



Honrando nuestra historia: recuperando nuestro pasado a través del empoderamiento y la acción

Honoring Our Story: Reclaiming Our Past Through Empowerment and Action

Náásgóó nihaa' hane' dóó nihízaad bee 'ak'ineeldzil

Thursday November 9, 2023





Programación * General Schedule

jueves, el 9 de noviembre de 2023 • Thursday, November 9, 2023

Sesiones simultáneas • Concurrent Sessions

9:10 am – 10:30 am 10:55 am – 12:15 pm

Almuerzo • Lunch

Albuquerque Convention Center, Clyde, and Doubletree 12:10 pm – 1:30 pm

Sesiones simultáneas • Concurrent Sessions

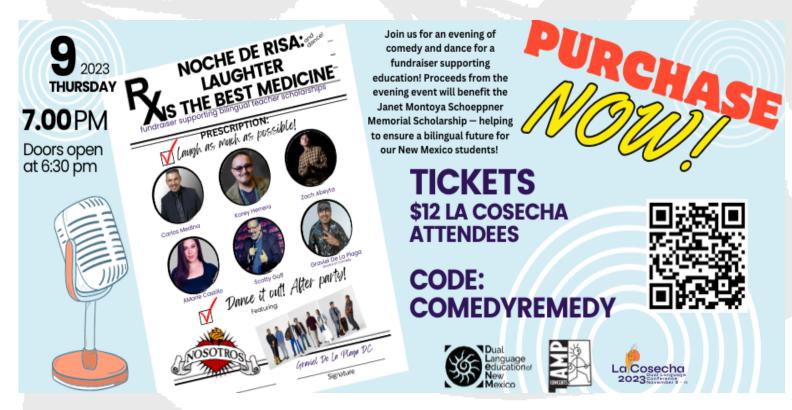
1:30 pm - 2:50 pm

Sesión plenaria · General Session

Kiva Auditorium • Albuquerque Convention Center 3:15 pm – 4:30 pm

Conference Fundraiser — **Comedy Show & Dance Party**

Grand Ballroom • Clyde Hotel



Sesión plenaria * General Session

jueves, el 9 de noviembre de 2023 • Thursday, November 9, 2023 3:15 pm – 4:30 pm

Opening Comments & Introduction of Keynote







Montserrat Garibay
Assistant Deputy Secretary and Director, Office of English Language Acquisition

Montserrat is the Assistant Deputy Secretary & Director for OELA. Previously she served as the secretary-treasurer of the Texas American Federation of Labor-Congress of Industrial Organizations (AFL-CIO) and served as vice president for Certified Employees with Education Austin. Ms. Garibay was a bilingual pre-kindergarten teacher for eight years and a National Board-Certified Teacher. She is a graduate of the National Labor Leadership Initiative with the Worker Institute at Cornell University and is a University of Texas-Austin graduate with a master's degree in Education. An activist on education and immigration issues, Garibay came to the U.S. from Mexico City as an undocumented immigrant and became a citizen 20 years later. She has been instrumental in promoting opportunities for all students, including those from immigrant families.

Introduction of Keynote



Patricia García Curriculum Coordinator Cien Aguas International School



Dr. José MedinaDr. Jose Medina Educational Solutions

José Medina is the founder and Chief Educational Advocate for Dr. José Medina: Educational Solutions. Prior to establishing the boutique consulting firm, Dr. Medina served as Research Scientist and Director of Dual Language and Bilingual Education at the Center for Applied Linguistics (CAL) in Washington, DC. José provides dual language technical assistance, professional development, and job-embedded support to dual language programs across the United States and globally. He is a former dual language school principal and district leader. José has served as an administrator/educator/advocate at the elementary, middle, and high school levels. Dr. Medina is a co-author of the third edition and widely-used Guiding Principles for Dual Language Education.

Roll Call and Housekeeping Conference Fundraiser – Comedy Show & Dance Party

Stay connected during
La Cosecha with our
Conference App or on the Conference Platform!







Power Sessions

Albuquerque Convention Center - Santa Domingo

9:10 am

Structured Biliteracy Grounded in the Science of Reading

Kajal Patel I Amplify Education, VP of Biliteracy Product

Claudia Aguilar I Amplify Education, Senior Program Manager, Biliteracy Product

¡La ciencia de la lectura es para todos! The Science of Reading is for everyone, but how can we best support our emergent bilinguals? Attendees will learn why celebrating bilingualism and biliteracy as assets and cognitive strengths in assessment and instruction can propel emergent bilinguals to reading success in English and Spanish. An overview of Amplify's comprehensive biliteracy suite of products will be shared. Attend for a chance to win a signature Amplify biliteracy t-shirt!

9:50 am

The ART of Biliteracy

Josephine Rubio I Velazquez Press, Bilteracy Education Consultant

Dr. Elizet Moret I Velazquez Press, Director of Biliteracy and Family Engagement

Come and learn about our latest institute, The ART of Biliteracy. The Adequate Responsive Teaching (ART) of Biliteracy has been developed to support bilingual teachers that work with emergent bilingual students in developing biliteracy skills. We examine the latest research in regard to implementing effective classroom biliteracy practices and the application of strategies that support the development of both languages during instruction.

10:30 am

Assets not Deficits. Empowering Newcomers by Leveraging Their Strengths to Improve Student Outcomes

Jessica Villalobos I Vista Higher Learning, Educational Consultant

While newcomers face unique challenges in their journey of second language acquisition, leveraging what they bring to the classroom can significantly impact student outcomes. Participants will gain a deeper understanding of how to honor, celebrate and affirm the cultures and languages of their students and leverage those assets to help students meet content standards while acquiring language proficiency. Participants will take a deep dive into the practice of personalization and differentiation through an asset-based approach.

11:10 am

Growing, Strengthening, and Sustaining Bilingualism through Marco DALE

Samuel Aguirre I WIDA/WCEPS, Director, WIDA Español

WIDA Español has been a leader in bilingual education since its inception. To continue to move the field of bilingual education forward, this past October we released Marco de los estándares del desarrollo auténtico del lenguaje español de WIDA (Marco DALE). Join us for an overview on Marco DALE and to hear more about its applications to grow, strengthen, and sustain bilingual education across the country!

11:50 am

¡Enseñar español con Smile and Learn!

Amy Lingard I Smile and Learn, Bilingual Education Coordinator

This presentation is designed to empower educators with innovative techniques and resources for teaching the Spanish language. This dynamic session showcases Smile and Learn's interactive tools and engaging materials for a bilingual classroom. Attendees will learn how to create a positive and inclusive learning environment, harnessing the power of enthusiasm to inspire their students. Join us to discover how to infuse your Spanish classes with excitement and ensure that both teachers and students smile as they embark on this educational journey.

1:30 PM

Express! Asset-Based Access to English

Kimberly Plummer I Benchmark Education, Director Product Marketing EL, ELD, and Spanish

Express is a comprehensive, standards-aligned, English Language Development (ELD) program for Grades K-6. Using these materials, teachers can provide appropriate, differentiated instruction to support Multilingual Learners and foster language proficiency. Express teaches grades K-2 foundational skills in context, emphasizes oracy and writing,



Marco de los estándares del desarrollo auténtico del lenguaje español de WIDA (Marco DALE)

¿Qué es el Marco DALE?

- Un NUEVO marco de los estándares para la enseñanza del desarrollo del lenguaje español para el kínder al 12º grado
- Adecuado para contextos en los cuales se aprende en español, incluyendo programas de educación bilingüe y del español como lenguaje de herencia y lenguaje mundial
- Proporciona expectativas del lenguaje para estudiantes bi/multilingües que están aprendiendo contenido curricular en español
- Informado por la investigación y la práctica docente
- Se alinea con el Marco ALE y el WIDA ELD Standards Framework, 2020 Edition

El Marco DALE fue diseñado para ser lo suficientemente flexible para usarse junto con el plan de estudios y las estructuras e iniciativas existentes de las escuelas donde los estudiantes aprenden en español.



¡Ordene el Marco DALE y reciba un precio especial de lanzamiento! Para ordenar su copia impresa, encuadernada en espiral del Marco DALE visite **store.wceps.org/MarcoDALE.**

Para más información, visite wida.wisc.edu/MarcoDALE.









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

"Enseñando cultura, enseñando español, en español"

Albuquerque Convention Center - Acoma/Zuni

Ms. Mariola Sánchez I Administrator, Embassy of Spain Featured Sponsor Presentation

Though this presentation will travel around Spain describing its most popular festivities, teaching culture, analyzing many of our linguistic varieties, while supporting the integration of culture into the classroom with different possible didactic activities. It is expected to be a practical session that will include interesting talk and an entertaining visual presentation from North to South, East to West of Spain's most popular traditions. This session will provide a potential real application of cultural activities in a bilingual program.

DLE Program Development & K-12 Implementation Teachers, Parents, Students, Community English, Spanish

Capstone Projects: Tribal Sovereignty in Action

Albuquerque Convention Center - Anasazi

Dr. Patricia Jimenez-Latham I Sr. Advisor Communications and Outreach, Future Focused Education Laurie Small Waisted Bear-Smith I, Oceti Sakowin - Sicangu Oyate Lakin Epaloose I Zuni High School Graduate, Zuni High School Graduate

As a response to the Yazzie-Martinez decision and the voices of young people across New Mexico, Future Focused Education has partnered with the Public Education Department to establish graduate profiles and capstones. In this year's long initiative, students, educators, community members, and school and district leaders have been engaged in the process of designing capstones as a meaningful assessment and learning experiences that celebrate and honor students' culture, language, and lived experiences. Participants will learn about varying models of capstones that already exist or are in development.

Socio-Cultural Responsiveness, Educational Equity and Access Teachers, Administrators, Higher Education, Community , Parents English

California's New Bilingual Teacher Performance Expectations: Opportunities and Challenges

Albuquerque Convention Center - Apache

Dr. Jordi Solsona-Puig I Assistant Professor, CSUSB College of Education Eduardo Muñoz-Muñoz I Associate Professor, CSUSJ Connie L. Lurie College of Education Ferran/fernando Rodriguez-Valls I Professor, CSUF. College of Education

This presentation will analyze the opportunities and challenges of the new California Bilingual Teacher Performance Expectations (BTPE), which are set to be implemented during the 2023-2024 academic year. Since the approval of the Bilingual Education Act in the 1960s, bilingual education in California has been subject to state policy changes. As one of the largest and most influential states in the U.S., the implementation of the new BTPE will shape teacher education programs and instructional quality for millions of emerging bilingual students. nationwide.

Leadership: Research, Policy and Advocacy Teachers, Administrators, Parents, Researchers, Higher Education Spanish, English

Bring in the Music!

Albuquerque Convention Center - Ballroom A

Andrés Salguero I Teacher, Salsana LLC (123 Andrés) Christina Sanabria I Teacher, Salsana LLC (123 Andrés) Featured Speaker

Music brings us together and helps us connect with our feelings, with each other, and with characters in stories! Whether you are teaching in-person, virtually, or in a hybrid classroom, music can help build community, and deepen literacy connections. And YOU— yes YOU! — have everything you need to get started. In this session, Christina and Andrés from 123 Andrés lead us through games and movements that will wake us up or calm us down, and even use songs to engage with texts. 123 Andrés offer ideas for incorporating arts and music into your teaching, for joy, brain breaks, community, and literacy!

DLE Program Development & K-12 Implementation Teachers, Administrators, Parents, Students, Community English, Spanish



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

¡JUNTOS PODEMOS! Educators and Families Working Together in Dual Language Professional Development

Albuquerque Convention Center - Ballroom B

Dr. Margo Gottlieb I Professor, WIDA

Dr. Margarita Calderón I Professor, John Hopkins

Featured Sponsor Session

Having a unified vision along with coordinated activities in dual language schools that bring administrators, teachers, and families together requires a systems approach to professional development. Through hands-on activities, we will delve into components of a comprehensive project of parallel modules in English and Spanish. Using a variety of sample educator and family tools, including vocabulary/language development, reading comprehension, assessment, grading, and social-emotional learning, participants will discuss implementation strategies in their dual language settings.

