



**NOVEMBER**

**2 - 5, 2022**

**DUAL LANGUAGE  
CONFERENCE**

*Hybrid*

# La Cosecha

*¡Seguimos con la cosecha!*

*Santa Fe*

**NM  
TRUE**

**CONFERENCE  
PROGRAM  
DRAFT**

**8 • 29 22**

**NOTE: Final program will not be  
posted until October 2022**

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## **Integrando STEAM: A Guide for District Leaders of Bilingual and Dual Language Programs**

### **In-Person**

Marialuisa Di Stefano | Professor, University of Massachusetts- Amherst

This panel session is a guide for school leaders, district administrators, and policymakers, who are planning to implement new or strengthen existing bilingual and dual language (BDL) elementary programs for multilingual learners in the U.S., focusing on the integration of STEAM (science, technology, engineering, art, and math) subject matter knowledge with the biliteracy development in English and a partner language other than English (LOTE).

DLE Program Development & K-12 Implementation

K-20

English

## **Making Strong Math Gains in DL Programs**

### **Virtual Streaming**

Lisa Meyer | Administrator, Dual Language Education of New Mexico

How can administrators and instructional leaders support DL teachers in providing high-quality math instruction? Get a sneak peek at some of the content being published this spring in the book *Integrando STEAM in Elementary Bilingual and DL Programs*. Join DLeNM's math PD team in looking at 1) building school systems to support math instruction, 2) cultivating buy-in and accountability, and 3) advocating for your program at the district level.

Academic Language Development

K - 12

English

## **Systemic Racism: The Commonalities Between Our Fight for Dual Language Education and the Civil Rights Movement.**

### **In-Person**

Aradhana Mudambi | Director, Framingham Public Schools

Houston, TX was the largest Jim Crow system in the South, yet is now one of our nation's most integrated large cities. We will explore the biases that, in spite of *Brown v. Board of Education's* ruling, delayed the desegregation of the Houston Independent School District by 30 years. We will then compare these biases to those faced by Dual Language educators. Finally, we will learn from HISD's struggle how to enact lasting, cultural change.

Socio-Cultural Responsiveness, Educational Equity and Access

K-20

English

English

## **What does it mean to be ethical in multilingual learning communities ?**

### **In-Person**

Theresa Austin | Professor, University of Massachusetts, Amherst

After briefly introducing the concept of ethics for multilingual teachers, 3 scenarios are shared that invite teachers and researchers to decide what is ethical to do next. Then participants are guided to reflect on what issues could be operating in their communities to address their particular ethical concerns. After discussion in small groups, volunteers will present points/questions emerged. To conclude useful resources are provided.

Socio-Cultural Responsiveness, Educational Equity and Access

K-20

English & Spanish

## **Translanguaging Pedagogías: Encouraging the Use of Translanguaging in K-6 Classrooms**

### **In-Person**

Blanca Araujo | Professor, New Mexico State University  
Violet Henderson | College Professor, New Mexico State University  
Leanna Lucero | Assistant Professor, NMSU  
Angela Owens | College Professor, NMSU

As numbers of English Learners enrolled in U.S. public schools increase, the shortage of bilingual teachers increases. Our focus is to share strategies and approaches on translanguaging pedagogies for dual language learners in K-6 settings. Authentic opportunities for translanguaging in different content areas will be explored. Audience will be encouraged to participate and share translanguaging engagements and discussions.

DLE Program Development & K-12 Implementation  
K - 6  
English and Spanish

## **Why STEAM is so Important to 21st Century Education**

### **In-Person**

Natali Barreto | Teacher, Truman Middle School  
Angel Mendez | Teacher, Truman Middle School  
Dean Madrid | Teacher, Truman Middle School

In the STEAM classroom setting, our primary purpose is to create a space where students explore inquiry-based learning in a fun and innovative way by establishing a foundation for scientific thinking and ideas. As the education world explores strategies to equip students with the skills and knowledge they'll need to be successful innovators in a 21st century workforce, there has been a growing emphasis on STEAM.

Integrating Technology and On-line Instruction  
K - 12  
English

## **Talk, Sing, Read, Write and Play: Building Early Literacy Skills with Preschool GLAD®**

### **In-Person**

Christie Baird | Administrator, Orange County Department of Education

These five simple practices: talking, singing, reading, writing and playing form the basis for developing early literacy skills. Preschool GLAD(R) strategies provide teachers with strategies for intentionally implementing these practices as they offer a learning environment that builds brain connections, develops communication skills, and paves the pathway to reading.

Early Childhood and Special Education  
Pre-K  
English

## **The long term impacts of a dual language program**

### **In-Person**

Jason Greenberg Motamedi | Researcher,  
Manuel Vazquez | Education Northwest

This research examines how students who participated in Beaverton, Oregon's Spanish-English dual language program perform on selected academic outcomes (including assessment scores, reclassification, graduation, and post-secondary outcomes) in comparison to peers who do not participate. The research also examines how differences in academic outcomes vary by student characteristics and program.

Indigenous Language Immersion and Dual Language Immersion Programs  
K - 12  
English

## **Making Dual Language Instruction More Effective, More Efficient, and More Equitable through Tandem Teaching**

### **In-Person**

Elizabeth Howard | Instructional Specialist, Dual Language Connections  
Shera Simpson | Instructional Specialist, Dual Language Connections LLC

Being a dual language teacher is amazing, inspiring, and a lot of fun... but it also comes with its share of challenges, including the successful coordination of instruction across program languages. This is especially true when two teachers are involved - what we call tandem teaching. In this session, we will brainstorm, discuss, and model various approaches for promoting efficacy, efficiency, and equity through successful tandem teaching.

Socio-Cultural Responsiveness, Educational Equity and Access  
K - 5  
English

## **Relationships First: Academic and social-emotional success in the dual language classroom.**

### **In-Person**

María Barragán Ortiz | Teacher, University of Seville

Establishing a positive and productive learning environment within the classroom is crucial for students' academic, emotional and social success. This presentation will provide attendees with 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.

Socio-Cultural Responsiveness, Educational Equity and Access  
K-20  
English

## **Multiculturalismo, bilingües y selección de textos**

### **In-Person**

Teresa Krastel | Staff, NWEA  
Cecilia Gazza Sena | Staff, NWEA

Nuestros alumnos merecen leer textos que despierten su interés y curiosidad. Comprender la riqueza cultural que los estudiantes bilingües traen consigo es fundamental a la hora de elegir textos auténticos y culturalmente receptivos. En esta sesión interactiva, exploraremos la representación de la diversidad cultural en los textos y presentaremos una rúbrica para analizar pasajes de textos en español e inglés para pruebas y el aula.

Socio-Cultural Responsiveness, Educational Equity and Access  
K - 12  
Spanish

## **Excellent Classroom Strategy - Formative Strategy**

### **In-Person**

Virginia Elkhader | Teacher, Hayes Middle School

At my bilingual science classroom at middle school, a new educational strategy in teaching, learning and formative assessment was developed and implemented. The aim of this strategy was to improve the following skills for each student: observation, critical thinking, logical reasoning, artistic expression, and retention of new scientific concepts.

DLE Program Development & K-12 Implementation  
K -12  
Spanish

## **Recognizing Tensions in Curriculum and Practice for Multilingual Learners: Escuchando las Voces de Docentes**

### **In-Person**

Cristina Alfaro | Professor, San Diego State University  
William Zahner | Associate Professor of Mathematics and Statistics, SDSU  
Sera Hernandez | Assistant Professor of Biliteracy & Raciolinguistics, SDSU  
Melissa Navarro | Assistant Professor of Bilingual Science/Math, SDSU

This session will present findings from a national study on the voices of teachers that teach multilingual learners. Instructional materials can support-or hinder-pedagogy aligned with socio-linguistic and socio-cultural dimensions of teaching and learning. Participants will engage with and discuss excerpts from interviews with K-12 classroom teachers to consider the impact and tensions between instructional materials and teacher knowledge.

Socio-Cultural Responsiveness, Educational Equity and Access  
K - 12  
English

## **Detrás del verso: Destrezas básicas en la magia del poema**

### **Virtual Streaming**

Francisca Campoy | Instructional Specialist, Transformative Education Institute  
Alma Flor Ada | Author, University of San Francisco

*Dialogar con el poema, comprender su estructura y su lenguaje.  
Enamorarse del ritmo, la rima, el símil y el soneto.  
Hacernos amigos de aquellos poetas que aman a los niños.  
Romper el techo de cristal de un verso, con la punta de un lápiz.  
Levantar el velo que oculta al poeta que vive dentro de cada educador.  
Una sesión para compartir todo esto y mucho más con maestras y maestros*

DLE Program Development & K-12 Implementation  
K-20  
Spanish

## **Language and Literacy Through the L2 Lens**

### **In-Person**

Angelica Corral | Coordinator, East Aurora School District 131  
Tina Clement | Assistant Director, East Aurora SD 131  
Rita Guzman | Executive Director, East Aurora SD 131  
Lisa Dallacqua | Assistant Superintendent, East Aurora SD 131

In this presentation participants will explore a standards-aligned curriculum that is scaffolded for second language acquisition. Curriculum highlights include building academic vocabulary, cross linguistic analysis of language, and supporting the extension of L1 literacy development. Cultural exploration is the culminating component of this language workshop model.

Effective Literacy: Biliteracy, Oracy, and Oral Language Development  
K - 5  
English

## **Cultivar la bialfabetización y Promover el Desarrollo del SEL a través de Mensajes Diarios Interactivos**

### **In-Person**

Bernadette Pilar Zermeno | Community Member, OUSD

*¡Venga y aprenda consejos y estrategias para cultivar la alfabetización bilingüe en la educación temprana a través del uso de mensajes diarios interactivos! Discutiremos la importancia de los cognados, las habilidades transferibles, todo mientras trabajamos en el desarrollo socioemocional a través de la escritura. ¡Diviértense mientras aprendes!*

Effective Literacy: Biliteracy, Oracy, and Oral Language Development  
Pre-K  
Spanish

## **Implementation of a K-12 Dual Language Program**

### **In-Person**

Robin Farup-Romero | Administrator, Salem-Keizer Public Schools  
Teresa Tolento | Elementary Curriculum Director, Salem Keizer School district

In this presentation we will share about our collaboration with Dual Language of New Mexico and how our school district engaged in leadership and program development to begin implementation of K-12 program. We will be highlighting how community input; our district equity plan and data informed our decision to expand dual language opportunities. Strategies and processes on how we identified teachers, began leadership structures at the district

DLE Program Development & K-12 Implementation  
K - 12  
English

## **Administrator Perception of the Development of Biliteracy by Latine Emergent Bilingual Students**

### **In-Person**

Kathy Vergara | Director, Klein ISD

This presentation will review the contexts that appear related to when campus administrators' have a deficit versus an asset-based perception towards the continued development of biliteracy and bilingualism by Latine Emergent Bilingual Students."

Leadership: Research, Policy and Advocacy  
K - 12  
English

## **Discusiones matemáticas en el aula DI**

### **In-Person**

Maria Martinez del Campo | Teacher, Telluride School District R-1

La sesión se centrará en estrategias para desarrollar la colaboración y la discusión en la clase de matemáticas en DI.

Academic Language Development  
K - 5  
Spanish

## **A Journey towards Transformation**

### **In-Person**

Patricia Núñez | Coordinator, UT at Austin  
Julia Hernández | Coordinator, UT Austin

In this session, La colaborativa project, a transformative journey of teachers to Oaxaca, Mexico to experience schooling in indigenous communities, is presented as an opportunity to shape instructional pedagogies for emergent bilinguals US classrooms. We share, through teacher pláticas and reflections, the impact of removing ourselves from the "white gaze" (Stewart & Gachago, 2020) of US educational spaces to inform and sustain us.

Socio-Cultural Responsiveness, Educational Equity and Access  
K - 6  
Spanish/ English

## **Biography-Driven Instruction: Creating equitable learning spaces through sustainable translanguaging practices**

### **In-Person**

Lisa Porter | Associate Professor, James Madison University  
Socorro Herrera | Professor, University of Kansas  
Katherine Barko-Alva | Assistant Professor, William and Mary School of Education

This session provides participants with meaningful ways to design and implement lessons centered around their students' biography and families' narratives. Biography-driven instructional strategies (i.e., DOTS, Picture this, and linking language) will be used to create translanguaging spaces and cross-linguistic instructional opportunities in Spanish and English across different academic disciplines.

Effective Literacy: Biliteracy, Oracy, and Oral Language Development  
K - 12  
Spanish/English

## **CREATE! Considerations for High Quality Biliteracy Planning**

### **In-Person**

Rubi P Flores | Director, CABE  
Anya Bobadilla | Professional Learning Specialist, CABE

Effective biliteracy instruction for emergent bilingual students takes into consideration the linguistic, academic, and socioemotional needs of students. This session will present 6 specific components that will guide teachers as they plan for effective biliteracy instruction that is responsive to the unique needs of emergent bilingual students in dual language programs. Strategies and lesson ideas will be shared.

Effective Literacy: Biliteracy, Oracy, and Oral Language Development  
K - 12  
English

## **John and Juan: The evolution of a bi-lingual play**

### **In-Person**

David Prather |

"John and Juan", a bi-lingual play exploring the history of New Mexico has a long association with La Cosecha. Actor and author David Prather and native New Mexican Armando Ortega first brought the play to the conference in 2005. The original version of the play focused on California, and was a response to the anti-immigrant Proposition 187. In addition to touring throughout California, performing thousands of shows in schools, David and Armando brought a third version to Texas and the Alley Theatre in Houston. Tragically, Armando recently suffered a brain aneurysm and is still recovering; in this reading of the play, in his honor, his brother Carlos Ortega will take his part. A conversation will follow.

