

In this presentation, two literacy teachers at a two-way dual language elementary school in Washington D.C. will explain a problem of practice they faced and the shifts that were taken in both the ELA and SLA classroom to help students in a bilingual program who are struggling the most to learn how to read. They will describe the results they are currently seeing in our third year of piloting this work, as well as share an overview of the lessons learned, including next steps, while developing a bilingual foundational literacy curriculum at our school.

Academic Language Development Through Content Instruction

Teachers • K - 5(6) • English, Spanish

Write your own Disruption Story: Pathways to Teacher Empowerment

Doubletree - Coral Ballroom I/II

Lillian Ardell I CEO and Founder, Language Matters

The Monolingual Bias permeates all areas of bilingual education. While teachers routinely combat the bias, they rarely leverage the power of storytelling to acknowledge how these moments clarify their social justice goals. In this session on teacher empowerment, Dr. Ardell guides participants in reflecting on a pivotal moment involving a student, policy, or colleague defined by linguistic prejudice. They will explore the advocacy steps taken, collaborations, and resulting impacts. Teachers will leave with clarity and renewed inspiration to use their unique stories to more reliably advocate.

Sociocultural Responsiveness, Social Justice, CRT, Educational Equity and Access

Teachers, Administrators, Parents, Students • K - 12 • English

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Afternoon Concurrent Sessions — 1:30 pm -2:50 pm

Supporting Multilingual Mathematics Learners with Math Language Routines

Doubletree - Coral Ballroom III

Sandra Daniel | Administrator, The GLOBE Academy
Ally Lewis | Curriculum Specialist, University of Colorado

In the mathematics classroom, sense-making and language are interwoven. Students gain deep understanding of math concepts as they engage in discourse, reading, writing, and listening. The Mathematical Language Routines are routines that can be used across curricula, languages, and grades, to support multilinguals with meaningful mathematics conversation, academic language development, and access to grade-level content. Join us to experience some of these routines in action from a dual-language (English/Spanish/Portuguese) perspective! Real artifacts and resources will be shared.

Academic Language Development Through Content Instruction
Teachers • K- 8 • English, Spanish, Portuguese

Using Culturally Sustaining Literature for Meaningful Mathematics/Science Instruction

Doubletree - Crystal Ballroom

Socorro Huerta Mancilla | Teacher, Austin ISD/Blazier Intermediate School
Luz Maldonado Rodríguez | Associate Professor, Texas State

What can you do when you discover that your mathematics or science curriculum was not written for your dual language students, with their knowledge, strengths, and languages, in mind? This presentation shares the strategies of an elementary dual language teacher for integrating culturally relevant literature through student-centered math and science lessons. This inclusion has been found to increase bilingual students' mathematical and scientific identities by unlocking rich connections to content that then allows bilingual students to see themselves as doers and creators of math and science.

Sociocultural Responsiveness, Social Justice, CRT, Educational Equity and Access
Teachers, Higher Education • K - 5(6) • English, Spanish

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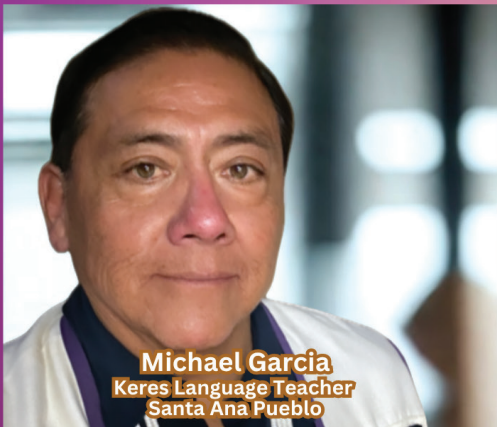
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