DLE Program Development & K-12 Implementation Teachers, Administrators, Parents

English, Spanish

Since when is Equity a 4-Letter Word? Let's Talk Two-Way

Albuquerque Convention Center - Ballroom C / Live Stream

Dr. Barbara Kennedy I Sponsor, GlobaLingo Ed Consulting, LLC Featured Sponsor Presentation

Two-way dual language (TW-DL) aims to provide children from diverse backgrounds access to a multilingual education that develops sociocultural competence. What it means to participate in TW-DL education, however, is vastly different for native English speakers vs. speakers of minoritized languages. Ensuring equitable access is critical. Come build your equity chops! We will explore current research and practical tips to promote equity in TW-DL implementation. Topics include TW-DL program marketing, entry criteria/lottery practices, equity-focused parent education, and curriculum procurement.

Socio-Cultural Responsiveness, Educational Equity and Access Teachers, Administrators, Parents, Researchers, Community English, Spanish

Culture Identity and Bilingualism Through Arts Education

Albuquerque Convention Center - Chaco

Mrs. Yudialejandra Suárez Valarino I Teacher, Manteo Elementary School

This session contains strategies developed as a DL/I teacher partnering with the music teacher to create a bilingual chorus and spring musical. Discover how to incorporate the arts to globalize your school, valuing student experiences before coming to the U.S. (asset-based mindset), to develop empathy and (social) awareness, while generating leadership opportunities for Spanish speakers to shine beyond their EL labels and for DL/I students to value their experiences as bilingual/biliterate kids. Family/Community Partnerships

Teachers, Administrators, Community , Parents English, Spanish

Special Education Teachers' Perspectives within a Dual Language Community

Albuquerque Convention Center - Cochití

Elizabeth Llorca I Student, University of Massachusetts, Amherst

There is a current area of high need in teacher preparation in order to support students qualifying for special education in dual language classrooms. Research in the area of dual language special education has been evolving over the last few years, promoting the effectiveness of inclusive dual language classrooms to meet the needs of all students. In this presentation, we will provide data in regards to current dual language special education teachers' perceptions and needs within a dual language program.

Early Childhood and Special Education Teachers, Administrators, Researchers English





jueves, el 9 de noviembre de 2023 • Thursday, November 9, 2023 Morning Concurrent Sessions — 9:10 am-10:30 am

Haciendo camino al andar: Retos y oportunidades en la implementación de un programa de inmersión dual

Albuquerque Convention Center - Hopi

Dr. Rocío Delgado I Professor, Trinity University

Roxanna Montes, Lamar Elementary School Leader; Virginia Lopez, Teacher, Lamar Elementary San Antonio ISD; Isabel Nava, Teacher, San Antonio ISD; Brian Sparks, Community Partnership Network Director; Nancy Gonzales, Bilingual Instructional Coach; Miguel Fonseca, Assistant School Leader, Lamar Elementary San Antonio ISD

Este panel describirá el desarrollo de una propuesta comunitaria que identificó la implementación de un programa de inmersión dual a nivel primaria como parte de un plan de mejora escolar. Los maestros bililngües y administradores compartirán sus perspectivas acerca de los retos y oportunidades que se presentaron en las etapas iniciales de la implementación del programa, así como sus experiencias en el desarrollo del programa durante un periodo de seis años. También se discutirán las lecciones aprendidas en el camino y pasos futuros para el crecimiento y aprendizaje continuo de la

DLE Program Development & K-12 Implementation Teachers, Researchers, Higher Education, Community, Administrators Spanish, bilingual (English/Spanish)

theDictado: Una herramienta efectiva para Metalinguistic Awareness in Biliteracy Instruction

Albuquerque Convention Center - Iseta/Jemez

Ms. Adriana Hart I Teacher, Collinswood Language Academy

Griselda Pérez I Instructional Specialist, Collinswood Language Academy

theDictado has been one of the most used and effective strategies in Spanish literacy instruction. En esta presentación, los participantes tendrán la oportunidad de conocer theDictado, el proceso para crearlo e implementarlo. Participants also will see theDictado's progression in a first and second grade dual language classroom. Research-based biliteracy practices will be shared and writing samples will be analyzed, demonstrating that this writing method is not only rigorous but versatile. Involucrar a los estudiantes en esta práctica apoya el desarrollo de la conciencia metalingüística.

Effective Literacy: Biliteracy, Oracy, and Oral Language Development Teachers, Administrators, Researchers, Students, Parents English, Spanish

Coaching Teachers in Bilingual in Dual Language Classrooms

Albuquerque Convention Center - Kiva / Live Stream

Mrs. Alexandra Güílamo I Director, TaJu Educational Solutions

Featured Sponsor Presentation

Providing effective coaching to dual language and bilingual teachers is essential to teacher excellence, student achievement, and dismantling issues of equity in our school. This session empowers administrators, coaches, and teacher leaders with 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 consistently and accurately create a coaching cycle for dual language and bilingual teachers especially if I don't understand the language of instruction?" Leadership: Research, Policy and Advocacy Administrators English

Discourses Here, There, Everywhere! Making Sense of Discourses in DLBE

Albuquerque Convention Center - Laguna

Noah Katznelson I Student, UC Berkeley

Kathryn Henderson I Associate Professor, The University of Texas at San Antonio

Katie Bernstein I Associate Professor, Arizona State University

Gentrification, commodification, Appropriateness, languagelessness. Equity, justice. These are words that language scholars have used to describe discourses, or societal narratives that frame understandings of dual language bilingual education (DLBE). In this interactive workshop, participants will learn to recognize a range of discourses and understand why discourses matter: how they frame the purpose of DLBE, and importantly, who DLBE serves. We'll guide participants in mapping these discourses into discourse families, or groups of discourses that draw on similar underlying logic.

Socio-Cultural Responsiveness, Educational Equity and Access

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

English



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Plays Well with Others: Advancing Multilliteracy through District - University Partnership

Albuquerque Convention Center - Nambé/Navajo

Dr. Sarah Irvine Belson I Professor, American University Lauren Shea I Professor, American University Eric Bethel I Administrator, District of Columbia Public Schools

This project describes a collaboration between a university and a school district to implement evidence-based practices to improve reading outcomes for students in dual language programs. The interventions include building leadership knowledge, coaching instructional leadership teams, providing resources and materials for classroom teachers, and introducing explicit and systematic instruction. Throughout the project, district leaders and researchers collaborated to be responsive to schools' instructional and structural needs.

Leadership: Research, Policy and Advocacy Teachers, Administrators, Parents, Researchers, Higher Education English

Artificial Intelligence for Bilingual Education

Albuquerque Convention Center - Picuris

Mrs. Natali Barreto-Baca I Teacher, Truman Middle School Margaret Keen I Teacher, Truman Middle School

Why AI in bilingual education? Because AI can help create interactive and engaging language learning experiences for students. AI-powered augmented reality tools can be used to create immersive learning experiences in STEM fields. Students can use AR (Augmented reality) or VR (virtual reality) to visualize complex 3D models or simulate experiments in a virtual environment, and AI algorithms can adapt to students' learning styles and preferences, providing a more personalized learning experience, and finally AI can be used to power robots and other autonomous systems.

Integrating Technology and On-line Instruction Teachers, Administrators, Parents, Researchers, Students, Higher Education, Community English, Spanish



The Time is Now! Policy Implementation through Language and Culture

49th Annual NMABE Conference

This in-person conference is tailored to New Mexico Educators, administrators and community members and will explore how a focus on place can help to grow bilingual instructional practices, build communications and partnerships, and sustain program design and implementation for culturally and linguistically responsive practices.





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Integrating Technology and On-line Instruction

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

Proponiendo escuelas para nuestra comunidades: Engaging Parents as Dual Language Advocates

Albuquerque Convention Center - San Juan

Dr. Norma Monsivais Diers I Independent Researcher, University of Illinois at Chicago

Massiel Zaragoza, PhD candidate in Literacy, Language and Culture, Dr. Ramona Alcalá Associate Director of Undergraduate Research Dr. P. Zitlali Morales, Associate Professor of Curriculum and Instruction, Megan Tzeitel Marshall, PhD candidate in the Department of Hispanic and Italian Studies Dr. Norma Monsivais Diers, Dr. Nancy Domínguez-Fret, University of Illinois at Chicago

We present research studies conducted in Illinois related to dual language bilingual education (DLBE). One study captures the voices of Latinx parents who want continued Spanish language education for their children. Another study explores the proximity of DLBE programs to Latinx communities. The last study examines the policy to request new DLBE programs at neighborhood schools. We attempt to make this research accessible to Latinx parents via parent workshops, with the goal of supporting their long-established demands for Spanish language educational opportunities for their children.

Teachers, Administrators, Parents, Researchers, Higher Education, Community

Does Your Dual Language Classroom Library...



CONTAIN 300 HIGH-QUALITY BOOKS?



APPEAL TO ALL OF YOUR STUDENTS' INTERESTS?



ACCOMODATE FOR A VARIETY OF READING LEVELS?

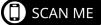


MEET YOUR SPANISH LANGUAGE ALLOCATION?

ASK US ABOUT OUR FREE ASSESSMENT!









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

Teaching and Planning for Biliteracy: The Spanish Reading Block

Albuquerque Convention Center - Taos

Dr Rocío del Castillo I Assistant Superintendent, Freeport School District 145 Julia Cloat I Associate Superintendent, Freeport School District 145

This session finds the balance between research and "what does that look like in the classroom"? Participants will be introduced to the Spanish Reading Tapestry, a linguistically authentic framework used to teach students to read Spanish in a multilingual environment. A breakdown of the Spanish Reading Block and the instructional structures that occur within the block will be provided. Sample schedules and models for instructional design will be used to show how theory is put into practice. Practical ways to make assessment meaningful in multilingual classrooms will top off this session.

Effective Literacy: Biliteracy, Oracy, and Oral Language Development Teachers, Administrators, Researchers, Students, Community English, Spanish

Expanding Dual Language Immersion Programs Statewide: Utilizing a Stakeholder-Designed Framework

Albuquerque Convention Center - Tesuque

Xochitl Anabel Rocha I Staff, Texas Education Agency Julie Lara I Director, Texas Education Agency

This presentation focuses on increasing awareness of the benefits of implementing DLI programs effectively to not only to meet compliance requirements but to provide EB students the appropriate roadmap to access equitable opportunities in school systems while nurturing their linguistic and cultural assets at the state level. During this session, the participants will explore a state agency stakeholder-designed DLI framework with five essential levers to help sustain their DLI by increasing effective implementation, increasing the pathways through the secondary level, and increasing overall student outcomes.

DLE Program Development & K-12 Implementation

Teachers, Administrators
English, Spanish

The Power of Creativity: Bilingual Poetry in the Classroom

Albuquerque Convention Center - Tewa

Luis López-Maldonado I Teacher, Atrisco Heritage Academy (APS) Jessica Cano I Teacher, Atrisco Heritage Academy (APS)

The power of creativity is not up for discussion. Engaging creatively in a dual-language educational setting is immensely important for the academic language development of our students. This creative-language writing workshop will focus on communal poetry writing, on validating student personal history as a resource for the classroom, and on strengthening our voices as bilingual educators. Let's create magic! Let's collaborate! *We will end the session with a poetry reading/open mic* Effective Literacy: Biliteracy, Oracy, and Oral Language Development Teachers, Students, Community English, Spanish

Literacy for the Bilingual Brain in a Dual Language Classroom

Albuquerque Convention Center (East)- La Cienega

Mrs. Nancy Herrera I Sponsor, Pacific Learning

Featured Sponsor Presentation

Are you struggling with what to do and why to do it? Join Pacific Learning's National Dual Language Consultant Nancy Herrera as she breaks down best practices for early reading as it relates to phonemic awareness and phonics in Spanish. Presenter will cite specific research from scientists and educational academics regarding Scarborough's Reading Rope model and how to incorporate into classroom instructions and best practices. Time will be spent explaining how the brain recognizes, and processes words. Special attention will be given to the importance of automaticity.