Socio-Cultural Responsiveness, Educational Equity and Access

## **Planning a Dual Program? Putting Equity Front and Center**

### **In-Person**

Barbara Kennedy | Founder, GloboLingo Education Consulting, LLC

Dual language (DL) benefits English learners as well as English-proficient students. Program success requires engagement in a thoughtful planning process that puts equity front and center, is informed by current research, and is responsive to local community needs. Learn the building blocks of effective DL program planning and how key programmatic features connect to DL's 3 pillars: biliteracy, academic achievement, and socio-cultural competence.

DLE Program Development & K-12 Implementation  
K-12  
English

## ***El desarrollo del español auténtico: WIDA SLD Standards***

### **In-Person**

Samuel Aguirre | Director, WIDA Español  
Mariana Castro | Deputy Director, WCER  
Margo Gottlieb | Co-Founder & Lead Developer, WIDA  
Analleli Munoz | Assitant Director of Professional Learning, WIDA

WIDA Español is working on new Spanish language development standards and we want your input on the new standards framework! Join us for this engaging session where WIDA will present elements of the new Marco del desarrollo auténtico del lenguaje español (Marco DALE). Attendees will have an early opportunity to review the standards and be part of a discussion about application and needs.

DLE Program Development & K-12 Implementation  
K-12  
English

## **Storytelling matters in all cultures: a way to build biliteracy and identity**

### **Virtual Streaming**

Angélica Yepes Velosa | Teacher, Diggs-Latham Elementary school  
Carla Andrea Salinas Mura | First Grade DL/I teacher, Picket Elementary

"*La Fábrica de Cuentos*" is a storytelling strategy where students have the opportunity to create their own stories and build their oracy, and oral language skills. This encourage creativity, critical thinking, problem-solving, and global competences. Kids will have the chance to be authors and developers of their own stories by using a set of color coded cards that include diverse characters, settings and cultures.

Effective Literacy: Biliteracy, Oracy, and Oral Language Development  
K - 5  
English

## **Equity Advocate: Literacy, Language, and Asset Minded Leadership Session**

### **Virtual Streaming**

Lisset Rosales | Instructional Specialist, Teach Plus  
Lyndsey Bird | Education Leadership Coach, Teach Plus

Deficit v. Asset Minded Lens. Today and going forward, develop as Equity Advocates and anti-racist leaders by reflecting on our own American origin story, and examine the role of bias, privilege, and racism in our own lives and schools in terms of language and literacy. Get to know the students we serve, in order to engage in courageous conversations about defining and celebrating multilingualism as we build more culturally responsive practices.

Leadership: Research, Policy and Advocacy  
K - 12  
English

## **"Dual"ing it in Early Childhood**

### **Virtual Streaming**

Jaclyn Al-Hanna | Instructional Specialist, CLDL Division - EPISD  
Norma Calderon | Instructional Specialist, CLDL Division - EPISD  
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This session will focus on effective strategies dual language teachers can add to their “dual-toolbox” including fundamentals of rituals, routines, and classroom management in a 50/50 dual language early childhood classroom. This session will provide evidenced-based tools, strategies, and structures to enhance the flow and delivery of classroom instruction. Participants will learn how to implement cheers, centers, thematic units, and much more!

Early Childhood and Special Education  
Pre-K  
English

### ***!Andale con los Artes!***

#### **In-Person**

Allison Hawks | Teacher, Dolores Gonzales ES  
Norma Quiñones | dance teacher, DGES  
Russ Riekeman | art teacher, DGES  
Amy Richardson | librarian, DGES  
Jose Carrillo | music teacher, DGES

Elevate your dual language program through the arts! Here at Dolores Gonzales Elementary School, we are excited to share how we enhance our school, collaborate, and strengthen our programs through the arts. We are a designated Elevated Arts school, and we'll be sharing what we've accomplished, challenges, as well as hopes for the future. Participants will actively engage in lessons as well as learn about the structure of our Arts focused school.

DLE Program Development & K-12 Implementation  
K - 5  
English and Spanish

### **Teaching with Language Objectives at the Secondary Level**

#### **In-Person**

Danna Lomax | Teacher, Ventura Unified School District  
June Lomax | Paraeducator, Ventura Unified School District  
Sarah Gluck Perez | Teacher, Ventura Unified School District

In this presentation, educators will discuss the why and how of language objectives. The session will begin with an overview of the ELD standards, and then participants will work together through the process of intentionally creating language objectives that align with content objectives in Math, Science, Social Studies, English, and World Language. Finally, participants will consider equity when grading students' content and language abilities.

Academic Language Development  
6 - 8  
English

### **Translanguaging, Transdisciplinary Research, and Mindfulness Strategies in the Classroom**

#### **In-Person**

Dawn Wink | Director, Santa Fe Community College  
Dr. Ana York | Assistant Professor, California State University/Stanislaus

Translanguaging reflects the dynamic flow of braiding languages that multilinguals naturally use and falls within transdisciplinary research that focuses on holistic language acquisition. Mindfulness research provides various strategies relevant to the process of language acquisition. Presentation expands DL guiding principles of curriculum, instruction, professional development, and support.

Leadership: Research, Policy and Advocacy  
K-20  
English

### **African Presence in México**

#### **In-Person**

Dinah Armstead | Instructional Specialist, Instructional Specialist

Little is known and even less is taught of the narratives of people of African descent in Mexico. I will give the background on this group and share an auto-ethnographic account of my visit to Chachagua, Oaxaca, Mexico. I will provide resources that can be used for project-based teaching, including utilizing the National Museum of Mexican Art in Chicago, IL. Finally, I will also lead teachers in a cultural-awareness activity.

Socio-Cultural Responsiveness, Educational Equity and Access  
K - 5  
English

## **Desarrollo del lenguaje español como segundo idioma: El béisbol nos salvó**

### **In-Person**

Gisela OBrien | Associate Professor, Center for Equity for English Learners (CEEL)

*En este taller se demostrarán diferentes estrategias colaborativas que promueven el desarrollo del lenguaje oral (formas y funciones) así como también el desarrollo de más complejas habilidades del pensamiento. Basado en los estándares Common Core de Artes de Lenguaje, tendrá como enfoque los conceptos literarios a través del uso de las ilustraciones en obras literarias infantiles.*

Effective Literacy: Biliteracy, Oracy, and Oral Language Development

K - 6

Spanish

## **Bring in the Music!**

### **In-Person**

Andrés Salguero | Salsana LLC (123 Andrés)

Christina Sanabria | Salsana LLC (123 Andrés)

A high-energy session that gets everyone up and moving! We explore ways to use music to deepen and extend lessons, especially for literacy. Music can make everything more engaging, memorable and fun as it helps us build bonds as a community, helps us remember key takeaways, and channels physical and creative energy. 123 Andrés (Andrés and Christina) bring their expertise in music and education in a dynamic and interactive presentation!

DLE Program Development & K-12 Implementation

K - 5

Bilingual (Spanish/English)

## **Estrategias de andamiaje: de la oralidad a la escritura**

### **In-Person**

Irene Zamora | Instructional Specialist, Participate Learning

Laura Díaz | Director of Education Programs, Participate Learning

Laura Macartney | Participate Learning

¿Estás interesado en incluir andamiajes en tus actividades para el desarrollo del lenguaje?  
¿Necesitas ideas para que tus estudiantes utilicen el español en el aula? Ven a esta sesión para aprender estrategias prácticas y efectivas que apoyan, a través del andamiaje, el desarrollo del lenguaje oral y escrito.

Effective Literacy: Biliteracy, Oracy, and Oral Language Development

K-5

Spanish

## **RESET: Social and Emotional Learning (SEL) in Multilingual Classrooms**

### **In-Person**

Joni Magee | Teacher, Multistate Association for Bilingual Education, Northeast (MABENE) & Needham High School

Educators are aware of the pivotal role SEL plays in our students' lives. This is especially true for multilingual students as they navigate academics, weave cultural and linguistic identities and witness social inequities. This session will model a critical wellness approach to deliver SEL that reinforces students' strengths, assets and agency. Participants will design an SEL protocol, curate resources and develop professional networks.

Socio-Cultural Responsiveness, Educational Equity and Access

K - 12

English

## **Using Our Privilege: Anti-Racist Work & Cross Cultural Competency**

### **In-Person**

Kevin Donoher | Teacher, Mesa County Valley School District 51 - DIA @ BMS

Ryan McLaughlin | Lectoescritura y Historia - 8vo grado, Mesa County Valley School District 51 - DIA @ BMS

Michele Rewold | Dual Language Program Facilitator, Mesa County Valley School District 51 - DIA

This presentation details our work with 8th-grade dual language students, cross-cultural competency, and Tiffany Jewell's book, "This Book is Anti-Racist." We highlight how students chose the book, our teaching strategies, the attempted removal of the book by powerful community members, student agency in relation to cross-cultural competency, and how we leveraged pushback to advocate for the expansion of dual language education in our community.

Socio-Cultural Responsiveness, Educational Equity and Access

6 - 8

English

## **Middle School Language Immersion Curriculum Design: What We Know, Want to Know, and Have Learned**

### **In-Person**

Katherine Kirschner | Teacher, Herricks UFSD

Adriana Mendrinos | Teacher, Herricks UFSD

As middle school teachers we often find ourselves wondering how we can maintain the necessary rigor of a DLI program while still being responsive to the unique SEL needs of the middle school student. In this presentation, participants will learn strategies & best practices gleaned from our own experiences designing, implementing, & redesigning our curriculum for the only fully-articulated K-12 Spanish Language Immersion Program in New York State.

DLE Program Development & K-12 Implementation

6 - 8

English

## **1, 2, 3—Tech, You're IT!**

### **In-Person**

Laila Ferris | Administrator, Mesita ECDC/Elem School, ISD El Paso ISD

Patricia Castano | Teacher, Mesita ECDC/Elementary School

Ana Alderete | Teacher, Mesita ECDC/Elementary School, El Paso ISD

Join us as we get ready to get tag our digital generation tech engagement. Websites and apps will be shared that will engage students in using these digital tools to embrace their learning, in Spanish and English. So, be ready to inspire your students and ignite classroom projects, using empowering technologies such as those used in our Connecting Worlds/Mundos Unidos Two-Way Dual Language Gifted/Talented Magnet Program.

Integrating Technology and On-line Instruction

K - 6

Spanish and English

## **Socratic Seminars for Emerging Bilingual Students: Elementary & Beyond**

### **In-Person**

Lisa Hammond | Teacher, University Hill Elementary School

Cecilia Lopez | Teacher, University Hill Elementary School

Curious about Socratic Seminars? Ever thought about trying them with emerging bilingual students, but weren't sure how to get started? Wonder how to implement Socratic Seminars in a dual language context? Come find out! The session will include an overview of Socratic Seminars, skill building lessons, appropriate modifications and scaffolds as well as suggested texts and resources for teacher use. Useful for elementary and beyond!

Effective Literacy: Biliteracy, Oracy, and Oral Language Development

K - 12

English

## **The Bilingual Village: Engaging Classroom With Community**

### **In-Person**

Marjorie Ceballos | Associate Professor, University of Central Florida

Joyce Nutta | Professor, University of Central Florida

Laura Monroe | Professor, University of Central Florida

Florin Mihai | Professor, University of Central Florida

Kerry Purmensky | Professor, University of Central Florida

Nadia Garzon | Outreach Coordinator, University of Central Florida

The Bilingual Village is a partnership between dual language schools and the local community. The Bilingual Village activities occur virtually and in person to create learning opportunities for students to be immersed in authentic, bicultural activities. Students are presented with tasks completed at participating local businesses, developing and supporting students' new language while providing them with real-world experiences.

Family/Community Partnerships

K - 5

English

## **Windows, Mirrors, and Doors: Literature for a Culturally Responsive Classroom**

### **In-Person**

Emmy Tither | Coordinator, University of New Mexico

Marlene Linares-Gonzalez | Communication & Outreach Specialist, University of New Mexico

What is culturally-responsive literature? How can we identify it and incorporate it into the classroom? This presentation and workshop by UNM's Latin American and Iberian Institute will aid educators in recognizing the characteristics and importance of integrating culturally-responsive literature into the classroom for learners of all ages, as well as provide free and classroom-ready resources.

Socio-Cultural Responsiveness, Educational Equity and Access

K-20

English

## **Texas Effective Dual Language Immersion Pilot Schools Framework Implementation**

### **In-Person**

Myrna Rosado-Rasmussen | Coordinator, Texas Education Agency

Dr. Xochitl Rocha | Bilingual/ESL Manager, Texas Education Agency

Dr. Julie Lara | English Learners Director, Texas Education Agency

As Texas continues leading the development and implementation of high-quality dual language programs, the TEA ELs Support Division began piloting in several school districts the Texas Effective Dual Language Immersion framework, which is a new resource tool to increase effective DLI implementation. In this presentation we will share information about the school visits, input from the local committees and the next steps in the refinement.

DLE Program Development & K-12 Implementation

K - 12

English

## **RTI in Both Languages from the Start**

### **In-Person**

Shahnaz Sahnou | Instructional Specialist, Lincoln Elementary

This session will detail how, after a long history of native-language intervention with sub-par long-term results, our K-5 dual language school has created an RTI system in which students needing extra reading support receive interventions both Spanish and English from the start. I will also share how we supplement our core instruction in both Spanish and English based on the science of reading.

Effective Literacy: Biliteracy, Oracy, and Oral Language Development

K - 5

English

## **What to Teach? 4 Tips for Designing Math Intervention**

### **In-Person**

Le Tran | Staff, University of Texas at Austin  
Sarah King | Graduate Research Assistant, University of Texas at Austin

Research indicates teaching math is much more complex than just teaching about numbers and computation. When implementing effective math interventions educators should incorporate these 4 strategies: 1) teach precise math language, 2) develop conceptual understanding of symbols, 3) use gestures, and 4) use instructional conditions. We will demonstrate a series of math intervention strategies for educators to integrate into their teaching.

Early Childhood and Special Education  
K - 12  
English

## **Translanguaging Pedagogical Practices for Emergent Bilinguals in the Reading Process**

### **In-Person**

Elizabeth Valenzuela | ,

With the premise that the reading process is complex: This presentation will focus on rethinking how reading intervention programs for emergent bilinguals in dual language bilingual programs can be rearticulated by utilizing a translanguaging framework. The presenters will share translanguaging pedagogical practices that capitalize on emergent bilinguals' languages, literacies, and sociocultural experiences to support their biliteracy development. Participants will learn about best biliteracy practices that allow emergent bilinguals to utilize their entire linguistic and social repertoires in the reading process. This session will be conducted entirely in Spanish.

Effective Literacy: Biliteracy, Oracy, and Oral Language Development

## **Coaching Teachers in Bilingual and Dual Language Classrooms: A Responsive Observation & Feedback Cycle**

### **In-Person**

Alexandra Guilamo | Director, TaJu Educational Solutions LLC

Engaging dual language teachers in constructive observations and feedback is essential to teacher excellence and the three goals of DLE. Participants will understand a proven framework for coaching dual-language and bilingual teachers with fair and effective feedback. Coaches and administrators gain the skills and tools needed to answer the question, "How can I effectively coach in dual language if I don't speak the language of instruction?"

Leadership: Research, Policy and Advocacy  
K - 12  
English

## **Educators Rising in New Mexico: a Pathway for Sustainability for Dual Language Programs**

### **In-Person**

Mishelle Jurado | Student, PDK International Educators Rising

In this session, New Mexico Field Director Mishelle Jurado, will engage participants in a discussion and reflection about how Educators Rising is inspiring and preparing HS students in New Mexico and throughout the country to become educators. Through an interactive presentation and panel discussion, participants will learn the importance to recruit and engage young people, specifically Bilingual Latine and Native American students.

Leadership: Research, Policy and Advocacy  
K-20  
Teachers, Administrators, Parents, Researchers, Students

### ***Enseñando en español: Utilizando el Marco ALE en tu salón***

#### **In-Person**

Samuel Aguirre | Director, WIDA Espanol  
Analleli Munoz | Assistant Director of Professional Learning, WIDA  
Wilma Valero | Professional Learning Specialist, WCEPS

WIDA launched Marco ALE in 2021 to enhance educator's Spanish language arts teaching and learning. Join us for this interactive workshop in which we will explore ways that teachers can utilize Marco ALE: Aplicación para la enseñanza to enhance their instruction. This presentation will be delivered primarily in Spanish.

Academic Language Development  
K-12  
Spanish

### **Effective Literacy for Emergent Bilingual Learners: Voices From the Field**

#### **In-Person**

Jody Slavick | Professor, Literacy Squared/University of Colorado Boulder

The National Committee for Effective Literacy was formed when leaders in the field grew concerned about the science of reading movement and its lack of attention to quality literacy instruction for emergent bilingual learners. Panelists will discuss the history of failed literacy approaches, research on effective literacy instruction for EB students, updates on how the movement is affecting EB learners nationwide, and a call to action.

Effective Literacy: Biliteracy, Oracy, and Oral Language Development  
K-20  
English

### **The Cognitive & Social Power of Standard Language**

#### **In-Person**

Shengxiao Yu | Nectar

This workshop will serve as an introduction into the research behind standard language, the language that is typically taught and promoted in school settings. We will discuss why standard language is seen as important and, oftentimes, "correct." We will analyze standard language as carrying both cognitive power and social power. These concepts apply to a variety of languages use in educational settings, including English and Spanish.

Socio-Cultural Responsiveness, Educational Equity and Access  
Community  
English

### **Supporting the 3rd pillar of Dual Language via Culturally Relevant Pedagogy & Praxis**

#### **Virtual Streaming**

Christina Hernandez | Coordinator, Southwest ISD  
Briana Jimenez | Elementary Emergent Bilingual Specialist, Southwest ISD

Audience will leave with ideas on how to create space & implementation of the 3rd pillar of DL, social cultural competence. Our presentation will focus on ways to incorporate literature and activities to honor our students' identities, cultural wealth and assets. We will connect language, identity, and cultural wealth (Yosso, 2005) with the use of theoretical frameworks from Vygotsky's social cultural theory and Ladson Billings-CRP & praxis.

Socio-Cultural Responsiveness, Educational Equity and Access  
K-20  
English

## ***Estrategias y recursos para la enseñanza de artes del lenguaje y lectura en español en el aula dual***

### **Virtual Streaming**

Cristina Campillo | Teacher, Harvard District 50

This presentation aims to establish a dialogue between educators and the best practices when teaching Spanish in the dual language classroom. Through my personal experience, and all the contributions that I have learned over the years from other educators, I will present a compilation of strategies and resources to teach the 4 skills (listening, reading, writing and speaking) of the Spanish language in a dynamic way in a dual language setting.

Effective Literacy: Biliteracy, Oracy, and Oral Language Development

K - 5

Spanish

## **The Big Ideas of Project GLAD®**

### **Virtual Streaming**

Diana Pinkston-Stewart | Staff, Dual Language Education of NM

Come and learn about the BIG IDEAS of OCDE Project GLAD® by exploring key GLAD® routines, structures and strategies. Walk away with some ideas that you can implement in your classroom to maximize student engagement in academic content and language learning. We will have fun!

Academic Language Development

K - 12

English

## **The Intersection of Special Education and Dual Language**

### **Virtual Streaming**

Lisa Tabaku | Director, Center for Applied Linguistics

Participants will examine challenges that dual language (DL) learners may experience that are related to learning disabilities and challenges related to second language acquisition, trauma, or other causes. The use of the Multi-Tiered System of Support (MTSS) process to support DL students having difficulty with learning will be explored, including fair monitoring and assessment practices for students becoming biliterate.

Early Childhood and Special Education

K-5

English

## **Two-Way Programs: Uniting Cultures and Languages**

### **In-Person**

Ivanna Anderson | Director, NCDPI

The North Carolina SEA has a unique set of committees to unite DL/I educators with IHE faculty, supporting the state's growing multilingual learner (ML) population. Our presentation shares the K-20 work, guided by DL's 4 pillars, to promote a stronger sense of "we" within the school, community, and world.

DLE Program Development & K-12 Implementation

K - 12

English

## Using a Cancionero to Develop Early Biliteracy Skills

### In-Person

Adriana Alvarez | University of Colorado Denver

Tania Alvarez | Pre-K Dual Language Teacher, El Paso Independent School District

Robin Farup-Romero | Salem-Keizer Public Schools

This session presents how to use a Cancionero to teach and develop early biliteracy skills through songs as meaningful texts. Strategies presented focus on integrating explicit instruction of literacy skills and concepts of print within an engaging context. The session will include modeling of strategies, analyzing for teaching points and using interactive structures to increase student engagement. Students will learn and enjoy their Cancionero!

Effective Literacy: Biliteracy, Oracy, and Oral Language Development

K - 5

Spanish

## Las matemáticas abren un mundo de oportunidades para nuestros alumnos bilingües y multilingües

### In-Person

Carlota Loya Hernandez | Teacher, Boulder Valley School District

*En la primaria, hay un importante enfoque en la lectura y la mayoría de la enseñanza se enfoca en la lectoescritura en inglés y en español. Pero, hay que promover las matemáticas como una habilidad de gran importancia en el futuro de nuestros alumnos multilingües en los campos y las profesiones STEM (ciencias, tecnología, ingeniería y matemáticas). ¿Qué podemos hacer para apoyar más a las matemáticas? Se les ofrece ideas claves y exitosas.*

Socio-Cultural Responsiveness, Educational Equity and Access

K - 6

Spanish

## Ideological Clarity and Minoritized Families in DL

### In-Person

Cory Buckband | Student, Arizona State University

Yalda Kaveh | Assistant Professor, Arizona State University

Participants in this workshop will consider how family engagement in dual language (DL) contexts can be enriched through educators' development of ideological clarity, a component of critical consciousness (Alfaro, 2019; Palmer et al., 2019). After exploring examples of two DL teachers' inclusion of families and communities in their instruction, attendees will be guided to reflect on their own beliefs about minoritized families and students.

Family/Community Partnerships

K-20

English

## Building Oral Literacy Through Student Collaboration

### In-Person

Cynthia Toledo | Teacher, Christine Duncan Heritage Academy

After one year of virtual teaching, getting back into the classroom was a refresher. A new approach to teaching took place. During this interactive presentation, we will review and practice methods that reinforce oral literacy through student collaboration. The goal is to enhance verbal fluency, create a safe and fluid space for learning, engage all diverse learners, and build up self confidence for social emotional health.

Effective Literacy: Biliteracy, Oracy, and Oral Language Development

6 - 8

English

## Strategy for Ensuring Dual Language Program Success

### In-Person

Rob Darling | Administrator, Yakima School District

Participate in a DL Pre-Mortem Autopsy. Sounds morbid but this fun, interactive session will model a powerful strategy you can easily steal and replicate for a future DL implementation, to reassess an existing program, or to revive a program on it's death bed. We will systematically analyze what led to the (future) demise, who was responsible, and use this information to prevent and avoid a potential failure of any dual language program.

DLE Program Development & K-12 Implementation  
K-12  
English

## Engaging ELs in Culturally Sustaining Literature

### In-Person

David Freeman | Professor, University of Texas Rio Grande Valley  
Yvonne Freeman | professor, University of Texas Rio Grande Valley  
Mary Soto | Associate Professor, California State University East Bay  
Ann Ebe | Associate Professor, Hunter College, CUNY

Elementary and secondary teachers can engage students using literature that connects with their lives, interests, cultures, and language backgrounds. Using a newly developed culturally and linguistically sustaining lesson plan rubric, the presenters show how elementary teachers developed language arts lessons with culturally relevant literature and how a secondary teacher developed a unit around The Hunger Games using many different strategies.

Socio-Cultural Responsiveness, Educational Equity and Access  
K - 12  
English

## Draft DL Assessment Peer Review Framework

### In-Person

David Holbrook | Director, NAELPA  
Jesse Markow | Executive Board Advisor, NAELPA

The U.S. Department of Education requires that ESSA state content and English language proficiency assessments be subjected to peer review and approval. However, there are no requirements related to assessments of non-English languages used as part of Dual Language programs. The National Association of English Learner Program Administrators has drafted peer review guidance for DL programs and is seeking feedback from practitioners.

DLE Program Development & K-12 Implementation  
K-12  
English

## NUESTRO MOMENTUM HISTÓRICO EN LA EDUCACIÓN

### In-Person

CILAC FREIRE | Professor, CILAC FREIRE

*Reflexionaremos lo que hemos aprendido en los últimos 2 años. Ahora, es el momento de dar la oportunidad a nuevas perspectivas y, por qué no, a un cambio de enfoque basado en las sugerencias que hace Paulo Freire para poner estas ideas en la Praxis en el salón de clase.*

Socio-Cultural Responsiveness, Educational Equity and Access  
Community  
Spanish

## **Seeing Multilingual Learners' Reflections en EL ESPEJO**

### **In-Person**

John Hilliard | Professor, Paridad Education Consulting  
Margo Gottlieb | Co-founder, WIDA

In this presentation we explore a curricular and instructional framework to empower K-5 multilingual learners and teachers in dual language settings. Consisting of paired unit and lesson components, EL ESPEJO is designed to reflect multilingual learners' lived experiences. Participants explore ways to create accessible learning pathways for their multilingual learners.

DLE Program Development & K-12 Implementation  
K - 12  
English

## **Daily Strategy to Increase Students' Academic Vocabulary**

### **In-Person**

Luz Rossi-Jones | Coordinator, Adams 14  
Paulina Rodriguez Canizares | DL coach, Adams 14

This is a strategy that we developed using a combination of vocabulary development strategies from several resources. The "Palabra del dia" is a fun and engaging way to have students learn new academic words, daily. These include the use of a visual, word definition, example, cognate, TPR and lots of repetition in a dynamic way. We will include several examples from its implementation in our DL schools, in Adams 14 district in Colorado.

Academic Language Development  
K - 5  
Spanish

## **Diez practicas científicas para mejorar la efectividad en programas duales**

### **In-Person**

Mario Ferron Solis | Director, Uvalde CISD

*Para alcanzar su potencial, los programas duales deben usar prácticas diseñadas para desarrollar bilingüedad. La ciencia ha mostrado que los cerebros bilingües funcionan diferente y, por lo tanto, aprenden de manera diferente. Los programas deben distanciarse de marcos y prácticas tradicionales diseñadas para estudiantes monolingües y adoptar marcos y prácticas de instrucción diseñadas para desarrollar bilingüedad en estudiantes bilingües*

DLE Program Development & K-12 Implementation  
K - 12  
Spanish

## **Leveraging the National Dual Language Standards: Four different contextual applications**

### **In-Person**

Michael D. Guerrero | Professor, University of Texas Rio Grande Valley  
Eric J. Johnson | Professor, Washington State University Tri Cities  
Dr. Marialuisa Di Stefano | Professor, University of Massachusetts Amherst  
Melinda Martin Beltran | Associate Professor, University of Maryland

In this panel presentation the four presenters share how the National Dual Language Education Teacher Preparation Standards were adopted and are being used in their respective contexts, including challenges encountered. The four contexts include the states of Massachusetts and Washington, the University of Maryland, and the forthcoming Specialized Professional Association, Educators for a Multilingual Multicultural America (EMMA), under the Council for the Accreditation of Educator Preparation (CAEP).