Effective Literacy: Biliteracy, Oracy, and Oral Language Development Teachers, Administrators
English







Curated by

HEXAGRAMM BOOKS

Come see us at Booth L 28-30





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

Sustaining Teacher and Student Engagement through Project-Based Learning

Albuquerque Convention Center (East)- Mesilla

Susan Hansen I Instructional Specialist, Leander ISD Allison Ponce I Instructional Specialist, Leander ISD Jasminka Speer I Teacher, Leander ISD

Teaching and learning through an inquiry or project-based approach in a dual-language classroom sustains the joy, curiosity, and empowerment of teachers and students alike. All students can find a place to enter the learning given their varying levels of language and academic proficiency. Language learning becomes relevant, contextual, and as a result, enduring and effective. Teachers find joy in this asset-focused approach to instruction and take their rightful role as designers of environment and experiences that lead to learning and excellence.

Socio-Cultural Responsiveness, Educational Equity and Access Teachers, Administrators, Parents, Students English, Spanish

Aligning Spanish Foundational Skills in the Sociocultural Pillar of Dual Language

Albuquerque Convention Center (East)- Pecos

Robin Farup-Romero I Administrator, Salem Keizer Public Schools Verónica Quezada Mendez I Dual Language Kinder Teacher, Salem Keizer Public Schools María Mendez I Dual Language Kinder Teacher, Salem Keizer Public Schools

We will share our cross-district collaboration and professional development with a focus on instruction of foundational skills in a sociocultural context. Our use of the strategies from Cancionero and materials with identified authentic Spanish foundational skills has led to an approach that builds on students' cultural backgrounds and engages in learning to read in a meaningful way. Teachers will present strategies and how our cross-district collaboration has supported them in the first two years as dual language teachers.

Effective Literacy: Biliteracy, Oracy, and Oral Language Development Teachers, Administrators, Researchers English, Spanish

Applying Translanguaging and Multiliteracies to Expand Learning

Albuquerque Convention Center (East)- Ruidoso

Maya Martinez-Hart I Learning Specialist, WIDA at WCER, UW-Madison Edith Nava I Professional Learning Specialist, WIDA at WCER, UW-Madison

In this Spanish bilingual workshop, we will explore current research and applications of translanguaging pedagogy and multiliteracies in an instructional context. Attendees will engage in critical conversations and explore practical examples of these pedagogical approaches and frameworks to further understand how they can be applied to affirm the cultural, linguistic, and academic identities of their students.

Effective Literacy: Biliteracy, Oracy, and Oral Language Development Teachers, Administrators
English, Spanish

Data Use as an Act of Social Justice

Albuquerque Convention Center (East)- San Miguel

Heidi LaMare I Instructional Specialist, NW Educational Service District 189 Jennifer Johnson I Instructional Specialist, Education Northwest

All too often dual language programs are judged on English-specific broad level platforms that do little to show the true nature of dual language. Come practice making a switch to "street" data, as defined by Safir and Dugan, in order to create data use that is humanizing and brings to lights the many gifts that our bilingual students hold. This workshop will be interactive and allow you to walk away with ideas to apply to your own context - whether it's classroom data, building data, or district data

Socio-Cultural Responsiveness, Educational Equity and Access Teachers, Administrators, Researchers, Community English



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

Bregando juntos: Resilient Development and Implementation of a District's Inaugural DL Program

Albuquerque Convention Center (East)- Tijeras

Dr. Raisa Ankeny I Associate Professor, Stetson University Gianna Acevedo Alamo I Director, Volusia County Schools Ines Ramos Feliciano I Instructional Specialist, Volusia County Schols

Bregar is a Puerto Rican cultural & political epistemology, a central strategy to navigate life with self-determination. By 2017, Volusia County's ESOL team had spent years urging its conservative school board to provide DL programming. Advocacy paid off in 2021; one Kindergarten 50/50 model was approved. The purpose of this presentation is to describe professional learning for teachers & leaders in majority monolingual spaces. The session will facilitate revelations about implementation challenges, linguistic & socio-cultural needs, and successes bound by our brega, a shared sense willpower.

DLE Program Development & K-12 Implementation Administrators, Higher Education, Community , Teachers English, Spanish

From Vision to Action: How Courageous Leadership Drives Dual Language Programs into Excellence

Clyde - Enchantment A/B

Karina Chapa I Director, Texas Association for Bilingual Education Featured Speaker

"La excelencia nunca es un accidente; es el resultado de un alto grado de intención, dirección inteligente, ejecución hábil y la visión de reconocer obstáculos como oportunidades", Pragati Thakur. ¿Cómo podemos, como líderes, aceptar lo desconocido y seguir impulsándonos hacia un futuro incierto, cuando la mayor parte del tiempo estamos nadando en contra de la corriente? Por medio del liderazgo valiente, ipor supuesto! Venga a explorar con nosotros algunas ideas de cómo podemos transformar los obstáculos en oportunidades mediante los 7 principios del liderazgo valiente, lo cual le ayudará a impulsar su programa de lenguaje dual hacia un ciclo de excelencia continua.

Leadership: Research, Policy and Advocacy Administrators English, Spanish

Desarrollando la lectoescritura bilingüe, la oralidad, y el lenguaje oral por medio de la canción

Clyde - Enchantment C/D

Maestro Nathaniel Kuster I Teacher, Longfellow Elementary School

Este taller se enfoca en el desarrollo de la lectoescritúra bilingüe, la orácia, el bilingüismo, y el lenguaje oral por medio de la canción. Todos los participantes tendrán un papel activo. Cantamos, leemos, y aprendemos todos juntos. Creamos comunidad. Cada persona recibirá su propia copia del cancionero y leerá, aprenderá y cantará melodías que son útiles (de alto valor didáctico) en la labor pedagógica en todo recinto educacional. A cada participante se le convida a que traiga su propio ukulele, guitarra, cuatro, mandolina, charango, bandolín, requinto o harpa para cantar y tocar.

Effective Literacy: Biliteracy, Oracy, and Oral Language Development Teachers, Administrators, Parents, Researchers, Students, Community Spanish

Juegos de lógica para desarrollar el lenguaje

Clyde - Enchantment E/F

Eva de Andrés Presa I Administrator, Tierra Encantada Charter School Claudia Condado I Teacher, Tierra Encantada Charter School

Existen diferentes maneras de mantener la atención de los estudiantes, diferentes actividades para ayudar a desarrollar estrategias y resolver problemas. El pensamiento lógico en estos juegos ayuda a mejorar el proceso de razonamiento cuando se trabaja en el salón de clase.

There are different ways to keep students focused on their tasks, ways that help students to develop strategies to resolve problems. The thinking behind these games help students to improve thinking when working in the classrooms. In this workshop, we will provide information about different logical games.

Academic Language Development Teachers, Administrators, Parents, Students, Community English, Spanish



Velázquez Press

Professional Learning

- Job-Embedded Support
 Coaching
- Program Evaluations
 Consulting

Velázquez Institutes

THE ART OF BILITERACY INSTITUTE

The Adequate Responsive Teaching of Biliteracy (ART) supports teachers in the implementation of biliteracy practices in their classrooms, and it also serves as a re-calibration for experienced teachers and coaches who support emergent bilingual students. This institute is offered in Spanish.



New and experienced bilingual teachers, dual language teachers, and instructional coaches



2 full days or 8 sessions of 90 minutes



Dr. Elizet Moret



Module 3:



Metalinguistics/Cross-Linguistic Connections

Module 4:

Teaching for Transfer/Translanguaging

Modules can be offered individually or in sequence.

VELÁZQUEZ ACADEMIC SPANISH LANGUAGE ACADEMY



An understanding of the structure and history of the Spanish language empowers educators to more effectively teach in Spanish. VASLA offers a series of courses designed to have bilingual/dual language teachers dig deep into Spanish spelling rules, common mistakes, syllable structure, and the use of accents. This institute is offered in Spanish.



New or experienced bilingual/ dual language/Spanish teachers, instructional coaches, teacher aids

Duration:

1 full day or 4 sessions of 90 minutes

DUAL LANGUAGE INSTITUTE

This institute is for district/schools planning to start or enhance dual language programs in the next three years.

- Stakeholder group will develop or revamp an effective dual language program framework
- Learn research-based dual language practices that increase cognitive development and academic success
- Understand the critical components of each stakeholders' role for an effective program implementation



Drs. Thomas and Collier



District/School Board Members, Administrators, Teacher Representives, Parent Representatives, Community Leaders, Human Resources Representatives, Curriculum Directors



January 25-26, 2024 (virtual event)



\$1,500/ Team of 5 stakeholders (\$299 per additional participant)







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

Exploring our Indigenous/ Afro-Latino Identities: Developing Vocabulary and Oracy Skills

Clyde - Fiesta I/II

Liliana Batista I Teacher, Harris Elementary Mónica Sánchez I Teacher, Hart Elementary

We will demonstrate how to create culturally revitalizing curricula that help bilingual/bicultural elementary students explore their Indigenous/Afro-Latino identities using familial knowledge while

developing oracy through authentic dialogue. We will present a lesson on how students can use alebrijes to explore their Indigenous identities. We highlight the importance of integrating Indigenous/Afro-Latino studies and oracy through content-specific dialogue and academic vocabulary in which students explore cultural content through hands-on, collaborative exploration.

Socio-Cultural Responsiveness, Educational Equity and Access Teachers Spanish, English

Hunting from the Elders: Making Immersion-Based Tewa Language Lessons Using an Approach that Works!

Clyde - Fiesta III/IV

Samuel Villarreal Catanach I Director, Pueblo of Pojoaque Tewa Language Department Simone Catanach I Teacher, Pueblo of Pojoaque Tewa Language Department

With less than 20 first-language speakers remaining within the community, the Pueblo of Pojoaque's Tewa Language Department uses the Where Are Your Keys (WAYK) method to create new speakers and teachers out of its all second language learner staff. We "hunt" small, specific pieces of Tewa from first-language speakers to create immersion-based lessons that work. Find out what our approach looks like and why it's producing results!

Indigenous Language Immersion and Dual Language Immersion Programs Teachers, Administrators, Students, Community Tiwa, Tewa, Towa, English

Fifty Years of Bilingual Education: Have Things Changed?

Clyde - Grand Ballroom I/II

Dr. Rebecca Blum Martínez I Professor, University of New Mexico

Maryjean Habermann López, Julia Rosa López Emslie, Loretta Salazar, Chris Sims, Rebecca Sánchez, Mia Sosa Provencio, Regis Pecos, Maria Luisa González

Featured Speaker

The authors of The Shoulders We Stand On: A History of Bilingual Education in New Mexico, will offer their reflections on the history of bilingual education in New Mexico and compare and contrast the current situation to the work done in the past. We hope that this will provide a foundation for discussion and provide some direction for future work.

Leadership: Research, Policy and Advocacy Teachers, Administrators, Researchers, Higher Education, Community English

Keres Children's Learning Center-An Overview of Dual Language Programming

Double Tree - Coral Ballroom I/II

Celeste Naranjo I Education Director in Training, Keres Children's Learning Center Povi Mitchell I Director, Indigenous Montessori Institute

Keres Children's Learning Center implements full Keres language immersion in the infant/toddler (birth-3years) and primary (3-6 years) classrooms and Indigenous Dual Language Education (IDLE) programming at the Elementary (6-12 years) and Adolescent (12-18 years) classrooms. The structures of these program will be shared-the ups, the downs and the inbetweens.

Indigenous Language Immersion and Dual Language Immersion Programs Teachers, Administrators, Parents, Community English



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

C.L.L.I.F: A Transformative and Empowering Framework for Multilingual Learners

Double Tree - Coral Ballroom III

Dr. Sandra Mercuri I Retired Educator, Velazquez Press Vivian Pratts I Retired Educator, Okapi Educational Publishing Featured Sponsor Presentation

This session demonstrates how to intentionally plan to integrate oracy, reading, writing, and metalanguage to access and express content knowledge. This model consists of a series of interconnected lessons that afford students the opportunity for academic language use, both orally and in writing. Additionally, lessons include foundational skills, conventions of language and cross linguistic connections. Translanguaging practices such as Preview/View/Review and cross-linguistic connections are key features of this framework.

Effective Literacy: Biliteracy, Oracy, and Oral Language Development Teachers, Administrators, Researchers, Students, Higher Education, Parents English, Spanish

¿Cómo podemos estructurar, planear y enseñar lectoescritura?

Double Tree - Crystal Ballroom

Paola Mendizábal I Instructional Specialist, Newport News Public Schools

En esta presentación interactiva los participantes aprenderán acerca de los diferentes componentes de la lectoescritura en español en los salones de lenguaje dual. La presentadora, Especialista de Instrucción de Lenguaje Dual, proveerá diferentes ejemplos de cómo estructurar el bloque de lectoescritura; cómo enseñar lectoescritura usando el método silábico y cómo planear lecciones enfocadas en estrategias de comprensión lectora usando los objetivos del lenguaje. Los participantes recibirán diferentes recursos para usar en su planeación.

Effective Literacy: Biliteracy, Oracy, and Oral Language Development Teachers
Spanish

Elements of "Seeing"

On-Demand

Maria Campanario I National Equity Consultant, Benchmark Education Featured Sponsor Presentation

Over/underrepresentation of multilingual students in special education services, remedial classes, and low-level literacy groups has continued for decades. How we understand typical versus atypical development of literacy and language skills within dual language classrooms will be discussed. Included will be strategies for inclusive teaching, integrating diverse content, and using inclusive pedagogy to avoid misunderstandings about literacy development in dual language settings. Early Childhood and Special Education

Teachers English

Elevating English learners and their educators

On-Demand

Jeff Hutcheson I Director, TESOL International Association Grace Allely I Director, TESOL International Association

Supporting ELs and educators across the globe, TESOL International Association's 6 Principles provide universal guidelines for teaching excellence in English language instruction, with learners center stage of robust and engaging community of practice. This session provides insight on TESOL's educational offerings and membership benefits.

Leadership: Research, Policy and Advocacy Teachers, Administrators, Students English





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

Celebrate the Seal of Biliteracy with Dual Language Families and Students

Albuquerque Convention Center - Acoma/Zuni

Arthur Chou I Administrator, Seal of Biliteracy.org

Featured Speaker

Seal of Biliteracy started as a grassroots movement in California in 2009 to help change voters' mindset on bilingual education. Today, 49 states established their Seal of Biliteracy, and 300+ colleges awarded college credits. How do you celebrate the Seal of Biliteracy with dual language students and their families? What can you do to support the grassroots movement? What is the outlook of the Seal of Biliteracy movement?

Socio-Cultural Responsiveness, Educational Equity and Access
Teachers, Administrators, Parents, Researchers, Students, Higher Education, Community
English

Biliteracy Everyday, Everywhere

Albuquerque Convention Center - Anasazi

Josephine Rubio I Exhibitor, Velázquez Press

Featured Sponsor Presentation

The academic and linguistic demands in the DL classroom are as diverse as the number of students who learn in it. It does not help that it always seems like dual language teachers have to do double work most of the time. After observing many classrooms, we have noticed ways in which DL teachers work smarter and not harder.

Beginning by lowering the linguistic demand of tasks, going on to providing proven scaffolds and supports, and ending in strategic inclusion of literacy instruction through all content areas, we will share secrets that have produced success for teachers and students.

Effective Literacy: Biliteracy, Oracy, and Oral Language Development Teachers, Administrators English, Spanish

Implementando jerarquías de destreza basadas en estándares educativos para la clase bilingüe/dual

Albuquerque Convention Center - Apache

Diana Villagrana I Teacher, Desert View

Claudia Salido I Teacher, Gadsden Independent School District

Graciela Pérez I Teacher, Gadsden Independent School District

Las jerarquías de destreza son una herramienta útil en la implementación de una instrucción basada en estándares educativos relevantes en el aula. El generar un umbral de metas específicas en un lenguaje claro para el estudiante proporcionará una guía con transparencia de autoevaluación alineado a las metas educativas de instrucción. En este taller impartido por docentes se explicará de una manera práctica el proceso de generar dicha jerarquía en el área de lenguaje y matemáticas compartiendo ejemplos de implementaciones recientes en clases de 1er a 3er grado.

Academic Language Development Teachers, Administrators, Students Spanish

Grappling with Linguistic Bias and its Impact on Educators and Students

Albuquerque Convention Center - Ballroom A

David Páez Acevedo I Instructional Specialist, University of New Mexico

Audriana Sauceda I Student, University of New Mexico

Come explore how linguistic bias - judging people based on how they talk - pervades our schools and society. Bilinguals may experience negative linguistic bias for speaking a minoritized language and for using stigmatized features in their languages. Furthermore, bilinguals' rich and complex linguistic systems are underappreciated when they are assessed using monolinguals as a baseline for comparison. To promote and celebrate linguistic diversity, this interactive workshop reviews research on linguistic bias, the harm it causes, and offers tools for avoiding it in our lives and classrooms.

Socio-Cultural Responsiveness, Educational Equity and Access

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

English, Spanish



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

Full STEAM Ahead

Albuquerque Convention Center - Ballroom B

Laila Ferris I Administrator, Mesita ECDC/Elementary School, El Paso ISD Patricia Castaño I Teacher, Mesita ECDC/Elementary School, El Paso ISD Ana Chairez I Teacher, Mesita ECDC/Elementary School, El Paso ISD

Join us as we focus on STEAM strategies and activities that build questioning skills in students, as well as a sense of curiosity that can drive problem-solving and creativity in a dual language education classroom. Lesson activities, student projects, and edtech tools will be shared that have engaged student learning in Spanish and English. You will be able to take these strategies and activities back to your classroom for immediate use in building that excitement for math, science, engineering, instructional technology, and art.

Integrating Technology and On-line Instruction Teachers, Administrators, Parents, Students, Community English, Spanish

El arte y las historias: Critical Consciousness como la fundación

Albuquerque Convention Center - Ballroom C / Live Stream

Dr. Kathryn Henderson I Associate Professor, The University of Texas at San Antonio Martha Samaniego Calderón I Teacher, El Paso ISD Suzanne García-Mateus I Professor, California State University, Monterey Bay

In this multimedia workshop, we center el arte y las historias. El Paso artist Martha Samaniego shares her work, exploring together how art furthers dreams. El arte y las historias tienen el poder para hacer cambios estructurales en el sistema educativo. We share testimonios of possibility from educators embracing bilingual identities, resisting gentrifying forces, and advocating for family engagement. We show how maestr@s can work toward biliteracy and sociocultural competence with critical consciousness como la fundación. Les invitamos a crear algo inspirado de lo que vean y escuchen.

Socio-Cultural Responsiveness, Educational Equity and Access Teachers, Administrators, Parents, Researchers, Students, Higher Education, Community English, Spanish

The Magical Power of Inclusion

Albuquerque Convention Center - Chaco

Felicitas Adame-Reyes I Principal/Special Services Director, Sandoval Academy of Bilingual Education - SABE Kenisha Valdez I Special Education Teacher, Sandoval Academy of Bilingual Education - SABE

How do we support students with special needs in the world of dual language programs? In this presentation, parents and educators will learn how our dual language school uses different strategies to integrate students with an IEP. It will help educators and parents understand the process of entering the world of special services as well as options for advocating for your student/child. It intends to give hope to students with special needs and their families and find their voice to advocate for themselves. ¡Sí se puede! ¡Sí pudimos!

Socio-Cultural Responsiveness, Educational Equity and Access Teachers, Parents, Administrators English, Spanish

Evaluating Outcomes with an Equity-Centered Bilingual Assessment

Albuquerque Convention Center - Cochití

Dr. Rocío Raña I Exhibitor, LangInnov Featured Sponsor Presentation

This presentation reports on the results of a study using an equity-centered, bilingual assessment to measure listening comprehension, pre-literacy skills, and speaking in bilingual and multilingual children.

The analysis of the data collected shows the effectiveness of:

- a) Using an adaptive bilingual assessment design,
- b) Making room for translanguaging in oral answers,
- c) Designing assessments specifically for bilingual communities in the U.S.,
- d) Using literacy development data to inform instruction and improve outcomes, and
- e)Evaluating program design effectiveness.

Socio-Cultural Responsiveness, Educational Equity and Access Teachers, Administrators, Parents, Researchers, Community English





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

What Money Can Buy: High-Quality Instructional Materials (HQIM) Review and Selection Process

Albuquerque Convention Center - Hopi

Santiago Sánchez I Instructional Specialist, OSSE

Selecting HQIM is crucial for ensuring effective teaching and learning experiences for emergent bilingual. It can be challenging for educators to determine which materials are best fit for their students and school community. This session will describe a process for selecting HQIM with emphasis in collaboration, diversity, and educator's engagement.

Participants will leave with practical strategies and tools that they can immediately apply to their HQIM selection planning and decision-making process.

DLE Program Development & K-12 Implementation Administrators, Teachers English, Spanish

Keys to Creating Successful Secondary DLI Pathways

Albuquerque Convention Center - Iseta/Jemez

Tara Sowels I Director, Department of Multilingual Programs

In this session, participants will learn about the process and key components for a successful secondary DLI expansion. Key components will include student and teacher recruitment, parent and family collaboration, curriculum and instruction, assessment, and professional development. Participants will also learn about implementing the Seal of Biliteracy and a vision for a certificate in translation and interpretation through the Career & Technical Education track.

DLE Program Development & K-12 Implementation Administrators English

Testimonios from the Field: The Impact of Science of Reading Policies on Bilingual Learners

Albuquerque Convention Center - Kiva / Live Stream

Dr Kathy Escamilla I Administrator, university of colorado boulder

Shelly Spiegel-Colman, Strategic Advisor Californians Together, Shelly@californianstogether.org, Kim Strong - BUENO Center for Multicultural Education, University of Colorado, Boulder, Kimberly.a.strong@colorado.edu, Socorro Herrera, Kansas State University, sococo@ksu.edu

This panel will present the results of a study examining the impact of "Science of Reading" (SOR) initiatives on instructional programs for emergent bilingual learners including dual language and English-instructed programs. Data were collected from 150 teachers, coaches and others across the U.S. to determine the extent to which SOR was impacting dual language and ELD programs and practices. Findings from the study and teacher testimonios will be presented.

Leadership: Research, Policy and Advocacy Teachers, Administrators, Parents, Researchers, Community English, Spanish

Breaking Down Silos: Connecting Literacy Instruction Across Languages - the Biliteracy Block in DCPS

Albuquerque Convention Center - Laguna

Katarina Brito I Dual Language Program Developer, District of Columbia Public Schools Juliette Steadman I Dual Language Program Developer, District of Columbia Public Schools

¡Nunca nos alcanza el tiempo! Learn about DC Public Schools' journey to create a Biliteracy Block. Building on bridging practices and intentional transfer across languages, DCPS has crafted a block of instructional time that ensures an equitable and intentional focus on literacy en ambos idiomas, actionable cross-language data analysis, and paired literacy curricula that capitalizes on students' full linguistic repertoires while helping teachers "fit it all in." Participants will receive sample schedules, planning templates, and paired literacy curricular samples.