Leadership: Research, Policy and Advocacy  
Higher Education  
English

## **Structures Shaping Equitable Access to Dual Language Immersion: The Promises and Pitfalls of Expanding Access to Bilingualism**

### **In-Person**

Margaret Marcus | Professor, University of Maryland  
Conor Williams | Senior Fellow, The Century Foundation  
Jonathan Zabala | Policy Associate, The Century Foundation

This session will help teachers and DLI advocates recognize the promise—and potential pitfalls—inherent in efforts to expand access to bilingualism and biliteracy in US schools. We share findings from a new study of the policy structures that shape access to DLI and examine DLI enrollment in thousands of DLI programs. Most importantly, we identify DLI (and beyond) policies that appear to support diverse and equitable DLI access for DLL students.

Socio-Cultural Responsiveness, Educational Equity and Access  
K - 12  
English

## **Translanguaging, Assessments, and Interventions: Re-envisioning Emergent Bilingual Literacy**

### **In-Person**

Elvira Pichardo | Professor, Lewis University/La Grange School District 102  
Rachel Owens | Director of Language Acquisition, La Grange School District 102  
Jessica Valverde | Spanish 1st Grade Dual Language Teacher, La Grange School District 102  
Mayra Romero | ESL Teacher, La Grange School District 102

Using a translanguaging lens redefines literacy as transcending languages and linguistic borders, as a unified process, and focuses on how students make meaning through the use of languages and social and cultural resources (Ascenzi-Moreno, 2018). How, then, do dual language assess what students can do and how students read bilingually? Our district (re)assessed English and Spanish literacy and language development development using translanguaging.

DLE Program Development & K-12 Implementation  
K - 12  
English

## **Engaging Strategies that Support the Foundational Skills of Language Learning**

### **In-Person**

Melanie Zuniga | Teacher, Coronado DLMS

Are you looking for engaging strategies to support the 4 foundational skills of language learning? Providing strategies that allow for movement and structured turn taking to support Speaking, Writing, Reading, Listening skills allows for student success in increasing their language development. Come learn and experience strategies like quiz quiz trade that you can take to your classroom!

Effective Literacy: Biliteracy, Oracy, and Oral Language Development  
K - 5  
English

## **Using Narratives to Advocate For Multilingual Multicultural Programs in New Mexico in light of the Yazzie and Martinez vs New Mexico**

### **In-Person**

Suzanne JacquezGorman | Instructional Specialist, Santa Fe Public School District  
Bernard Chimoni | Zuni Language Educator, NMABE & Albuquer Public School District  
Jesse Winter | Language Teacher, NMABE, Albuquerque Public Schools, Truman Middle School  
Cesar Rubio | Middle School ESL Teacher, NMABE & Hatch Valley School District

Why should we advocate for our Bilingual Multicultural Educational Programs (BMEP)? In this workshop, we will focus on the demographics of our children in New Mexico under the lens of the Yazzie and Martinez vs New Mexico court case. After a review of current policy, participants will have the opportunity to develop a narrative that advocates for the programs that best support the linguistic, socio-cultural, academic, and emotional needs of our diverse student population in New Mexico. This will be an interactive session using Spanish, English, and Indigenous language(s). The NMABE board welcomes you to join this advocacy session to support NM BMEP programs.

Leadership: Research, Policy and Advocacy  
K-20  
English

## **Teaching early literacy within a meaningful context**

### **In-Person**

Andrea De Armas | Instructional Specialist, The Center for Teaching for Biliteracy  
Crystal Ramos | Instructional Specialist, The Center for Teaching for Biliteracy

Have you ever wondered how to integrate Phonics and Phonemic Awareness (word study) into your biliteracy instruction? Participants will engage in research-based practices for teaching reading, writing, and word study within a meaningful context (social studies, science, or a universal theme) for developing bilinguals in Spanish and English. Using examples and interactive strategies, participants will learn how to use these best practices.

Effective Literacy: Biliteracy, Oracy, and Oral Language Development  
K - 5  
English

## **Plan a Two-Part Bridge Lesson in a Chinese-English Dual Languages Immersion Classroom**

### **In-Person**

Ying (Fiona) Du | Instructional Specialist, Carver-Lyon Elementary School

This presentation will use a sample lesson with teacher-created resources, metalinguistic resource the presenter has created and scaffolding strategies to demonstrate how a Chinese language immersion teacher can teach the two parts of the Bridge lesson--content vocabularies transfer from English to Chinese and the contrastive analysis between Chinese and English to develop biliteracy learners' metalinguistic awareness and language approximation.

Indigenous Language Immersion and Dual Language Immersion Programs  
K - 5  
English

## **Vocabulario Académico y Cognados**

### **In-Person**

Anita Hernandez | Professor, NMSU  
Jose Montelongo | Program Director, New Mexico State University

*El inglés y español tienen mucho en común. Nos enfocaremos en el vocabulario académico que sus hijos necesitan y las expectativas de los maestros en varias materias escolares. Los invitamos a esta sesión para aprender sobre vocabulario académico y cognados en inglés y español.*

Academic Language Development  
K - 5  
Spanish

## **BRIDGING ORACY AND ORAL LANGUAGE DEVELOPMENT**

### **In-Person**

Christina Rodriguez | Instructional Specialist, Vista Higher Learning

The presenter will use Bridges to Literature and Content to demonstrate how to develop oral and written language and literacy skills. Participants will recognize how to ensure students are learning and building critical content area academic language and content knowledge. Participants will also understand how to enhance all domains of language and cultivate student's oracy through authentic discussions and cross-disciplinary approaches.

Effective Literacy: Biliteracy, Oracy, and Oral Language Development  
6-8  
English

## **Planning for Sociocultural Competence and Critical Consciousness Via Culture Learning Targets**

### **In-Person**

José Medina | Director, Dr. José Medina Educational Solutions

Lesson planning is a political act that either chips away at or maintains systems of oppression. Engaging dual language students in the important work of sociocultural competence and critical consciousness does not happen by chance. This session will highlight the four ways to plan for culture learning targets to ensure that biliteracy instruction is grounded in equity and social justice work.

Socio-Cultural Responsiveness, Educational Equity and Access  
K - 12  
English

## **DLE - Propagating or Disrupting Systemic Racism?**

### **In-Person**

Natalie Olague | Staff, Dual Language Education of New Mexico

From their inception, Dual Language (DL) Programs were meant to disrupt systemic racism in education. However, sometimes DL implementation decisions are made that end up propagating systemic racism. In this session we will explore some "hypothetical" DL implementation scenarios around enrollment, curriculum, instruction and parent involvement, all with a basis in reality, in order to ensure our DL programs are doing what they were meant to do!

DLE Program Development & K-12 Implementation  
K - 12  
English

## **Pedagogical Language Knowledge in Dual Language Bilingual Education**

### **Pre-Record**

Igone Arteagoita | Parent, Center for Applied Linguistics  
Patricia Venegas-Weber | Research Scientist, University of Washington

Barko-Alva (2022) and others provide evidence of the need for training that supports pedagogical language knowledge (PLK) among dual language (DL) teachers. Following prior research, we conducted a qualitative study to examine Spanish DL teachers' confidence on their ability to draw on their PLK. We focused on key language uses in scientific sense-making, such as explaining and arguing (WIDA, 2020). Preliminary findings will be discussed.

Effective Literacy: Biliteracy, Oracy, and Oral Language Development  
K-6  
Spanish

## **Las redes sociales y el aprendizaje de la lengua de herencia**

### **Virtual Streaming**

Marcela Fritzler | Teacher,

*En este taller presentaremos el papel que desempeñan los artefactos digitales como herramientas para el desarrollo de la lectoescritura en los hablantes de lengua de herencia. Asimismo ofreceremos una secuencia de actividades concretas creadas para construir una comunidad de práctica multidisciplinaria, intergeneracional, plurilingüe e intercultural a través de los servicios de las redes sociales.*

Integrating Technology and On-line Instruction  
9 - 12  
Spanish

## **Construyendo anchor charts to affirm students' language and content knowledge**

### **Virtual Streaming**

Katherine Barko-Alva | Professor, William and Mary School of Education  
Paola Mendizábal | Ph.D. Student, William & Mary School of Education  
Benjamin Simon | Undergraduate Research Assistant, William & Mary School of Education

This research-driven session guides participants on how to co-construct and actively use anchor charts in integrated language arts and science lessons en español to affirm students' language use and content knowledge. The audience will learn how the teacher used student input to create charts for multiple linguistic and content-instructional purposes.

Effective Literacy: Biliteracy, Oracy, and Oral Language Development  
K - 12  
Spanish & English

## **Commitments for Dual Language Instructional Leaders: A Daily Challenge to Reflect and Practice Integrity**

### **Virtual Streaming**

Kari Keith | Director, CCSD15  
Scott Kubelka | Principal, Round Lake School District 116

Dual language leadership requires deep advocacy and reflection. This session will provide you with commitments to practice, as instructional leaders of critical programming, in order to improve your readiness, communication, relationships, and school culture. Colleagues will examine commitments from various authors and create steps towards self awareness and accountability, which will ultimately strengthen the dual language program structure.

Leadership: Research, Policy and Advocacy  
K - 12  
English

## **Policy Advocacy and Re-imagination**

### **Virtual Streaming**

Mariana Castro | Assistant Director, WCER  
Samuel Aguirre | Director, WIDA Espanol

Increased attention on 'academic language' has led to negative impacts on policy and practice related to the education of bi/multilingual students, including a rise in the rigor for identifying, monitoring, and reclassifying ELs. This session will explore the role of raciolinguistics ideologies in policy and practice. Participants will engage in critical analysis and in re-imagining pathways to success for bi/multilingual learners.

Leadership: Research, Policy and Advocacy  
K-20  
English

Thursday, November 3rd, 2022 1:30 pm - 2:50 pm

## **Sheltering and Scaffolding Mathematics Instruction for our Elementary Students and Middle School Students**

### **Virtual Streaming**

Lisa Meyer | Administrator, Dual Language Education of New Mexico

AIM4S3™ is a powerful math framework used in traditional and DL classrooms that has proven successful in addressing the needs of language learners and students who struggle with mathematics. Come listen to our K-8 teacher panel share sheltering and scaffolding strategies from their classrooms that are making a difference in student outcomes and engagement.

Academic Language Development  
6 - 8  
English

Friday, November 4th, 2022 8:00 am - 10:30 am (extended sessions)

## **School Leadership Accountability to the Local Narrative on Indigenous Language Learning**

### **In-Person**

Patrick Werito | Coordinator of Tribal Initiatives, DLeNM  
Azul Cortes | Director of Heritage Languages, DLeNM

The session will have DLeNM staff facilitate dialogue with school and tribal community educational leaders on how schools can be accountable to the local community narrative on language learning. The session aims to provide discussion points for consideration that will lay the foundation for DLeNM to begin developing leadership modules that is aimed to have accountability measures towards the local tribal community narrative first as well as external federal, state and tribal mandates.

Indigenous Language Immersion and Dual Language Immersion Programs  
K-12

## **Dual Language Bilingual Education Research, Practice, and Trends**

### **In-Person**

Cristina Alfaro | Professor, San Diego State University  
Juan Freire | Assistant Professor, Brigham Young University  
Ester Joanna De Jong | Professor of Research, University of Florida  
sonia soltero | Professor and Chair-Leadership, Language, & Curriculum, DePaul University

This session will present state-of-the-art Dual Language Bilingual Education (DLBE) research. Scholars from across the country will discuss the current state of knowledge, focusing on an overview of trends, issues, contemporary research, ideologies, policy, practice, curriculum and future directions in DLBE. Session will focus on issues of equity, heritage, identity, language, culture, achievement, access, liberation, and racialized communities.

Socio-Cultural Responsiveness, Educational Equity and Access  
K - 12  
English

Friday, November 4th, 2022 9:10 am-10:30 am

## **Building Capacity: Essentials of a Dual Language Teacher Cohort**

### **In-Person**

Christina Leyva | Instructional Specialist, Round Rock ISD  
Michelle Silva | Bilingual Instructional Coach, Round Rock ISD  
Jennifer Harrell | Bilingual Interventionist, Round Rock ISD

This session will cover the essential components of developing a Bilingual Teacher cohort in a virtual setting. We will share the components and contents of the course and model authentic methods for teaching literacy in Spanish, in-person and virtual student engagement strategies, and ways in which teachers can empower students as multilingual, multicultural learners while pursuing advocacy through the curriculum.

Socio-Cultural Responsiveness, Educational Equity and Access  
K - 5  
English

## **Welcoming Bilingual Learners with Disabilities into DLE Programs**

### **In-Person**

Cristina Sanchez-Lopez | Instructional Specialist, Paridad Education Consulting  
Theresa Young | Speech Language Pathologists, Sound Communication  
John Hilliard | President, Paridad, Paridad Education Consulting  
Fred Genesee | Professor Emeritus, McGill University

Introducing a new NDLF White Paper that features research on critical characteristics of programs and intervention that optimizes learning outcomes of minoritized students with disabilities in dual language programs. It builds on the Guiding Principles (3rd Ed) and research on bilingual learners with disabilities to provide recommendations for developing inclusive DLE learning environments.

Socio-Cultural Responsiveness, Educational Equity and Access  
K - 12  
English

## **Social Emotional Learning and Socio-cultural Considerations- How equitable are our school cultures?**

### **In-Person**

Emily Bivins | Associate Professor, East Carolin University  
Jillian LaSerna | Professor, UNC-Charlotte

Two principals will highlight the why and practical tools and tips for integrating socio-cultural competence into every practice for social emotional learning in a dual language school. The schools PBIS (Positive Behavior Support) program will highlight ways the dual language Guiding Principles and cultural competence is integrated. Student recognition programs will be highlighted as a data analysis process for measuring the third pillar.