Effective Literacy: Biliteracy, Oracy, and Oral Language Development Teachers, Administrators English, Spanish



jueves, el 9 de noviembre de 2023 • Thursday, November 9, 2023 Morning Concurrent Sessions — 10:55 am -12:15 pm

A Successful Testing Session: WIDA Access 2.0.

Albuquerque Convention Center - Nambé/Navajo

Adriana Quiróz I Teacher, Clovis Municipal Schools

At CHSFA we have a high rate of improvement from one year to another on the WIDA Access 2.0. Scores among our 9th Graders: 1062 Class- 93% of tested kids showed improvement from 2021-2022. Part of this success is how we train our kids. I will share some "tips" to improve the performance of students during the WIDA Access 2.0 test. Tips include:

- Practicing the test with them,
- •Knowing the resources,
- •Using a microphone,
- Thinking about answers, and
- •Sharing how to better respond questions, etc.

This presentation will be English/Spanish and interactive.

DLE Program Development & K-12 Implementation Teachers, Administrators, Students, Parents English, Spanish

Biliteracidad: Estudios sociales a través SLA y ciencias a través ELA

Albuquerque Convention Center - Picuris

Miguel Aguirre I Teacher, Ruben S Torres

Esta es una presentación o charla explicará cómo integrar contenido (estudios sociales y ciencias naturales) y los dos lenguajes (inglés y español) y su desarrollo. Aquí se explicará (con una demostración) cómo se usa GLAD®, por qué es un componente tan importante en la integración y alineamiento del contenido y el desarrollo de ambos idiomas. Effective Literacy: Biliteracy, Oracy, and Oral Language Development Teachers

Spanish, English



National Geographic Learning's mission is to bring the world to the classroom and the classroom to life. With our English language programs, students learn about their world by experiencing it. Through our partnerships with National Geographic and TED, they develop the language and skills they need to be successful global citizens and leaders.



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For more information, please contact:

Sally A. Newcomb

Senior Sales Consultant, K-12 | New Mexico, Texas Cell: 505.401.3700 Email: sally.newcomb@cengage.com

WORLD LANGUAGES



Cengage

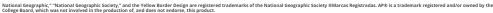


iEXPLOREMOS!



EL MUNDO 21 HISPANO









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

CYBER Biblioteca: Building Relationships Through Literacy

Albuquerque Convention Center - San Juan

Gabriella DeLeon-DeHaan I Teacher, Urbita Elementary School, San Bernardino City Unified

This presentation focuses on building a library of free digital resources through family/school/community partnerships. It aligns with the following principles and elements of California's EL Roadmap. Principle 1.A: Language and Cultural Assets, Principle 1.B: English Learner Profiles. Additionally, it will provide examples of family engagement opportunities for sharing traditions and culture through literature. The lecture will highlight the success of the "Urbita Family Literacy Project" in San Bernardino, CA. Participants will receive resources to aid in facilitating their own projects.

Family/Community Partnerships

Teachers, Administrators, Parents, Researchers, Students, Community English, Spanish

Characteristics of Successful DL Program - "Essentials Conversations"

Albuquerque Convention Center - Sandia/Santa Ana

Azul Cortés I Director of Heritage Languages, Dual Language Education of NM Loretta Booker I Coordinator, Dual Language Education of NM

When building a dual language program, it is critical that you have the right support, resources, shared leadership, and knowledge. Join us for this session that will help you understand everything from the foundational components of dual language, to the systems and relationships that will help ensure that your program stands the test of time. These "essentials conversations provides an opportunity to share dialogue on current successes and challenges.

Leadership: Research, Policy and Advocacy

Teachers, Administrators, Parents, Researchers, Students, Community English, Spanish

Renaissance

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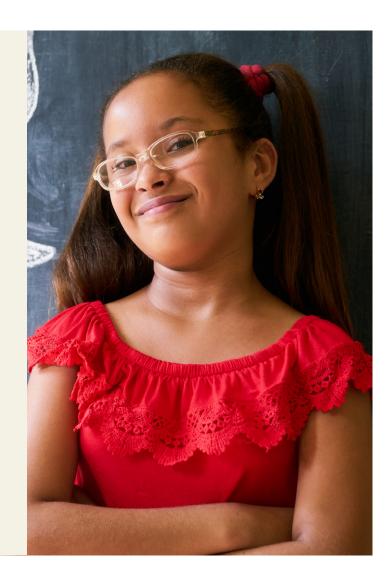
Fortaleciendo el bilingüismo

Strengthening bilingualism

Leverage what your Emergent Bilingual students know in one language to help them succeed in another



Explore Transferable Skills only available in Renaissance Star Assessments in English and Spanish





Esta experiencia en persona está diseñada para padres de familia y miembros de la comunidad. Los participantes saldrán con pasos prácticos para convertirse en socios/líderes educativos y defensores de la comunidad.

This in-person experience is designed for parents and community members. Participants will leave with actionable steps in being an educational partner/leader, and community advocate.





In partnership with the Hispanic Education Bureau





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Compartiendo suenos, cultura y conocimientos

Albuquerque Convention Center - Taos

Alba González I Teacher, GADSDEN ISD/VADO ELEM.

Sonia Chávez I Teacher, Gadsden Independent School District

Teachers can foster student and family engagement in their own classrooms. Family engagement is an important component of dual language programs. This session will feature Compartiendo Suenos y Cultura: an after-school program for parents & grandparents with kindergarten, first-, and second-grade children and grandchildren. We provided a space where parents could freely have discussions about literacy through their traditions and culture. Los invitamos a escuchar cómo organizamos las sesiones y lo que aprendimos de nuestras comunidades. Spanish-English bilingual session.

Family/Community Partnerships

Teachers, Parents

English, Spanish

Collaboration in Dual Language Education: Transforming Programs for Multilingualism and Equity

Albuquerque Convention Center - Tesuque

Joan Lachance I Associate Professor, EMMA/UNC Charlotte Andrea Honigsfeld I Professor, Molloy University Featured Speaker

The session's purpose and intended outcomes are to facilitate participants' strategic use of collaboration tools, specifically for the sake of ELs/MLs in dual language education (DLE). Engaging activities, aligned with the four pillars of DLE, guide participants to co-create contextualized curricular, instructional, assessment, and policy connections across a range of DLE programs. Session outcomes include collaborative pathways for equity-based mindsets, critical consciousness, and advocacy between DLE and additional program services (integrated co-teaching, TBE, ESL services, etc.).

DLE Program Development & K-12 Implementation Teachers, Administrators, Researchers, Higher Education, Community English

Té, chocolate, café: Traditions, Songs, and Games

Albuquerque Convention Center - Tewa

Sarah Farrell I Teacher, Sandoval Academy of Bilingual Education Lisa McCutcheon I Teacher, Sandoval Academy of Bilingual Education

Food brings us together, within families, and across cultures. In this presentation, we will travel together throughout Latin America, exploring songs, games, adivinanzas, books, and resources that can be used in an exploration of Té, Chocolate y Café. Sarah Farrell, music teacher (Spanish K-8), will share the collection of activities and learning she developed for a schoolwide celebration of tea, chocolate, and coffee, that spread from the music class to the individual classrooms, including PE, art, literacy, and music!

Effective Literacy: Biliteracy, Oracy, and Oral Language Development Teachers
English, Spanish

High School Project-Based Learning in Spanish Class

Albuquerque Convention Center (East)- La Cienega

Alisha James I Teacher, SBCUSD (Multilingual Department)

This presentation will model a variety of projects that can be used in a high school Spanish class for native Spanish speakers. Projects will range from more guided tasks to independent student challenges. Teachers who are interested in creating a rigorous learning environment should be sure to attend.

DLE Program Development & K-12 Implementation Teachers, Higher Education English, Spanish

The Intentional Read Aloud with Authentic and Culturally Relevant Texts

Albuquerque Convention Center (East)- Mesilla

Marie Bouteillon I Retired Educator, Hexagramm Books Featured Sponsor Presentation

Learn how to foster language development through authentic and culturally relevant literature. Become an expert at focusing on one skill, scaffolding multiple thematic read alouds and re-reading authentic texts for deeper levels of comprehension. Plan for students to produce specific language structures and rich vocabulary based on your chosen skill. Participants will walk away with a step-by-step framework to plan read alouds with authentic and culturally relevant literature.

Effective Literacy: Biliteracy, Oracy, and Oral Language Development

 ${\it Teachers, Administrators, Researchers, Higher Education}$

English



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

Equity Advocate: Literacy, Language, and Asset-Minded Leadership Session

Albuquerque Convention Center (East)- Pecos

Lisset Rosales I Educational Leadership Coach, TEACH PLUS Lindsey Bird I Educational Leadership Coach, TEACH PLUS

Deficit- vs. Asset-Minded Lens. Today and going, forward, develop as Equity Advocates and anti-racist leaders by reflecting on our own American origin story, and examining the role of bias, privilege, and racism in our 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 Teachers, Administrators, Researchers, Higher Education, Community English, spanish parts if necessary

Code Switching - Help Multilingual Learners Tap into their Superpower

Albuquerque Convention Center (East)- Ruidoso

Monica(Mo) Darnall I National Curriculum Consultant, Learning A-Z Featured Sponsor Presentation

Multilingual students have two languages with two sets of words to choose from to describe experiences and feelings, often using the word that fits best, regardless of language. When students are encouraged to use both languages to learn, they are more likely to build strong connections, develop comprehension skills, and attach emotions that lead to building empathy. Escamilla's Holistic Biliteracy Framework supports literacy lessons in Spanish and English that are connected to one another without being redundant. We will dig into the framework, provide insight, and instructional strategies.

DLE Program Development & K-12 Implementation Teachers, Administrators English, Spanish



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Visual Literacy in Biliteracy

Albuquerque Convention Center (East)- San Miguel

Claudia Rodríguez I Education Consultant, Cognitive Concepts/Teacher Created Materials

Featured Sponsor Presentation

This training session will highlight the importance of visual literacy in teaching writing. Educators will learn how to use this skill to enhance grade-level instruction for all students. The goal is to guide students from analyzing visuals to developing reading comprehension, ultimately scaffolding their ability to respond to text verbally or in writing. Visual literacy has several advantages for students, including simplifying complex concepts, strengthening critical thinking and reading skills, and promoting inclusivity in the classroom.

Effective Literacy: Biliteracy, Oracy, and Oral Language Development Teachers, Administrators English, Spanish

Un programa bilingüe para mazahua, una lengua indígena de México

Albuquerque Convention Center (East)- Tijeras

Mary Hudgens Henderson I Associate Professor, Winona State University Antonio Romero I Professor, Centenaria y Benemérita Escuela Normal

El mazahua es una lengua indígena de México que todavía está en el proceso de estandarización. Un estudio piloto implementó un programa bilingüe (mazahua-español) con estudiantes del primer grado (6-7 años). Se aumentó el porcentaje de tiempo de instrucción en lengua mazahua y se implementó unas estrategias como la Reunión Matutina y el Dictado. Se compara la capacidad de escribir una oración completa en ambas lenguas con un grupo de control que no aumentó la instrucción en mazahua. Los resultados indican la promesa que tiene la instrucción bilingüe en lengua mazahua.

Indigenous Language Immersion and Dual Language Immersion Programs Teachers, Researchers, Community Spanish, Mazahua, English

Systems for Sustaining Effective Biliteracy Instruction

Clyde - Enchantment A/B

Melody Wharton I Instructional Specialist, Center for Teaching for Biliteracy

Systems that sustain effective biliteracy instruction across the program must be present in order for students to meet the pillars of dual language education and support their success. This session will explore how program systems (i.e., vision, pedagogy, language and content allocation plan, schedules, standards-based curriculum, instruction, and assessment) work together to ensure effective biliteracy instruction at the program, school, and classroom level.

Effective Literacy: Biliteracy, Oracy, and Oral Language Development Teachers, Administrators
English

Equity & Liberation for Early Childhood Language Learners! We Got This!

Clyde - Enchantment C/D

Natane Lim I Professor, Embracing Equity Featured Sponsor Presentation

This session will be engaging and interactive as we center equity, anti-racism, and inclusive practices to ensure you, as an early childhood educator, can leave with resources, actions, and a mindset that will create transformative change in your classroom community to value each child and family as their authentic selves! Without equity practices, educators cannot fully show up for their young language learners. It is the understanding of truly seeing each child in their own context that allows for the learning to happen. Leave this session feeling a sense of empowerment and connection.

Early Childhood and Special Education
Teachers, Administrators, Parents, Researchers, Higher Education, Community, Students

The Importance of Dual Language Assessment in Early Literacy

Clyde - Enchantment E/F

Dr. Lillian Durán I Professor, University of Oregon-Biliteracy expert Featured Sponsor Presentation

Assessing Spanish-speaking students in their native language is central to leveling the playing field and empowering them on their literacy journey. In this session, biliteracy expert Dr. Lillian Durán (University of Oregon) will discuss how dual language assessment—in both English and Spanish—enables teachers to pinpoint where their dual language learners really are in their skill development and what instruction to prioritize.

DLE Program Development & K-12 Implementation Teachers, Administrators English, Spanish



Transform Moments into Momentum for Your English Learners



When districts use Ellevation and *i-Ready Personalized Instruction*, their multilingual learners (MLs) achieve gains in reading and mathematics that far exceed those of MLs in districts without these programs.



See the data.



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

Cómo usar libros culturalmente relevantes para desarrollar la lectura y escritura en grados 4-9

Clyde - Fiesta I/II

Michelle Fuentes I Literacy Specialist, Lee & Low Books Verónica Labarca I Head of Educational Sales, Lee & Low Books Featured Sponsor Presentation

Lee & Low Books es una reconocida editorial de libros juveniles, especializada en diversidad. En este taller, los participantes aprenderán a usar libros culturalmente relevantes para apoyar el desarrollo de la lectura y escritura en grados 4–9. También, podrán localizar recursos gratuitos que ofrece Lee & Low Books. Los participantes obtendrán herramientas prácticas, recursos y estrategias para implementar en sus clases.

Effective Literacy: Biliteracy, Oracy, and Oral Language Development Teachers, Administrators, Parents English, Spanish

A Day in the Life of an Mandarin Immersion Teacher

Clvde - Fiesta III/IV

Judy Ho I Teacher, South Pasadena Unified School District

Come experience what it's like to be in a Mandarin immersion classroom. Learn how to make sense of what the teacher is doing by using their visual cues, gestures, and tone of voice, just like our kindergarteners stepping into the classroom on the first day of school. We will talk about different strategies to help students stay fully engaged in their learning in the four areas of language acquisition; reading and writing, listening and speaking. You may even pick up a few Chinese phrases by the end of the session!

Indigenous Language Immersion and Dual Language Immersion Programs Teachers English, Mandarin

La lectoescritura en español: Reaffirming the International Scientific Research Base

Clyde - Grand Ballroom I/II

Dr. Jill Kerper Mora I Professor, San Diego State University

This presentation affirms the knowledge base for effective Spanish language arts instruction through a comprehensive review of research on la lectoescritura en español from Spanish-speaking countries. The presenter explains how multiple theoretical frameworks and empirical research findings support approaches for teaching Spanish literacy using linguistically and culturally authentic texts. An analysis of controversies surrounding Spanish literacy methods raised by the Science of Reading enables teachers to identify and implement evidence-based Spanish instruction in biliteracy programs.

Effective Literacy: Biliteracy, Oracy, and Oral Language Development Teachers, Researchers English, Spanish

Dual Language in PreK: Planning for the Intentional Use of Language

Double Tree - Coral Ballroom I/II

Dana Hardt I Instructional Specialist, The Center for Teaching for Bilteracy

While dual language PreK classrooms are developmentally appropriate classrooms, an additional layer of planning goes into PreK learning environments to meet the unique needs of multilingual learners: the intentional use of language to support bilingual development. Come to this session to learn how to plan for the vocabulary, phrases, and sentences to be used by the adults during their social and academic discourse with students. Participants will leave this interactive session prepared to capitalize on students' linguistic resources with a tool for the planned and intentional use of language.

Early Childhood and Special Education Teachers, Administrators English



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

Developing and Nurturing Language as a Connection to Literacy and Empowerment

Double Tree - Coral Ballroom III

Sandra Medrano-Arroyo I Instructional Specialist, Ellevation Education

Featured Sponsor Presentation

When the goal of a program is to develop multilingual and multicultural learners, instruction can be overwhelming. Effective instruction in two languages must consider students' cultural and linguistic identities and their learning styles, while developing sociocultural competence. So, how can we tap into the skills and knowledge students bring in one language to help develop oracy and literacy in both languages? Share and learn as we participate in a few instructional practices that promote bilingualism and biliteracy while valuing students' cultural and linguistic identities.

Effective Literacy: Biliteracy, Oracy, and Oral Language Development

Teachers

English, Spanish

Post-Pandemic Progress and Play/ Progreso y juego posteriores a la pandemia

Double Tree - Crystal Ballroom

Mrs. Celeste Canfield I Administrator, Rochelle Dual Immersion 231

Amy Hayden I Principal, Rochelle Dual Immersion 231

Kimberly Lumzy I Coordinator, Rochelle Dual Immersion 231

The pandemic forced dual language immersion programs across the country to prioritize students' physical and emotional well-being. With so much uncertainty of when we would have the ability to return to school, educators found countless ways to ensure their students' needs were met. It was clear the students' social-emotional well being would remain a priority. Rochelle's Dual Language Immersion Program has created opportunities for students to develop soft skills to consciously respond to difficult situations and offer better support in their language acquisition journey.

Socio-Cultural Responsiveness, Educational Equity and Access

Teachers, Administrators

English, Spanish

Apoyando nuestros hijos con estrategias implementados en el hogar

On-Demand

Catalina Sánchez I Coordinator, Orange County Department of Education Inés Pérez I Teacher, Cien Aguas Featured Sponsor Presentation

En este taller, hablaremos de actividades que pueden hacer los padres para apoyar a los hijos en su aprendizaje en la escuela. Repasaremos el proceso de aprender un idioma adicional para poder identificar en cuál fase están los niños y poder involucrarlos en actividades que sean apropiadas para el nivel en que se encuentran. Tendremos conversación sobre los ejemplos de actividades que el padre puede hacer en casa e identificaremos las estrategias que están implementando. Family/Community Partnerships

Parents

Spanish

Leading Dual Language in a Caring Community with Authenticity

On-Demand

Mrs. Kari Keith I Director, Palatine 15

Scott Kubelka I Administrator, Round Lake 116-Ellis Elementary School

Dual language leadership requires commitments to guide, energize, and anchor our growing learners and communities. This session will provide you with an overview of commitments for educational leaders and the opportunity to select three that would direct your leadership goals with authenticity and meaningful application. Participants will engage in deep reflection regarding the advocacy needs, their own sociocultural responsiveness ,and implications for educational equity in our classrooms.

Leadership: Research, Policy and Advocacy Teachers, Administrators, Parents, Researchers, Community , Higher Education English





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

Planning a Schoolwide Dual Language Program, From Scratch!

Albuquerque Convention Center - Acoma/Zuni

Dr. Barbara Kennedy I Sponsor, GlobaLingo Ed Consulting, LLC Autumn Hoffman I Coordinator, Charles County Public Schools, La Plata, MD Featured Sponsor Presentation

Are you considering implementing dual language (DL)? Or perhaps your program planning has already begun? Come explore how Charles County engaged stakeholders in an inclusive process for building a common understanding of DL education, its research base, and program goals. Explore the process used for developing a Language Allocation Plan and aligned supports. The information shared applies not only to planning of a Two-way DL Academy (schoolwide program), but to One-way and Strand programs as well. Join us for tips, tools, and networking around a structured DL program planning process.

DLE Program Development & K-12 Implementation Teachers, Administrators, Parents, Community, Researchers English, Spanish

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

Albuquerque Convention Center - Anasazi

Hamlet Menses I Instructional Specialist, GoCreative Programs, LLC Alina Hevia I Instructional Specialist, Featured Speaker

Alina Celeste and Hamlet Meneses (aka Mi Amigo Hamlet) provide educators with a repertoire of accessible bilingual songs, rhymes, and activities tailored for social/emotional development. They teach participants how to repurpose already known books to be used in online or real-life circle time programming in a more engaging style, incorporating more movement and participation from young learners. They will also teach techniques that encourage development of early literacy and math skills, as well as language acquisition in an inclusive, playful, and bilingual environment.

Early Childhood and Special Education Teachers, Administrators, Parents, Community, Researchers, Students English, Spanish

Empowering our Voices/ Empoderando nuestras voces

Albuquerque Convention Center - Apache

Kennia Scarano I Spanish Educator, Centennial Campus Magnet Middle School

The proposed workshop aims to equip teachers with the necessary tools to create podcasts with their students as a means of practicing the target language and developing essential literacy skills. Los participantes aprenderán cómo estructurar sus episodios de podcast y utilizarlos como un medio para desarrollar las habilidades de pensamiento crítico de sus alumnos. The workshop will also highlight the importance of incorporating culturally relevant content into podcasting. De esta maner los estudiantes pueden mejorar el aprendizaje de idiomas y promover la diversidad y la inclusión.

Effective Literacy: Biliteracy, Oracy, and Oral Language Development

Spanish, English

Implementing a Sociocultural Curricular Framework Across a Network of Schools

Albuquerque Convention Center - Ballroom A

Cristina Sanchez-Lopez I Senior Associate, Paridad Education Consulting

Margo Gottlieb, margogottlieb@gmail.com, Lead Developer, WIDA; Alexis Ortega, adiaz02@aceroschools.org, Interim Managing Director of English Learners, ACERO Charter Schools; Joanne Tanner, jtanner@aceroschools.org, Deputy Chief Education Officer, ACERO Charter

This panel will provide real-world examples in conceptualizing, planning, and implementing a multilingual curricular framework. Adapted across 15 schools in the midst of shifting from monoglossic to heteroglossic language ideologies, the network's end goal is to offer dual language educational spaces across a K-12 system.

We highlight the role of linguistic and culturally sustainable curriculum as a driver in this shift towards more equitable educational opportunities for multilingual learners. Each panelist offers their own perspective across policy and practice.

Socio-Cultural Responsiveness, Educational Equity and Access Teachers, Administrators

English

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

Escritura, arte y cultura

Albuquerque Convention Center - Ballroom B

Silvia Dorta-Duque de Reyes I Instructional Specialist, Benchmark

Featured Sponsor Presentation

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

Effective Literacy: Biliteracy, Oracy, and Oral Language Development

Teachers, Parents, Higher Education, Administrators

Spanish

De los dientes pa' fuera: No to Performative Equity Work

Albuquerque Convention Center - Ballroom C / Live Stream

Dr. Elena Izquierdo I Professor, University of Texas El Paso

Dr. José Medina I Director, Dr. José Medina Educational Solutions

Dr. Vanessa Espitia I Professor, University of Texas El Paso

Featured Sponsor Presentation

Sociocultural competence and critical consciousness are the foundation of dual language programming. However, we sometimes mistakenly believe that having a Culture or Diversity Night event that happens once a year is THE only equity work that should be taking place in the dual language program. Rather than aligning solely with performative acts of social justice, participants in this session will engage with strategies that dismantle oppressive educational systems and embrace equity work on a daily basis.

Socio-Cultural Responsiveness, Educational Equity and Access Teachers, Administrators, Researchers English, Spanish

Aplicar lo que sabes en la enseñanza del vocabulario matemático

Albuquerque Convention Center - Chaco

Amanda Niedzwiecki I Instructional Specialist, Carver Dual Language School

Annie Vargas I Teacher, Carver Dual Language School

Los estándares de competencia matemática demandan que los estudiantes comuniquen sus pensamientos matemáticos. Los estudiantes tienen que dominar el vocabulario matemático para explicar, justificar y responder con razón. Los educadores tienen que enseñar el vocabulario con intención. En esta presentación interactiva, los asistentes aprenderán cómo utilizar estrategias como respuesta física total, aprendizajes logrados y fragmento de oración en la clase de matemáticas. En manera colaborativa, tendrán tiempo para desarrollar sus propias actividades.