Leadership: Research, Policy and Advocacy  
K - 12  
English

Friday, November 4th, 2022 9:10 am-10:30 am

## **Bridging Cultural Humility and Language in School Communities**

### **In-Person**

BRENDA QUINONEZ | Board Member, El Puente de Encuentros  
Kee Straits, PhD | CEO, TLC Transformations  
Francisco Ronquillo | Health Extension Regional Officer, UNMH

A hearts-on workshop bringing to the forefront educational practices through culturally humble and responsive skills that go beyond cultural competence at the individual, interpersonal, and systems levels; it will offer introspective awareness through experiential activities and interactive exercises. It will highlight the historical and present-day uniqueness of New Mexico's educational needs to become conduits of change in meeting those needs.

Socio-Cultural Responsiveness, Educational Equity and Access  
K-20  
English/Spanish

## **"Diversidad cultural y bilingüismo"**

### **In-Person**

Luisa Fuentes | Director, Rayito de Sol Spanish Immersion Early Learning Center

En toda pragmática pedagógica es importante definir con precisión los conceptos implícitos en ella y determinar los vínculos que se gestan, sinérgicamente, entre sí. Todo proyecto de educación bilingüe (dual language education) debe integrar aspectos teóricos multidisciplinarios que nos ayuden a una eficiente y eficaz pragmática, y viceversa. La evidente y creciente multiculturalidad de las sociedades modernas determina un amplio panorama de contacto de lenguas y culturas. En este sentido, es importante determinar cómo se articula la relación bidireccional entre diversidad cultural y bilingüismo. Entender este proceso, social y lingüístico, nos ha de permitir desarrollar óptimamente nuestra labor docente.

Early Childhood and Special Education  
Pre-K  
English

## **Fostering an Inquiry Based Dual Language Classroom**

### **In-Person**

Michele Rewold | Teacher, Dual Immersion Academy  
Yunnuen McLaughlin | Spanish Math and Science Dual Language Educator, MCVSD 51

This session is an opportunity to explore a practice, where literacy and language; curiosity and engagement; theory and practice converge: teaching students to ask their own questions. In this session we will share with participants the Question Formulation Technique (QFT) : a simple, powerful process in which students use all four domains of language to collaboratively generate, work with, and strategize on how to use their own questions.

Effective Literacy: Biliteracy, Oracy, and Oral Language Development  
K - 12  
Bilingual English and Spanish

## **Let me Show what I Know! Translanguaging in Content Areas**

### **In-Person**

Edmund Gorman |

Are you ready to participate in activities that help you understand how frustrating it can be for our students to understand concepts, but not be able to express their understanding in their second language yet? Are your students assessed in an equitable way? This workshop is intended for dual language educators and focuses on classroom practices and assessments involving translanguaging in content areas. Participants will take away mini-lesson teaching ideas, vocabulary development strategies using visual supports, meaningful assessments and the opportunity to reflect and discuss with peers expectations and supports for translanguaging practices with their own culturally and linguistically diverse students.

Friday, November 4th, 2022 9:10 am-10:30 am

## **A Foundational Reading Approach to Teaching RTI in Spanish**

### **In-Person**

Adeline Aragon | Teacher, East San Jose ES

This presentation will help teachers of kindergarten and first grade spanish speaking students engage students with reading activities of familiar text and activities to help them improve both accuracy and fluency in RTI. The process of a 30 minute RTI lesson for struggling readers. With practices such as Inquiry-based learning, game-based learning, and cooperative learning. All through teaching basic foundational skills to the students.

Early Childhood and Special Education  
K - 5  
bilingual

## **MTSS and Dual Language**

### **In-Person**

Adrienne Navarro | Teacher, La Habra City School District  
Rosamaria Murillo | Prinicpal, La Habra City School District

Creating a Multi-Tiered System of Support (MTSS) is integral to the success of any Dual Language program. It is the system that allows students to thrive while learning in two languages. This session will focus on the leadership necessary for developing an inclusive system that best meets the needs of students in the areas of academics, behavior, and Social Emotional Learning. Examples and resources will be provided.

DLE Program Development & K-12 Implementation  
K - 6  
English

## **Music & The Arts to Teach & Reach Multilingual Students & Families**

### **In-Person**

Guero Loco | Coordinator, Bilingual Nation USA

Much love everyone! This is GL, I'm excited to be back at La Cosecha 2022 in NM all the way from Germany where I've been on a brand new language/cultures/measurements learning journey in Europe for the past 9 months. Please join me as I break down actionable methods that educators can use to motivate our learners and build strong bonds with their families. In this session, I will expand on using Music & The Arts for family engagement, academics, and social-emotional learning. We'll focus in-detail on exercises, assignments and projects that can be used to help our students to achieve successes in the target languages. Attendees will receive access to all materials and teaching tools.

Academic Language Development  
K-20  
English

## **Does Translanguaging in Math Make a Difference?**

### **In-Person**

Berenice Perez-Bradley | Teacher, Denton ISD

It has been long believed that Math is a universal language and that it should be taught in English, regardless of the English proficiency of the students. This presentation debunks that theory. After going from an all-English math block, to a translanguaging space for emergent bilinguals, student participation went up significantly. Providing a safe space for students to use the language they felt comfortable with opened up new possibilities.

Effective Literacy: Biliteracy, Oracy, and Oral Language Development  
K - 5  
English

DRAFT  
8.29.22

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8.29.22

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8.29.22

### **E3 - Equity, Efficacy, and Evidence: Authentic Biliteracy Practices in Dual Language Classrooms**

#### **In-Person**

José Medina | Director, Dr. José Medina Educational Solutions  
Dr. Elena Izquierdo | Researcher, University of Texas at El Paso  
Dr. Vanessa Espitia | Researcher, University of Texas at El Paso

If dual language bilingual education (DLBE) programs are to effectively meet the needs of linguistically diverse student communities, we must be willing to dismantle prevalent English-centric perspectives in the process of learning to read through two languages. Let's strengthen our narrative. As biliteracy educators, we must never compromise el idioma en su naturaleza.

Effective Literacy: Biliteracy, Oracy, and Oral Language Development  
K - 5  
English

### **The Power of Oracy in Early Childhood Settings**

#### **In-Person**

Jody Slavick | Professor, Literacy Squared/University of Colorado Boulder  
Angelita Guerrero | School Readiness and ELL Director, Denver Great Kids Head Start  
Sue Hopewell | Associate Professor, Literacy Squared/CU Boulder

Oral language development in both English and the home language is essential for a strong literacy foundation for preschool dual language learners. In this session, we will share what we have learned from a two-year collaboration between Literacy Squared® and Denver Great Kids Headstart. We will share ideas for supporting students in engaging in conversations about text and for leveraging and supporting the use of the home language at school.

Early Childhood and Special Education  
Pre-K  
English

### **Language, Power, and Linguistic Colonization**

#### **In-Person**

Shengxiao Yu | Nectar

This workshop will focus on the relationship between language and power with a discussion of linguistic colonization. We will ground the usage and instruction of languages in their contexts of relative power. We will also ask deeper questions of why English is the dominant language in the United States of America and examine the influence of the English language on other countries in the forms of neocolonialism and imperialism.

Socio-Cultural Responsiveness, Educational Equity and Access  
Community  
English

### **Teaching con cariño: Teacher agency and teacher-students relationships in DL**

#### **Virtual Streaming**

Paola Mendizábal | Student, William & Mary School of Education  
Sarah Olsen | Elementary Teacher, Newport News Public Schools

English dominance and testing pressures can sometimes overpower DL implementation. In this session, two third-grade partner teachers (Spanish/English) will share how they enacted agency and used cariño practices to overcome challenges and support their students academically and behaviorally. Participants will learn how agency can be exercised through lesson planning, ally partnerships and teacher-student relationships.

Socio-Cultural Responsiveness, Educational Equity and Access  
K - 12  
English/Spanish

## Effects of reclassification on student achievement

### Virtual Streaming

Rachel Garrett | Researcher, American Institutes for Research  
Mayra Valtierrez | Director of Language and Culture, NMPED  
Kirsi Laine | Deputy Director of Language and Culture, NMPED

Join us to learn about a study that examines how well the New Mexico ACCESS criterion identifies the right timing for reclassification. Participants will learn about how student reclassification as English proficient affects achievement in English language arts and math. Participants will discuss how state and district leaders can use the findings to help ensure that students are supported leading up to and after they reach English proficiency.

Leadership: Research, Policy and Advocacy  
6 - 8  
English

## Comunidad y Conexiones: Technology and Gaming in the Dual Language Civics Classroom

### Virtual Streaming

Veronica Schmidt-Gomez | Teacher, Hillsborough County Public Schools  
Kristen Chapron | Senior Editor of Digital Learning and ELL, iCivics

Why civics? The purpose of civic education is to prepare students to be informed and engaged community members. And... teaching civics in two languages can be fun! Games (like those offered on iCivics) and other technological resources can provide equitable, culturally relevant, and critical-thinking opportunities for English and Spanish-speaking ELs/MLs. Let's explore how to build vocabulary and create civic connections!

Integrating Technology and On-line Instruction  
6 - 8  
English and Spanish

## Language Allocation - Decisions, Decisions Decisions!

### Virtual Streaming

Natalie Olague | Staff, Dual Language Education of New Mexico

Dual language language allocation planning is complex, with many different moving parts! This session will explore the multiple layers that can exist, in the context of 90:10, 50:50, bi-literacy development, translanguaging, publishers curriculums and instructional frameworks like Project GLAD® and CLAVES™. Example DL Language Allocation Plans will be shared based on partnerships with DL programs throughout the nation!

DLE Program Development & K-12 Implementation  
K - 12  
English

## Connecting Oracy (en español) to Writing (PK – 2)

### In-Person

Barbara Kennedy | Sponsor, GlobaLingo Education Consulting, LLC

Young emergent bilinguals thrive when they are invited – and challenged! – to talk and write about the world around them en español. A strong oracy and literacy base en español (Escamilla, 2014) paves the way for future academic and language success. But how do we fit in time for oracy, foundational skills, and authentic response writing? Come explore three approaches for connecting oracy and writing en español in the primary grades.

Effective Literacy: Biliteracy, Oracy, and Oral Language Development  
K - 5  
Mix of English & Spanish

## **The Science of Reading Spanish in a Dual Language Class**

**In-Person**

Nancy Herrera | Sponsor, Pacific Learning

This workshop begins with a review of the key features of an authentic early Spanish reading curriculum. During this time, participants will discover, and discuss the structure of the Spanish language, along with the importance of establishing a strong foundation in early literacy skills to achieve additional growth.

Indigenous Language Immersion and Dual Language Immersion Programs

K-5

English

**TBD**

**In-Person**

Alexandra Guilamo | , Taju Learning

## **Electronic Science Notebooks: Affordances and Constraints Beyond Virtual Learning**

**Virtual Streaming**

Melissa Navarro | Professor, SDSU

Jennifer Yanga-Peña | Teacher and Lecturer, CSU Dominguez Hills

Stephanie Vasquez | PhD Student, San Diego State University

In this interactive workshop, we will present research on best practices when considering electronic science notebooks (ESN). Then we will discuss how ESN connects to the development of language and literacy followed by examples in Spanish/English used in P-20 settings. We will also discuss the affordances and constraints of going electronic. Participants are encouraged to bring their laptops.

Integrating Technology and On-line Instruction

K-20

English

Friday, November 4th, 2022 10:50 am- 12:15 pm

## **Asset-based Professional Development in DLE**

### **In-Person**

Ana Hernandez | Professor, CSU San Marcos  
Annette Daoud | , CA State University San Marcos

PD strategies to guide teachers to use asset-based approaches to empower ELs are presented. PD teaches learn about ELs and their families to incorporate students' assets into pedagogy. Conceptual underpinnings value diversity and equity to allow teachers to develop trusting and reciprocal relationships with students/families. Culturally responsive mindset fosters caring, student-centered learning to develop content & language for academic growth.

Socio-Cultural Responsiveness, Educational Equity and Access  
K-12  
English

## **Supporting DLLs in Early Education & TK**

### **In-Person**

Ana Marisol Sánchez | Instructional Specialist, Sobrato Early Academic Language  
Jaylene Shelby | Program Coordinator, Sobrato Early Academic Language

Young children have the capacity to learn two languages, but this requires intentional planning. Come learn about scaffolds and strategies for PK/TK DLLs to support language development and build children's confidence in speaking both languages. Learn how the Sobrato Early Academic Language (SEAL) model has been working with PK/TK programs to support bilingualism. Participants will receive access to tools that can be easily folded into practice.

Early Childhood and Special Education  
Pre-K  
English

## **Addressing Sociocultural Competence in Dual Language Education**

### **In-Person**

ANGELA PALMIERI | Professor, California State University Los Angeles

This presentation will provide participants with an overview on the most recent research on sociocultural competence (SC) in dual language education, pedagogical practices that can be utilized in DL classrooms to address SC, and will be provided with opportunities to dialogue and learn from other DL teachers around the third pillar of DL education. This presentation will provide an overview of Palmieri's (2021) doctoral research on SC.

Socio-Cultural Responsiveness, Educational Equity and Access  
K-20  
English

## **Poder y esperanza: Meaningful teacher agency in dual-language instruction**

### **In-Person**

Benjamin Simon | Student, William & Mary School of Education  
Paola Mendizábal | Ph.D. Student, William & Mary School of Education  
Katherine Barko-Alva | Assistant Professor, William and Mary School of Education

This qualitative research study explores dual-language teacher agency in response to “*estructuras lingüísticas dominantes*”. Teachers enacted agency by building curriculum, identifying resources, and navigating standardized testing to promote the biliteracy and bilingual goals of the program. This session provides research-based, actionable items for dual-language educators to counteract pervasive monolingual orientations.