Academic Language Development Teachers, Administrators Spanish

Connecting with nuestras familias

Albuquerque Convention Center - Cochití

Carmen Hernández I Teacher, BERINO ELEMENTARY

Brenda Villalobos-Gonzales I Teacher, Berino Elementary School

Anita Hernandez I Professor, NMSU

English, Spanish

Learn about family-engagement programs bilingual teachers created to connect with familias. In the first project, the students and teachers created a class cookbook as a way to learn from families. As mothers, fathers, grandmothers, aunts, and uncles brought their dish to share, a community was built. In the second project, teachers invited parents to talk and demonstrate household knowledge. Learn how the teachers connected with the familias and the impact on children's learning, engagement, bilingualism, biliteracy, and the follow-up classroom activities.

Family/Community Partnerships
Teachers, Administrators, Parents, Higher Education, Community



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

Concept Attainment: Construyendo el concepto a través del pensamiento crítico y la conversación

Albuquerque Convention Center - Hopi

Sharon Marroquín I Instructional Specialist, Austin Independent School District

Aurora Flores-Staples I Coordinator, Austin Independent School District

En esta sesión interactiva modelaremos una estrategia rigurosa mediante la cual los alumnos construyen el significado del concepto a través de conversaciones estructuradas. Apropiada para todas las edades y materias, Concept Attainment impulsa a los alumnos a pensar críticamente identificando y comparando los atributos de dos grupos de imágenes. Participants will create a Concept Attainment to use in their classrooms, and together we will discuss how this strategy helps create equity in a dual language classroom.

Effective Literacy: Biliteracy, Oracy, and Oral Language Development Teachers
Spanish, English

Lectura Rebelde in Emergent Bilingual Classrooms During Banned Books Time

Albuquerque Convention Center - Iseta/Jemez

Dr. Elvira Pichardo I Professor, Lewis University/ District 102 Daisy Ayala I Teacher, Churchville Middle School -District 205 Suzanne Creer I Teacher, Churchville Middle School -District 205

As the numbers of book bans increase, we as educators of culturally and linguistically diverse students must answer the call to read rebelliously. ¿Cómo podemos continuar asegurándonos de que nuestros estudiantes bilingües emergentes estén representados, validados y afirmados mediante el uso de textos diversos? Using a case study of a suburban middle school, our presentation will explore how educators and students disrupt linguistic and cultural hierarchies abordando nuestra posición como educadores bilingües y utilizando estratégicamente textos cultural- y lingüísticamente sensibles.

Socio-Cultural Responsiveness, Educational Equity and Access Teachers, Administrators, Researchers, Community, Higher Education English, Spanish

Dual Language Building Blocks: Grounded in Theory & Research

Albuquerque Convention Center - Kiva / Live Stream

Dr. Sonia Soltero I Professor, DePaul University

The Dual Language Building Blocks offer a blueprint for developing effective, high-quality and sustainable programs grounded in the following premises: interest and buy-in among all constituents, knowledge of biliterate-bicultural teaching and learning, willingness to think creatively and beyond structural constraints, shared vision of common aspirations and goals, capacity in teacher and leadership knowledge, strategic planning prioritization, long-term commitment, investment and improvement, and structures for effective districtwide and inter-departmental decision-making.

DLE Program Development & K-12 Implementation Teachers, Administrators, Researchers English

Somos trilingües: inglés, español y el idioma de matemáticas

Albuquerque Convention Center - Laguna

Cristina Celis I Teacher, Newport News Public Schools

Paola Mendizábal I Instructional Specialist, Newport News Public Schools

Two experienced dual language teachers will share strategies for adding the language of mathematics in middle school. Strategies will include using nonlinguistic supports, making cross-linguistic connections, encouraging mathematical discourse, leveraging technology, and empowering students as active agents in their learning process. Las estrategias incluirán el uso de apoyos no lingüísticos, hacer conexiones interlingüísticas, fomentar el discurso matemático, aprovechar la tecnología y capacitar a los estudiantes como agentes activos en su proceso de aprendizaje.

Socio-Cultural Responsiveness, Educational Equity and Access

Teachers

English, Spanish



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

NISN K-12 Native Literature Curriculum

Albuquerque Convention Center - Nambé/Navajo

Jerusha Ignacio I Teacher-Designer, Ojo Encino BIE School

Morgan Barraza I Teacher-Designer, Native American Community Academy

Diane Willie I Teacher-Designer, Native American Community Academy

Kat Page, teacher-designer, Native American Community Academy, page@nacaschool.org

Over the last 17 years, the Native American Community Academy has centered on English Language Arts learning in texts by and about Indigenous peoples through its K-12 Native Literature coursework. Over the last three years, NACA's Native Literature teachers and their peers in the NACA-Inspired Schools Network codified its curriculum in an open-source format. The curriculum was designed using NISN's Indigenous Genius by Design and was backward designed from CCSS, ELL strategies, and the big ideas of Indigenous identity and joy, self-determination, core values, and community action.

Indigenous Language Immersion and Dual Language Immersion Programs

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

English, Diné (Navajo), Keres, Tiwa, Tewa, Towa, Apache (Jicarilla, Mescalero), Lakota/Dakota, Alaska Native (Iñupiat, Yupik, Aleut, Eyak, Tlingit, Haida, Tsimshian)

¡Adelante! Affirming Students' Home Culture and Language in IEPs

Albuquerque Convention Center - Picuris

Dr. Clarissa Rosas I Associate Professor, Concordia University - Texas

Educators' misconception of cultural neutrality and homogeneity in teaching and learning often are reflected in the IEPs of students from culturally and/or linguistically diverse population. This presentation dispels this misconception by providing research that supports the importance of affirming students' home culture and language through the IEP process. The use of a checklist to guide the construction of culturally and linguistically responsive IEPs will be presented.

Socio-Cultural Responsiveness, Educational Equity and Access

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

English

Planting the Seed for Students' Interactions in the Target Language by Using the TRTW Approach

Albuquerque Convention Center - San Juan

Beatriz Gallego Márquez I Instructional Specialist, International Leadership of Texas

Ana Perea I Instructional Specialist, International Leadership of Texas

Laura Morales Díaz I Instructional Specialist, International Leadership of Texas

In this workshop, we will present the importance of the acquisition, production, and effective use of the target language by students in dual or bilingual programs.

Our presentation will be based on the use of the Talk Read Talk Write (TRTW) approach where the student is the center and teachers act as facilitators, providing the tools for effective communication using academic language across all content areas and integrating technology in this process, to build a student academic portfolio that will travel with them through their academic journey. ¡Prepare su maleta! Resources will be shared!

Effective Literacy: Biliteracy, Oracy, and Oral Language Development

Teachers, Administrators

English, Spanish

Learning by Doing: GLAD® Pictorial Input Chart

Albuquerque Convention Center - Sandia/Santa Ana

Kathleen Salgado I Project GLAD Coordinator, Dual Language Education of New Mexico

The Pictorial Input Chart is one of OCDE Project GLAD®'s most salient strategies. It uses visual imprinting, gesturing, and patterning to provide comprehensible input of highly academic content and language. There is no better way to learn than practice. Come learn and understand from beginning to end the step-by-step process to plan, prepare, and deliver a Pictorial Input Chart. First, participate in a model lesson. Then, engage in simulated practice with your fellow teachers. And finally, acquire new content while experiencing the joy of learning.

Effective Literacy: Biliteracy, Oracy, and Oral Language Development

Teachers, Administrators

English





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

Enhancing Dual Language Programs with Sociocultural-Based Curriculum Through an Enrichment Approach

Albuquerque Convention Center - Taos

Dr. Christina Hernández I Instructor, Texas State University Carlos Pérez I Teacher, Resnik Middle School Miguel Guajardo I Professor, Texas State University

Participants will learn about the possibilities of including the community, parents, students, and educators' cultural wealth and assets in their classroom praxis (Yosso, 2015). Providing a sociocultural perspective in daily activities, inquiry, and ideas into student learning invites the emergent bilingual to an inclusive safe space for learning (Guajardo et al., 2012). It is vital to include student and community wealth to enhance DL programming because when they see themselves interacting and within the curriculum they will be more engaged, leading to academic growth (Cabrera et al., 2014).

Socio-Cultural Responsiveness, Educational Equity and Access Teachers, Administrators, Parents, Researchers, Students, Higher Education, Community English, Spanish

Cómo dirigir un programa bilingüe con equidad educativa y acceso para todos

Albuquerque Convention Center - Tesuque

Carolyn Rodd I Consultant, Educational Consulting, Dual Language Excellence and Wellness, LLC Griselda Pérez I Instructional Specialist, Collinswood Language Academy

Todos significa todos. Ya sea que usted sea un líder nuevo o experimentado en dos idiomas, se requiere una planificación intencional para garantizar la equidad educativa para todos los estudiantes (y también para el personal). Desde la perspectiva de un director y un coordinador de instrucción, este taller interactivo explorará acciones de liderazgo administrativo y estrategias prácticas de enseñanza que se pueden aplicar de inmediato. Esta sesión describe cómo el diseño reflexivo del programa a través del lente de la equidad educativa puede evitar errores que disminuyan el aprendizaje.

Socio-Cultural Responsiveness, Educational Equity and Access Teachers, Administrators Spanish, English

Voices of Dual Language Immersion Leaders on Their Own Professional Development

Albuquerque Convention Center - Tewa

Dr. Natasha Neumann I Professor, California Polytechnic State University, San Luis Obispo Nancy Hong I Director, Glendale Unified School District

This qualitative study to understand leadership perspectives on the context of professional learning for dual language immersion programs, is the culminating research on a three-year California Department of Education grant which ended in 2021. Analysis of focus group interviews of seven partnering district leadership teams suggest four main themes that add dual immersion leadership voices to current research: effectiveness of a safe network to address problems of practice; cross-district collaboration, advantages of virtual professional learning, and DLI leadership development.

Leadership: Research, Policy and Advocacy Administrators, Researchers, Higher Education English

School Leadership Accountability to the Local Indigenous Language Learning

Albuquerque Convention Center (East)- La Cienega

Patrick Werito I Coordinator of Tribal Initiatives, Dual Language Education of NM Penny Bird I Community Member, NMTLC

This session is a continuation from previous sessions at La Cosecha. DLeNM, in partnership with NMTLC, will facilitate dialogue with school and tribal community educational leaders on how schools can be accountable to the local community's language learning vison. The session aims to provide discussion points and considerations that will lay the foundation for DLeNM to begin developing leadership modules that are designed to have accountability measures towards the local tribal community language first, as well as external federal, state and tribal mandates.

Indigenous Language Immersion and Dual Language Immersion Programs
Teachers, Researchers, Higher Education, Community , Administrators, Parents, Students
English



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

Professional Learning Communities for Administrators, Dual Language Coordinators, and Teacher Leads

Albuquerque Convention Center (East)- Mesilla

Gloria Taylor I Instructional Specialist, Chicago Public Schools Antonio Acevedo I Administrator, Chicago Public Schools

In Dr. Sonia Soltero's, The Building Blocks of Dual Language Education, we learn that sustainable, high-quality dual language programs require "an investment of time, energy and funding to increase the knowledge, expertise, and experience of dual language teachers, support staff and school leaders" (Soltero, 2021, p.47) In our current educational landscape where we are always crunched for time, money and resources administrators, Dual language coordinators, and teacher leads can leverage professional learning communities to build equitable, sustainable, high-quality dual language programs.