Leadership: Research, Policy and Advocacy  
K - 12  
Spanish/English

## **Design with Intention: Developing a Strong DL Framework**

### **In-Person**

Catherine Carrison | Retired Educator, Carrison Consultancy

Patty Finnegan | Assistant Director of Dual Language Education, Washington State Office of the Superintendent of Public Instruction

Learn about why and how to develop a DL Program Framework. A clearly articulated DL framework helps ensure a strong & sustainable program. We'll share about WA State's DL initiative & overview the State's DL Program Framework template. We'll examine critical elements of an effective program framework & strategies for integrating valuable stakeholder input. We'll also discuss key considerations & share ideas for districts planning DL programs.

DLE Program Development & K-12 Implementation

K - 12

English

## **Implementing NDLE Teacher Preparation Standards**

### **In-Person**

Craig A. Hughes | Professor, Central Washington University

Terrence McCain | Professor, Central Washington University

Washington's Standards Board recently adopted the National Dual Language Education Teacher Preparation Standards. Bilingual Education at Central Washington University has been in place for nearly 40 years. However, the movement to the NDLETPS has required changes to the endorsement program. This workshop will begin with an overview of the changes that are already in progress. Workshop participants will assist incorporating remaining standards.

Leadership: Research, Policy and Advocacy

K -20

English

## **Anti-racist Language as an Act of Collective Defiance**

### **In-Person**

Daisy Han | Director, Embracing Equity

We interpret the world, experiences, and one another through language - language is the bedrock of humanity. And we carry it through generations upon generations. However, the cycle of interpretation can get distorted by the force of colonialism. During this session we will be developing our own shared language to dissect, analyze, identify, dismantle, and transform inequitable systems of oppression.

Socio-Cultural Responsiveness, Educational Equity and Access

K-20

English

## **Developing Oracy Through Accountability Talks**

### **In-Person**

Edgardo Figueroa | Instructional Specialist, IL Texas

Laura Morales | Dual Language Immersion and Emergent Bilingual Professional Development Facilitator, International Leadership of Texas

Creating a culture of collaboration in which students learn from each other through focused conversation can be challenging. Join me in learning about using accountable talk features and building culture strategies to achieve these goals!

Effective Literacy: Biliteracy, Oracy, and Oral Language Development

K - 5

Spanish

## **Using Music, Songs & Movement to Develop Biliteracy for the EC and/or Elementary School Programs**

### **In-Person**

Gilberto D. Soto | Professor, Texas A&M International University

The objective of this presentation is to provide principles and strategies for how music and movement can be related to the expressive and developmental needs of dual language programs for children from early childhood to elementary programs. These music activities are intended to increase the enactive, iconic, and symbolic learning experiences when creating a dual Language lesson plan. Be ready to sing, move and dance at all times!!!!

DLE Program Development & K-12 Implementation  
K - 12  
Spanish

## **Seminario Socrático en Acción: una estrategia para la integración curricular en la escuela secundaria**

### **In-Person**

Ginoris Garrison | Teacher, Alexandria City Public Schools  
Laura Negron Monllor | Dual Language History Teacher, Alexandria City Public Schools

*Seminario Socrático en Acción es una experiencia de aprendizaje centrada en los estudiantes y que abarca los cuatro dominios del lenguaje: lectura, escritura, comunicación oral y comunicación auditiva. Paso a paso, experimentarán cómo usar esta metodología participativa para la integración curricular, especialmente con los estudiantes del nivel secundario. Los participantes saldrán con las herramientas para implementar un seminario socrático.*

Effective Literacy: Biliteracy, Oracy, and Oral Language Development  
6 - 8  
Spanish

## **Teaching the Digital Generation: Purposeful Use of Technology in the Dual Language Classroom**

### **In-Person**

Helen Guerrero | Teacher, Delavan-Darien School District

As educators we have access to a huge amount of technological resources that can be used in our DL classroom. But, which of those resources are useful and appropriate for our students? In this bilingual workshop, you will learn about digital resources to deliver instruction and enhance the practice of language and other skills. If you are looking for practical and purposeful ideas to use technology in your DL classroom, this session is for you!

Integrating Technology and On-line Instruction  
K - 6  
Spanish

## **Biliteracy Trajectories: What has worked and what has not.**

### **In-Person**

Josephine Rubio | Instructional Specialist, Region 13

In an academic system that still refuses to authenticate the powerful and dynamic trajectory of our emergent bilingual students, we will present the effective biliteracy instruction where K-2nd grade students use all their linguistic repertoires to comprehend what they read and write in Spanish and English every day. We will also look at students' writing to identify the possible foci for instruction that will support their biliteracy progress.

Effective Literacy: Biliteracy, Oracy, and Oral Language Development  
K - 5  
English

## **Juegos para el desarrollo del vocabulario y la escritura en el aula**

### **In-Person**

Laura Díaz | Instructional Specialist, Participate Learning  
Irene Zamora | Program Manager, Participate Learning  
Laura Macartney | , Participate Learning

*En esta presentación mostraremos cómo aplicar juegos para promover el desarrollo del vocabulario y la escritura. Únete a nosotros para tener una experiencia lúdica donde practicaremos con estos juegos y actividades. Podrás llevarte materiales completamente en español, listos para implementar en el aula de lenguaje dual.*

Effective Literacy: Biliteracy, Oracy, and Oral Language Development  
K-5  
Spanish

## **Capstones: Changing New Mexico's Graduation Requirements**

### **In-Person**

Lisa Harmon-Martínez | Director, Future Focused Education  
Lisa Meyer | Director of Instructional Equity, NM Dual Language Education  
Grace Granillo | Research Assistant, Future Focused Education

Assessment systems across the country privilege English and ignore local practices and wisdom. Future Focused Education is Partnering with the NM Public Education Department and DLENM to develop a linguistically rich and community-centered learning and assessment experience that celebrates students' culture, language, and lived experiences. Participants will learn about this multi-year, expansive project to envision a new graduation pathway.

Socio-Cultural Responsiveness, Educational Equity and Access  
9 - 12  
English

## **Dual Language Commitment: Advocating for the Texas Seal of Biliteracy**

### **In-Person**

Nichelle DeV Vaughn | Professor, California State University, Channel Islands

This session highlights a study of a Texas school district committed to Dual Language education and the Seal of Biliteracy graduation recognition. While differences exist in state and local bilingual policies, the district continues to award increased numbers of ELL student recipients. Best practices and findings are shared for campus teachers and leaders looking to prioritize educational equity and access for linguistically diverse students.

Leadership: Research, Policy and Advocacy  
K - 12  
English

## **Estrategias para la adquisición del Lenguaje Académico**

### **In-Person**

Olivia Rivas | Teacher, Gwinnett Public Schools

*En esta sesión se presentarán diferentes estrategias y recursos que podrás implementar en tu clase para ayudar a tus estudiantes de dual language al fomento, desarrollo y adquisición del lenguaje académico a través de la integración de la lectoescritura, matemáticas y ciencias. Además, estas estrategias están enfocadas a ayudar a los diferentes tipos de estudiantes bilingües en nuestro salones (estudiantes visuales, kinestésicos y auditivos.)*

Academic Language Development  
K - 5  
Spanish

## **Dual Language and Culturally Responsive Teaching**

### **In-Person**

Patricia S-Cate | Teacher, Albuquerque Public Schools

This presentation will address language and the benefits that come from being bilingual, whether Spanish or Native American. Early Childhood Teachers (PreK-3), Parents, and Leaders will benefit from this presentation. The presentation consists of a brief history, the importance of maintaining first languages, hands-on teaching strategies, small group discussions on advocacy for school improvement, leadership and Q & A time.

Indigenous Language Immersion and Dual Language Immersion Programs  
K - 5  
English

## **Teaching Native Languages During the Pandemic: Sharing Our Experiences**

### **In-Person**

Carlotta "Penny" Bird | Professor, UNM

The New Mexico Tribal Language Consortium (NMTLC) session will focus on Native language teachers' experiences and perspectives on teaching Native languages during the pandemic when many schools were required to close. The language teachers will share their instructional practices and how those practices were challenged when teaching became a virtual experience. Teacher's familiarity with technology and reliance on flexibility to improvise new ways of interaction was of utmost importance. In New Mexico many Native languages are not written so the support for the students' oral language development was of concern. Panelists will talk about the challenges of using technology as well as the triumphs of supporting language

Indigenous Language Immersion and Dual Language Immersion Programs

## **Students Teaching Students**

### **In-Person**

Persida Torres | Assistant Administrator, San Bernardino City Unified  
Alisha James | Teacher, San Bernardino City Unified  
Keziah Green | Program Specialist-Dual/EL Coordinator, San Bernadino City Unified

San Bernardino High School has the only dual immersion program with a 50/50 model at the high school level. As a result, teachers created a Spanish 6 honors course to provide students with four years of Spanish. Students organize, plan, and execute an interactive Spanish lesson for elementary students as the culminating project.

Family/Community Partnerships  
9 - 12  
English

## **Familia and Community Literacies**

### **In-Person**

Anita Hernandez | Professor, NMSU  
Sylvia Ramirez | ELD Teacher, Gadsden Independent School District  
Sonia Chavez | Second Grade Teacher, Gadsden Independent School District  
Jessica Armendariz | Second Grade Teacher, Las Cruces Public Schools  
Samantha Cortez | First Grade Teacher, Gadsden Independent School District

With the pandemic, schools have not been able to foster family engagement to the same degree. This session will feature 3 different family engagement sessions: 1. Family, Amor, and Literacy: virtual sessions; 2. How Literacy is used in our school community: funds of knowledge sessions, 3. Compartiendo Suenos y Cultura: an after-school program. Los invitamos a escuchar los que aprendimos de nuestras comunidades. Spanish-English bilingual session.

Family/Community Partnerships  
K - 5  
English

### **Una probadita de fonología y ortografía en español**

#### **In-Person**

Karina Chapa | Director, Region One ESC

*¡Ven a disfrutar de una sesión entretenida e informativa sobre el maravilloso uso del idioma español! Desde la fonología (segmentación, unión y manipulación de sílabas), hasta la ortografía (acentos prosódicos y acentos escritos), entre otras muchas novedades más.*

Come enjoy a fun and informative session regarding the use of the Spanish language! From phonology (segmenting, blending and manipulating syllables) to spelling (accents) & more!

Effective Literacy: Biliteracy, Oracy, and Oral Language Development

K - 12

Spanish

### **Validating and Cultivating Language and Culture**

#### **Virtual Streaming**

Ana Granados | Instructional Specialist, LCPS Head Start

Rosalinda Collins | Kindergarten Teacher, LCPS

Presenters will provide Culturally Relevant Pedagogy (CRP) (Ladson-Billings, 1998) and Culturally and Linguistically Responsive teaching research, practices and instructional lessons that validate and cultivate language and cultural diversity to enhance student learning in Early Childhood, Elementary and Middle school bilingual students.

Socio-Cultural Responsiveness, Educational Equity and Access

K - 12

English

### **Mitos y Leyendas en spanglish: una narrativa sociocultural para la enseñanza de la lengua**

#### **Virtual Streaming**

Felipe Perez | Teacher, Roaring Fork School District

*La llorona, el coco, los piratas, bigfoot y hasta la mismísima chancla. ¿En qué nos ayudan el folklore y la lingüística comparativa para construir, enseñar y aprender una lengua? Esta presentación es una aproximación metodológica (basada en la narración de mitos y leyendas), con el fin de concebir el aprendizaje de la segunda lengua.*

Socio-Cultural Responsiveness, Educational Equity and Access

K - 12

### **Extensión del programa dual al hogar: Eventos familiares virtuales**

#### **Virtual Streaming**

Kimberley Kennedy | Professor,

*¿Una ventaja de aprender a aprender en línea? ¡Ahora los estudiantes son genios en las videoconferencias en línea! Averigüe cómo un distrito escolar aprovechó la experiencia en línea de los estudiantes y extendió las ofertas duales a toda la familia con eventos virtuales interactivos que invitan a las familias a jugar, hablar, cantar e incluso bailar en dos idiomas.*

Family/Community Partnerships

K - 5

Spanish

## **Aligning English and Spanish Foundational Skills (Overall Grade: 4.25)**

### **Virtual Streaming**

Tita Matamoros I ,

Come learn how to develop a scope and sequence of Spanish and English skills. Become familiar with the differences in both languages and know when to teach what. Let's look at the natural progression of language and different components that can guide you to create a plan that ensures success for your Dual Language program.

DLE Program Development & K-12 Implementation

K - 6

English

## **Estrategias translingüísticas para estudiantes transfronterizos en los contextos escolares K-13**

### **Virtual Streaming**

Mishelle Jurado | Coordinator, University of New Mexico

Minea Armijo-Romero | Doctoral Candidate, University of New Mexico

Susana Ibarra Johnson | Assistant Professor of Bilingual and TESOL Education, New Mexico State University

*El objetivo de este taller provee una oportunidad para incorporar estrategias translingüísticas y fronteras en el salón dual. Creamos un espacio de reflexión para buscar un punto de partida antes de entrar a estas nuevas propuestas pedagógicas. Los participantes dialogarán sobre las literacidades fronterizas y a abrirse y ser vulnerables a adoptar ideas que rompen el estatus quo y los moldes del bilingüismo tradicional.*

DLE Program Development & K-12 Implementation

K-20

Spanish

DRAFT  
8.29.22

## **Conversaciones estructuradas para desarrollar la oralidad y la comprensión**

### **In-Person**

Angelica Gomez | Instructional Specialist, Uvalde CISD  
Denisse Vivanco | Instructional Coach, Uvalde CISD

*La investigación ha revelado que los estudiantes bilingües suelen ser observadores pasivos durante las discusiones y actividades en el aula y cuando contribuye sus comentarios, se limitan a breves respuestas. En esta sesión, se proveerá una variedad de estrategias efectivas para lograr las conversaciones estructuradas, que el docente puede integrar de manera manejable en sus lecciones diarias.*

Effective Literacy: Biliteracy, Oracy, and Oral Language Development  
K - 5  
Spanish

## **Los derechos de los inmigrantes: una unidad**

### **In-Person**

Alejandra Domenzain | Author/Teacher, Author/ Teacher  
Sharon Marroquin | Multi-lingual Education Specialist, Austin ISD

*En esta sesión reflexionaremos acerca de la diferencia entre la diversidad/equidad/inclusión y la justicia social. Compartiremos de forma interactiva una unidad acerca de los derechos de los inmigrantes que utiliza una variedad de estrategias que desarrollan el lenguaje receptivo y productivo en preparación para la lectoescritura. Los participantes recibirán enlaces a los materiales necesarios para implementar la unidad en español o en inglés.*

Socio-Cultural Responsiveness, Educational Equity and Access  
K - 6  
Spanish

## **A Teacher's Guide to Highly Engaging Online Instruction**

### **In-Person**

Moses Allen | Teacher, Cien Aguas International School

The presentation will showcase the presenter's best practices for online instruction with examples on writing feedback, revision, student to student peer review, and opportunities for cross content support during instruction. The presenter will share video media of online classroom teaching which uses live-documents from Google Workspace programs so both teacher and student may be working in the same document simultaneously.

Integrating Technology and On-line Instruction  
6 - 8  
English

## **Exploring the Strands of Mathematical Proficiency**

### **In-Person**

Erin Mayer | AIM43tm Developer, Dual Language Education of New Mexico

So what does it take to move students to mathematical proficiency? Come join us for this interactive presentation targeting K-8 teachers based on John Van de Walle's work and incorporating the CCSS Mathematical Practices. The session will include a brief overview of DLeNM's math framework, AIM4S-3TM.

Academic Language Development  
K-8  
English

Friday, November 4th, 2022 1:30 pm - 2:50 pm

## **Building Cross-Language Connections: Developing Oracy Using The Dictado**

### **In-Person**

Erika Pena | Teacher, Mineola Union Free School District  
Gina Principato | Teacher, Mineola Union Free School District  
Samantha Sanchez | Instructional Leader, Mineola Union Free School District

Building connections between both languages is a crucial aspect of any Dual Language Program. It is a necessary tool to enhance the learning experiences for language learners. Making these cross-language connections can be done through the Dictado. This method comes from the Literacy Squared Framework that emphasizes the importance of oracy development for language learners through writing.

Effective Literacy: Biliteracy, Oracy, and Oral Language Development  
K - 5  
English

## ***Diversión y aprendizaje a través de la ciencia***

### **In-Person**

Myrna Reyna | Coordinator, Grand Prairie ISD  
Dr. Celina McEntire | Facilitator, Grand Prairie ISD

*¿Les gustaría aprender cómo realizar estrategias divertidas y efectivas para motivar a los alumnos en el desarrollo del vocabulario académico en dos idiomas? Acompáñenos en esta sesión donde aplicaremos estrategias para el aprendizaje del vocabulario científico a través de actividades interactivas para programas de inmersión dual. Los que participen en esta sesión obtendrán acceso a recursos y estrategias para la instrucción en dos idiomas.*

Academic Language Development  
K - 5  
Spanish

## **Bilingual Musical Story Time! - Using Music to Support Early Literacy**

### **In-Person**

Hamlet Menses | Instructional Specialist, GoCreative Programs, LLC  
ALINA HEVIA | Instructional Specialist, GoCreative Programs, LLC

Bilingual Musical Story Time! - Using Music to Support Early Literacy In this workshop, participants will:

- Repurpose already known books to be used in online or real-life circlet time programming in a more engaging style, incorporating more movement and participation from young learners.
- Gain access to supplemental activities and guides to other books, with an emphasis on diverse representation and bilingual resources.

Early Childhood and Special Education  
Pre-K  
English

## **Collaboration and Co-Teaching in Dual Language Programs: Shifting Mindsets and Practice Across Program Models**

### **In-Person**

Joan Lachance | Associate Professor, UNC Charlotte  
Andrea Honigsfeld | Professor, Molloy University

The purpose of this session is to define and advocate for educator collaboration across dual language program models. Participants will explore a comprehensive framework for collaborative practices that support MLs across collaboration delivery models ranging from partner teachers in two classrooms to integrated co-teaching, including paraprofessionals. The session will facilitate discoveries about: (1) Various collaboration configurations that work within the K-12 context to yield most effective instruction for MLs' diverse academic, linguistic, and social-emotional development needs (2) Strategies to align collaboration practices in dual language programs with the 4 Pillars of dual language education.

DLE Program Development & K-12 Implementation  
K-20  
English

## **Family and Caregiver Activities; Resources to Support Learning at Home**

### **In-Person**

Kelli Scardina | Instructional Specialist, Education Northwest  
Kathia Romo | English Learners & Dual Language Ed, West Ed

During the closure of in-person schooling, many families struggled to make at-home learning fun. Learn about these free resources designed to provide simple, fun, and engaging activities families can use with their children at home, leveraging cultural and linguistic assets and knowledge to strengthen language development in either the home language or English. The nine activities are available in multiple languages (Spanish, Dari, among others).

Family/Community Partnerships  
K - 5  
English

## ***¡A aprender a leer cantando!***

### **In-Person**

Lada Kratky | Retired Educator, National Geographic Learning/Cengage

Children learn best when actively engaged, and very young children are naturally attracted to music, to rhyme, to rhythmic movement. A song is the perfect motivator, and this presentation shows how children actively sing memorable songs that focus on phonemic awareness and phonics, and demonstrates best practices for teach decoding, and then reading for meaning of decodable texts that are content based. And it all starts with a song.

Effective Literacy: Biliteracy, Oracy, and Oral Language Development  
K-5  
Spanish

## **Speaking the Same Language—Establishing Collaboration Between Key Committees**

### **In-Person**

Miguel Hinojosa | Instructional Specialist, North East Independent School District

In supporting students who are dually identified as Emergent Bilinguals receiving special education services, there exists a common misconception that special education services outweigh a student's linguistic needs or vice versa. This presentation will review procedures that were established to facilitate communication between all equally important committees responsible for making programing recommendations for dually identified students.

Early Childhood and Special Education  
K - 12  
English

Friday, November 4th, 2022 1:30 pm - 2:50 pm

## **Planning Teaching for Transfer in the Four Domains**

### **In-Person**

Jill Kerper | Professor, San Diego State University  
Silvia Dorta-Duquede Reyes | Binational Biliteracy Consultant, Author, Benchmark

We present effective dual language instructional strategies to support transfer of learning in four domains: Language, literacy, content and culture. The presenters provide a model for analyzing Spanish/English text to design transfer lessons for each domain. Text analysis identifies subject-area specific concepts to promote academic language proficiency across languages and develop metalinguistic knowledge and cross-cultural competencies.

Academic Language Development  
K - 5  
English

## **Building Thinking Classrooms for Bilingual Learners**

### **In-Person**

Ron Yoder | Teacher, Atrisco Heritage Academy High School  
Loretta Sandoval | Teacher, West Mesa High School

We model thinking classroom practices (TCP) to transform your bilingual students into problem-solving critical thinkers who enjoy drawing on their multicultural insights. Session activities include creating visibly random to students small groups, de-fronting the classroom, and emoji graph, number puzzle, and word art collaborations on vertical non-permanent surfaces. Discover how TCP can make your classroom the one students do not want to leave!

Socio-Cultural Responsiveness, Educational Equity and Access  
K - 12  
English

## **Traditional Songs in Spanish to Support Language and Community**

### **In-Person**

Sarah Farrell | Teacher, Sandoval Academy of Bilingual Education

Sarah Farrell recently started a K-8 Spanish-Immersion music program with the dual focus of providing students with the opportunity to sing, play, dance and create music while developing the target language of Spanish and building community.

This presentation will provide resources of songs, dances lessons designed to reach students through the inclusion of cultural musical traditions that allow engagement, language development and creativity.

Socio-Cultural Responsiveness, Educational Equity and Access  
K - 5  
Spanish

## **Engaging Families Through Affinity Spaces**

### **In-Person**

Soledad Molinar | Director, Ventura Unified School District  
Robin Freeman | Academic Progress Monitor, Ventura Unified School District  
Danna Lomax | TOSA, Ventura Unified School District

In this session, participants will learn about creating Affinity Spaces for families from marginalized groups. These are safe spaces where Spanish speaking families, families of African American students, and families of Indigenous students can learn from and with each other while supporting each other as they navigate the educational system and create community.

Family/Community Partnerships  
K-20  
English

## **Dual Language Building Blocks: Designing Programs for Success**

### **In-Person**

Sonia Soltero | Professor, DePaul University

The long-term effectiveness of dual language education largely rests on the extent to which districts and schools invest in comprehensive program planning, design, implementation, and improvement. The Dual Language Building Blocks, a framework grounded in current research, presents a blueprint for developing sustainable high-quality programs, guiding strategic districtwide program expansion, and enhancing access and equity for developing bilinguals. Considerations include district/school decision-making alignment, linguistic and culturally responsive ecosystems, and a biliteracy framework.

DLE Program Development & K-12 Implementation

K-20

English

## **Making the Most of Translanguaging in DL Instruction**

### **In-Person**

Lisa Tabaku | Director, Center for Applied Linguistics

Participants will examine translanguaging in dual language programs: what it is, what it is not, and how translanguaging can be successfully utilized in the classroom. Participants will leave with greater clarity as well as concrete examples of translanguaging practices in dual language instruction.

Effective Literacy: Biliteracy, Oracy, and Oral Language Development

K - 5

English

## **Creando identidad STEAM en el salón de español de las escuelas primarias bilingües**

### **In-Person**

Marialuís Di Stefano | Professor, University of Massachusetts- Amherst

*Esta sesión interactiva provee a los docentes de español en programas bilingües y lenguajes duales prácticas pedagógicas para la integración de las disciplinas de ciencia, tecnología, ingeniería, arte, y matemáticas. La sesión se alinea con los estándares NGSS (Next Generation Science Standards) y presenta un marco de pedagogías lingüísticas y culturalmente sostenibles para crear identidad STEAM multilingües en los estudiantes y en los docentes.*

Socio-Cultural Responsiveness, Educational Equity and Access

K - 5

Spanish

## **Empowering teacher voices for equitable bilingual tools**

### **In-Person**

Samuel Aguirre | Director, WIDA Español

Dolores Chávez-Linville | Director, Linguistic and Culturally Diverse Innovation, Renaissance

Teachers of Spanish-English bilingual programs regularly find themselves in need of bilingual instructional tools. They often have to create resources from scratch. This workshop will empower teachers so they may appeal for equitable bilingual classroom tools. We will feature a resource evaluation tool to help teachers identify characteristics of resources that match their classroom needs.

DLE Program Development & K-12 Implementation

K-12

English

## **Mas allá de la venta de galletas: estrategias para involucrar padres**

### **Virtual Streaming**

Catalina Sanchez | Coordinator, Orange County Department of Education

Hay muchas maneras de involucrar a las familias en la educación de sus hijos. Participantes aprenderán estrategias que son apropiado al desarrollo del niño y que apoyan la enseñanza de los temas que estudian los niños en clase. Estrategias que toman ventaja de la familia como apoyo integral en el aprendizaje del niño se compartiran.

Family/Community Partnerships  
Pre-K  
Spanish

## **Making Room for Biliteracy Instruction**

### **Virtual Streaming**

Damaris Montalvo-Irigoyen | Teacher, Biliteracy Consultant

The road to failure could be build on good intentions. In this era in which Tier 1 & Tier 2 instruction tends to look like an intervention program, the presenters will guide participants to witness the effect of engaging emergent bilingual students in contextualized instruction that truly values what students bring into the classroom; basing it's practices in their approximations, interaction with the languages and teaching to their potential.

Effective Literacy: Biliteracy, Oracy, and Oral Language Development  
K-5  
Spanish

## **National Board Certification Process**

### **Virtual Streaming**

Nuria Ortiz-Mingorance | Instructional Specialist, CHRISTINE DUNCAN H.A.  
Jeanett Jimenez | 2nd Grade Teacher, Christine Duncan's Heritage Academy

We will provide an overview of the process to become a National Board-Certified teacher and its benefits. Ms. Jimenez is a board member and Ms. Ortiz started the process last school year. We will discuss the four components and the 25 certificate areas. We will share information on cost and NMPED grants available to fund this certification. We will share resources to prepare and achieve the certification. We will provide opportunities for Q&A.

Early Childhood and Special Education  
K - 12  
English

## **Culturally Sustaining Mathematics Teaching**

### **Virtual Streaming**

Odalís Amparo | Instructional Specialist, Holyoke Public Schools

Participants will explore how culturally responsive mathematics teaching is about inviting all students into meaningful mathematical experiences. Participants will examine ways of providing students with the opportunity to relate the learning of mathematics to their cultural frames of reference (i.e., background knowledge, native language) which helps develop their cultural identities and perceptions of themselves as capable learners.

Socio-Cultural Responsiveness, Educational Equity and Access  
K - 12  
English

## **ACCELERATING FOUNDATIONAL LITERACY**

### **Virtual Streaming**

Christina Rodriguez | Instructional Specialist, Vista Higher Learning

The presenter will use Discover Phonics to expose participants in K-3 English Language and Dual Language Programs to systematic and explicit foundational skills instruction that embeds oracy throughout and accelerates oral language development. Participants will understand how to effectively implement evidence based instruction to teach foundational skills in a parallel way using prescriptive routines and multisensory instructional techniques.

Effective Literacy: Biliteracy, Oracy, and Oral Language Development  
K-5  
English

DRAFT  
8.29.22

Saturday, November 5th, 2022 9:10 am - 10:30 am

### **Gramática, ¿qué es y se debe enseñar?**

#### **In-Person**

David Nieto | Associate Professor, Northern Illinois University

*En esta presentación, discutiremos el concepto de gramática y sus implicaciones para la enseñanza del español en programas bilingües. Empezaremos con una compilación de las características gramaticales del español y debatiremos sobre las distintas estrategias que podemos utilizar en los salones bilingües para fomentar el desarrollo metalingüístico en nuestras estudiantes.*

DLE Program Development & K-12 Implementation  
K-20  
Spanish

### **Planning Made Easy The Art of Instructional Dance**

#### **In-Person**

Kathleen Salgado | Staff/Project Coordinator, DLeNM

When you have multiple classes or limited instructional time, planning and prep can feel daunting. Make planning and prep a breeze with “GLAD® Minuet”: three planning steps, three instructional movements, three exceptional outcomes. We will use low-prep, high-impact Project GLAD® strategies that focus on making content comprehensible, move students through all domains of language and are easily reproducible. You can design your GLAD® Minuet” for one class period, a week or even a mini-unit. You will engage in three GLAD® Minuets, then examine the teacher planning and prep behind each minuet. You will brainstorm ideas for your own classroom application. Come fill your dance card and join us for a GLAD® Minuet!

Academic Language Development  
3 - 12  
English

### **Seal of Biliteracy Student portfolio presentations**

#### **In-Person**

Laura DuMond Kerr | Teacher, Taos High School  
Gladys Herrera-Gurulé | Family Literacy Coach, Taos Municipal Schools  
Andrea Nicholson | Spanish/EXPRO teacher, Taos Municipal Schools  
Elizabeth Campbell | Spanish teacher, Taos Municipal Schools

At Taos High School, students investigate a theme of choice in two different Spanish-speaking or French-speaking countries, and present this research to a panel of community members, professors and teachers to obtain the Seal of Biliteracy. We will outline the 8-week process through which students develop literacy and higher-level thinking skills as they prepare for their final presentations comparing the theme in two different communities.

Effective Literacy: Biliteracy, Oracy, and Oral Language Development  
9 - 12  
Spanish and English

### **Translanguaging in Multicultural and Multilingual Classroom**

#### **In-Person**

Angeles Munoz | Teacher, Texas Woman's University / Denton ISD

How do educators disrupt current educational practices to create cultural and linguistic sustaining pedagogy? As educators, we can have an impact in student learning by incorporating culturally relevant practices, and translanguaging to facilitate cultural competence. When students feel valued and honored in the classroom, they are more likely to take pride in their linguistic abilities leading to cultural and linguistic sustainability.

Leadership: Research, Policy and Advocacy  
K - 5  
English & Spanish

Saturday, November 5th, 2022 9:10 am - 10:30 am

## **Creating a Sustainable Secondary Dual Language Program**

### **In-Person**

Kris Nicholls | Director, Nicholls Educational Consulting

Is your dual language immersion (DLI) program already at 2nd/3rd grade? Then it's time to start planning the transition to a successful and sustainable secondary program! Pulling together a transition team, student retention/recruitment, teacher recruitment, courses, curriculum, and master schedule implications will be discussed as we map the journey along a 3-year timeline for successfully transitioning your elementary DLI program to secondary.

DLE Program Development & K-12 Implementation  
K-12  
English

## **Creating Graphic Novels to Tell Migration Stories**

### **In-Person**

Rachel Woods | , Albuquerque HS  
Ximena Soto | ,

In this interactive session, participations will hear about a unit we created for English learners in which they created Graphic Novels to tell their migration stories and see student examples. Participants will learn everything necessary to create their own Graphic Novel unit, including how to introduce GNs, differentiate between GN and comics, and teach the elements of GNs. We will finish by practicing with website that we used for the unit.

Integrating Technology and On-line Instruction  
9 - 12  
English

## **The Why and How of Crosslinguistic Connections for Biliteracy**

### **In-Person**

Sandra Mercuri | Retired Educator, Sandra Mercuri Educational Consultants  
Vivian Pratts | Teacher Educator, Sandra Mercuri Educational Consultants

This session introduces a translanguaging pedagogy to strategically plan lessons that engage students in metalinguistic conversations. Students notice and analyze similarities and differences across both program languages. Phonology, morphology, grammar, and syntax examples are shared. This practice affords students the opportunity to develop metalinguistic awareness, accelerates reading and writing while becoming biliterate.

Effective Literacy: Biliteracy, Oracy, and Oral Language Development  
K-5  
English

Saturday, November 5th, 2022 9:10 am - 10:30 am

## **Translanguaging Across Biliteracy Instructional Practices: Teacher Testimonios Countering Current Literacy Practices**

### **In-Person**

Susana Ibarra Johnson | Professor, New Mexico State University  
Barbara Flores | Emeritus Professor, California State University San Bernardino  
Janet Herrera | Teacher, Gadsen Independent School District  
Alba Gonzales | Teacher, Gadsen Independent School District  
Elizabeth Medina | Teacher, Las Cruces Public Schools

Our session draws from a Biliteracy Pedagogy graduate course where teacher educators developed a Biliteracy Project. Based on students' questions, real problems, and needs to know how children learn to read, write, and think by leveraging Emergent Bilinguals translanguaging. We will provide Testimonios on how the teachers perspectives shifted to a translanguaging stance countering current literacy practice and share their biliteracy instruction.

Effective Literacy: Biliteracy, Oracy, and Oral Language Development  
K - 5  
Spanish and English

## **The WIDA 2020 Standards in Collaborative PLC's**

### **Virtual Streaming**

Heather Orth | Teacher, Racine Unified School District

This session is about how our leadership team created a plan for education and implementation of the WIDA 2020 ELD Standards Framework for our district. The leadership team began with the WIDA Modules and then designed a plan for the teacher roll out in Professional Learning Communities. Come join me to learn more about our journey and how your district can create something similar!

DLE Program Development & K-12 Implementation  
K - 12  
English

## **Social Emotional Learning before Academic Content**

### **Virtual Streaming**

Elizabeth Kunz | Teacher, S. R. Marmon Elementary

Educators will explore the Social Emotional Learning Competencies before constructing a 3D sentence stem used to facilitate and take part in reflective conversations in an equitable and safe structure. Following a similar process, we will create 3D sentence stems that support academic conversations and metacognitive practices. \*Bilingual instructional materials will be provided in Spanish and English with an open format for additional languages.

Socio-Cultural Responsiveness, Educational Equity and Access  
K - 12  
English with bilingual resources and an option for additional languages

## **PAULO FREIRE Y LAS TAREAS DE LA VIDA COTIDIANA COMO EDUCADORES**

### **In-Person**

Joel Francisco Lagunas Ibarra | Professor, CILAC FREIRE

*Un viaje que nos ayudará a conocer un poco más a nuestro@s estudiantes que tienen una herencia familiar vinculada a los países de América Latina. Reflexionaremos también nuestras características al ser educadores y cómo podemos integrar las "Tareas" freirianas a nuestra vida cotidiana para mejorar la experiencia educativa en el salón de clases de nuestro@s estudiantes.*

Socio-Cultural Responsiveness, Educational Equity and Access  
Community  
Spanish

Saturday, November 5th, 2022 10:50 am - 12:15 pm

## ***Diez consideraciones a tener en cuenta en una clase con estudiantes de Spanish Language Arts para lograr una instrucción efectiva***

### **In-Person**

Joaquin Maiquez-Casas | Instructional Specialist, Denver Public Schools  
Maria Fernando Guerrero | Teacher, Denver Public Schools

During this conference, we will walk through ten considerations to put in practice for a successful heritage language classroom and an effective approach to the community. We will address issues as diverse as creating relationships at the beginning of the school year, planning activities that are culturally relevant, Spanglish, translanguaging, and how to involve the community by sharing our strategies and experiences with heritage students and t

Socio-Cultural Responsiveness, Educational Equity and Access  
K-12  
Spanish

## **Language variation and linguistic bias**

### **In-Person**

Joe Páez Acevedo | Instructional Specialist, University of New Mexico  
Ryan D. Smith | Instructional Specialist, University of New Mexico

UNM's Lobo Language Acquisition Lab studies bilingualism and minority languages of New Mexico. This workshop addresses language variation, linguistic bias, and linguistic profiling. We will discuss pervasive and harmful biases and will learn practical tools to help combat these biases and promote linguistic diversity.

Socio-Cultural Responsiveness, Educational Equity and Access  
K - 12  
English

## **Biliteracy Trajectory Tool: Assessing Students Biliteracy in a Dual Language Program**

### **In-Person**

Jackie Rodriguez | Director, Sandoval Academy of Bilingual Education  
Felicitas Reyes | Assistant Principal/Special Services Director, Sandoval Academy of Bilingual Education  
Militza Zamora de Geisel | Spanish Teacher, Sandoval Academy of Bilingual Education  
Alice Banks | Programs Coordinator, Sandoval Academy of Bilingual Education

As a New Mexico state charter school, our leadership/teacher team developed the Biliteracy Trajectory Tool (BTT). Administration and teachers used the research and information from the book "Biliteracy from the Start" to create the BTT. Our BTT measures the growth of our students' languages in English and Spanish to determine our school meeting our mission. Join us for a conversation about how it was developed and how we use it!

Effective Literacy: Biliteracy, Oracy, and Oral Language Development  
K - 6  
Primarily in English, but Spanish can be supported

## Why teachers should respect 'haiga' and 'La rufa está liqueando'

### In-Person

Kim Potowski | Professor, University of Illinois - Chicago

The Spanish language varies a great deal around the countries in which it is spoken. Although the U.S. has one of the largest populations of Spanish-speakers in the world, our ways of speaking Spanish are often criticized, causing feelings of shame among many young Latinos who frequently end up abandoning the language. After exploring some of the features of U.S. Spanish and how it got that way, we look at mechanisms that lead to linguistic prestige and, conversely, to stigmatization and repression. We conclude with concrete strategies for teachers to show respect for their students' ethnolinguistic identities while simultaneously engaging them in rich language development.

Socio-Cultural Responsiveness, Educational Equity and Access

K-12

English and Spanish

## Apoyando el Desarrollo de la Bi-alfabetización para Promover la Justicia Educativa

### In-Person

Luz Murillo | Professor, Texas State University

Albertina Guevara | Maestra bilingüe de primer grado/1st grade Bilingual Teacher Alma Brewer Strawn Elementary, Lockhart ISD

*Esta presentación bilingüe comparte las prácticas de bi-alfabetización en un aula de primer grado de una escuela de lenguaje dual en el centro de Texas. Aplicando la investigación y práctica de "Shared Reading", las presentadoras invitarán a maestras e investigadores a adoptar la enseñanza simultánea de la lecto-escritura en español e inglés como manera de promover la justicia educativa para bilingües emergentes.*

Effective Literacy: Biliteracy, Oracy, and Oral Language Development

K - 5

Bilingual in Spanish & English

## Translanguaging with Language Standards in a High School Heritage Spanish Classroom

### In-Person

Maria Elena Orozco | Teacher, Valley High School

This session will address key standards in a High School Spanish Heritage Classroom: Spanish Common Core, Language Standards and Cultural Competencies. These standards focus on the affirmation of students' home culture and language using a multilingual and multicultural learning environment. Attendees will learn how to integrate these tools to develop a translanguaging space that unies students' linguistic knowledge through language expectations wi

Socio-Cultural Responsiveness, Educational Equity and Access

9 - 12

Spanish/English

## Creating Effective Biliteracy Instruction

### In-Person

Melody Wharton | Instructional Specialist, Center for Teaching for Biliteracy

Olga Karwoski | Instructional Specialist/Consultant, Center for Teaching for Biliteracy

Effective biliteracy instruction must meet the pillars of Dual Language education while also closing the learning gap by capitalizing on student assets. This session will describe how systems (such as the program vision, pedagogy, language and content allocation plans, schedules, standards-based curriculum, instruction, and assessment) can be used to support biliteracy instruction at the program, school, and classroom level.

DLE Program Development & K-12 Implementation

K - 12

English

## **La creación de textos multimodales en el salón de artes de lenguaje**

### **Virtual Streaming**

Analleli Munoz | Assistant Director of Professional Learning, WIDA

Using the Marco de referencia de las artes del lenguaje del español de WIDA, this session will highlight ways bi/multilingual students can leverage their linguistic repertoire, dynamic identity and cultural assets to create multimodal texts. Participants will connect salient ideas from Spanish language arts practices to practical applications for bi/multilingual students, creating spaces where bi/multilingual students can fully participate in th

Effective Literacy: Biliteracy, Oracy, and Oral Language Development

K-12

Spanish

## **Making Language and Content Accessible for Multilingual Learners with Special Needs**

### **Virtual Streaming**

Karina Chapa | Director, Region One ESC

During this session, participants will explore ways in which they can make language and content accessible for their Multilingual Learners with special needs through the implementation of the Universal Design for Learning framework and readily accessible technology tools, like the Learner Variability Navigator.

Early Childhood and Special Education

K - 12

English

DRAFT  
8.29.22