DLE Program Development & K-12 Implementation Teachers, Administrators English, Spanish

Distributed liderazgo: Leadership Practices for a Multilingual School Ecology

Albuquerque Convention Center (East)- Pecos

Alissa Blair I Professor, University of Arkansas-Fayetteville

This session offers a set of leadership practices based on a study conducted at an elementary school with a strand bilingual program that proved effective in promoting a climate of bilingualism in the school as a whole. These leadership practices emphasize the shared vision and participation of administration, teachers, and families. Using the presenter's construct of "distributed liderazgo," this session engages participants in reflecting on making and sharing space for leadership practices to flourish in their own settings. Group discussion will facilitate conversation across stakeholders.

Leadership: Research, Policy and Advocacy Teachers, Administrators, Parents, Researchers English

Overcoming the Gentrification of Dual Language Bilingual Education: Solutions-Oriented Research

Albuquerque Convention Center (East)- Ruidoso

Juan Freire I Professor, Brigham Young University

Garrett Delavan I Assistant Professor, Georgia State University

Suzanne García-Mateus, sgarciamateus@csumb.edu - Assistant Professor, California State University, Monterey Bay; 2) Dan Heiman, dbheiman2@utep.edu - Assistant Professor, University of Texas El Paso; 3) Ivonne Solano, isolano@twu.edu - Doctoral Candidate, Texas Woman's University; 4) César Rosales, crosalesescobar@dentonisd.org - Administrator, Denton Independent School District; 5) Katie Bernstein, kbernstein@asu.edu - Associate Professor, Arizona State University; 6) Katy Henderson, Kathryn.Henderson2@utsa.edu - Associate Professor, University of Texas San Antonio

This panel session will address and explain the so-called gentrification of dual language bilingual education (DLBE). Scholars from across the country will present a historical overview of how gentrification has developed in the U.S. and will show DLBE examples from their research at the school and district levels. Session will focus on providing participants with creative, practical, and equity-oriented tools, steps, examples, and a framework to navigate, resist, and overcome DLBE gentrification for real integration.

Socio-Cultural Responsiveness, Educational Equity and Access Teachers, Administrators, Researchers English

MTSS Framework: Tier 1 with a HUG

Albuquerque Convention Center (East)- San Miguel

Amy Mosquera I Sponsor, Adelante Education Specialists Muriel Ortiz I Sponsor, Adelante Educational Specialists Group Featured Sponsor Presentation

There are many components needed in a successful MTSS process, however, when working with multilingual learners, language is at the core of each and every tier. Join us to learn about the importance of implementing Tier 1 with a HUG that pays attention to language development. Deciding if it's a language or a learning difficulty will be an easier process once you've developed a process for the HUG. During this interactive session, we will explore the components of Tier 1 and how to provide effective language supports and progress monitoring for our multilingual learners through this HUG.

Socio-Cultural Responsiveness, Educational Equity and Access

Teacher

English



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

¡Arte, música y español!

Albuquerque Convention Center (East)- Tijeras

Elizabeth Berry I Teacher, Self-employed

¿Tus alumnos tienen clases de música o de arte? ¿Quisieras mezclar el español, la música y el arte en una sola clase? ¡Ven a aprender cómo hacer esta fusión conmigo! En este taller vas a participar como si fueras un alumno. Te presentaré con el vocabulario, la gramática y una mini lectura. Usando el vocabulario dado vas a hacer arte y crear una canción. Este método sirve como una plantilla que puedes aplicar a cualquier vocabulario o gramática en tu propia aula. ¡Se puede aplicar al inglés también!

DLE Program Development & K-12 Implementation Teachers, Students
Spanish

Effective Content-Based Instruction Across All Languages of Instruction

Clyde - Enchantment A/E

Carlene Thomas I CEO, CT Consulting LLC representing the National Association of English Learner Program Administrators (NAELPA)

Content-based instruction is the foundation for academic and linguistic development for emergent bilingual students. It strengthens fidelity to dual language education program goals by providing the supports needed for equitable access to the content in each partner language. This engaging session will outline practical, high-leverage actions that provide intentional, asset-based instructional methods for teachers of emergent bilingual students and the administrators that support them.

Academic Language Development Teachers, Administrators, Students English

Parent Engagement - The Work within the Work

Clyde - Enchantment C/D

Juan Vaca I Administrator, Oakland Unified/ Global Family Elementary Mario Montesino I Administrator, OUSD

En esta presentación, tendrá la oportunidad de escuchar sobre el viaje que tomé como líder para transformar el involucramiento familiar y liderar con la visión de tener estudiantes bilingües y biliterados. Esta presentación será en español e inglés. Agency, ownership, respect, purpose are the principles utilized to have a healthy group of families and community members ready to engage. In this presentation you will hear about how, within a dual language program, we empowered families as leading co-creators and decision-makers in the vision for student success within leadership teams.

Family/Community Partnerships Administrators, Parents English, Spanish

Competencia sociocultural a través de Multilingual Identity

Clyde - Enchantment E/F

Jordan Montalvo I Instructional Specialist, Highline School District Gami Diaz I DL Coordinator, Highline School District

How are you elevating the goal of sociocultural competence in your classroom? This session will focus on how helping students examine their multilingual identity can positively impact their educational journey. This will be an interactive session using Spanish, English, and your entire linguistic repertoire. Walk away with strategies and lessons that support students to reflect, discover, and embrace their multilingual identity as you bring to life sociocultural competence in your classroom and across your school.

Socio-Cultural Responsiveness, Educational Equity and Access Teachers English, Spanish



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

La trayectoria de biliteracidad: Understanding and Responding to DL Data

Clyde - Fiesta I/II

Dr. Monica Medina I Coordinator, San Antonio ISD

According to Strand I of the Guiding Principles, DL schools should measure progress toward bilingual and biliteracy goals. Dual language students use their full linguistic repertoire to demonstrate what they have learned. Biliteracy trajectories measure student progress within ranges that best depict whether students are progressing appropriately based on the two languages in which they are learning. We will unpack the process of how the biliteracy trajectories were created in SAISD, and engage participants in understanding how to interpret data and determine the next steps through data scenarios.

Leadership: Research, Policy and Advocacy Teachers, Administrators English, Spanish

Shifting the Way Leaders Lead Through Critical Praxis Círculos: A Dialogic Approach to Leadership

Clyde - Fiesta III/IV

Dr. Raul Lomeli I Teacher, Del Mar High School / Santa Clara University

The purpose of this qualitative study is to explore how a school leader, along with teachers in a dual immersion school can develop collective critical consciousness through dialogue in order to foster responsive teacher competencies. Developing collective critical consciousness, accessing and valuing community cultural wealth (CCW), and being intentional in creating a caring teacher community are all essential components to Culturally Responsive Teacher Development.

Socio-Cultural Responsiveness, Educational Equity and Access Teachers, Administrators, Researchers, Students, Higher Education, Community, Parents English, Spanish

Teaching Foundational Skills Using the Name Game, Interactive Dialogue Journals, & Mini-Shared Reading

Clyde - Grand Ballroom I/II

Dr. Barbara Flores I Board Member, CABE Esteban Díaz I Professor, CSU, San Bernardino Nadeen Ruiz I Professor, CSU, Sacramento

Dr. Susana Ibarra Johnson, sijohnson@nmsu.edu, Assistant Professor, New Mexico State University Featured Sponsor Presentation

This session will address teaching Foundational Skills in authentic contexts using three instructional strategies: the Name Game, Interactive Dialogue Journals, and Mini-Shared Reading that are research and theoretically based on sociocultural theory, sociopychogenesis, sociopsycholinguistics, and sociopolitical tenets. We will share how to's, deliberate mediation toward literacy/biliteracy proficiency, and ongoing assessment. In addition, we will make visible how to integrate them into the MTSS and RTI processes along with individual students' longitudinal profiles and yearlong whole-class data.

Effective Literacy: Biliteracy, Oracy, and Oral Language Development Teachers, Administrators, Parents, Researchers, Community English, Spanish

The Science of Reading and Biliteracy Development via 4 Instructional Spaces

Double Tree - Coral Ballroom I/II

Natalie Olague I Project Coordinator, Dual Language Education of New Mexico
Diana Pinkston I Professional Development Coordinator, Dual Language Education of New Mexico
Ruth Kriteman I Staff, Dual Language Education of New Mexico

There has been a huge momentum shift in education regarding "the Science of Reading." We will facilitate a discussion with dual language bilingual educators to address the use of the Science of Reading for their multilingual students learning in English and Spanish using a framework of 4 instructional Spaces. This session will begin the process of honoring and validating our dual language bilingual educators and their vast knowledge of biliteracy instruction.

Effective Literacy: Biliteracy, Oracy, and Oral Language Development Teachers

English





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

El impacto holístico del componente estético de la Literatura Infantil

Double Tree - Coral Ballroom III

Dra. Consuelo Guerrero I Professor of Spanish Language and Literature Department, UT/Rio Grande Valley

Esta presentación brinda un panorama general de la literatura infantil originalmente escrita en español y revisa estrategias claves de selección de textos en las cuales el componente estético de la literatura es clave. Sin embargo, la meta principal es concientizar a las maestras y maestros bilingües del formidable impacto que esta herramienta estética puede tener en los niños a todos niveles y para toda la vida si se utiliza de una manera efectiva.

Early Childhood and Special Education Teachers, Administrators, Parents, Community Spanish

Multilingual Learning Lab Model: An Intentional Approach to Building Educator Capacity

Double Tree - Crystal Ballroom

Dr. Angel Montoya I

Dr. Jenna Clark-Martin I Program Director of Culturally and Linguistically Diverse Education/Assistant Professor, Regis University

We must model and engage in education through professional learning and instructional coaching in service to the students we serve, especially those most impacted and members of historically marginalized groups such as our multilingual learners (MLs). This presentation focuses on ongoing professional learning and instructional coaching through cohorted learning lab cycles to serve MLs. This session explores how to implement the learning lab model in schools and districts. The purpose of the learning lab is that it is an ongoing commitment to professional learning and instructional coaching to serve MLs in an equitable capacity that honors their culture and dignity.

Socio-Cultural Responsiveness, Educational Equity and Access Teachers, Instructional Coaches, and Administrators English

Chants: Beyond the Basics

On-Demand

Dr. Sara Martínez I Instructional Specialist, Next Steps with Project GLAD® Jody Bader I Instructional Specialist, Next Steps with Project GLAD®

Are you getting the most out of your chants? In this session, you will glean new and practical ideas to level up the impact of your chants. We'll share our favorite chant applications and extensions from teachers of multilingual students in general education and dual language settings who have used chants to build fluency, teach grammar, embed IEP goals, and more. Take your language learners to a whole new level of language, content, and academic vocabulary growth!

Academic Language Development Teachers, Administrators

English

Biliteracy through Empowerment and Action

Jesus Cervantes I National Director for Biliteracy & ELD, Benchmark Education María Campanario I National Equity Consultant, Benchmark Education Featured Sponsor Presentation

Learning to read in two languages is critical for dual language programs. Comprehensive reading programs for DLI must address more than Science of Reading and Foundational Skills. Academic language development, connections made through cross-linguistic transfer, language status must be equitable, functions and nuances of communication must be explicitly taught, and learning knowledge to Ttansfer across disciplines and content must be the end goals for DLI students. Biliteracy must be more than just knowing how to read in two languages. Attend our session for more!

Socio-Cultural Responsiveness, Educational Equity and Access Teachers, Administrators, Parents, Researchers English, Spanish

STUDENT LEADERSHIP INSTITUTE 2023

November 9, 2023 Albuquerque, NM

Leading Our Own Transitions to Career and College!

The mission of the DLeNM Student Leadership Institute is to support linguistically and culturally diverse youth to:

- embrace language, culture, and history as a source of power and responsibility;
- embrace their power and responsibility as an invitation to lead; and to
- embrace their invitation to lead as an incentive to build partnerships with each other as a means of preparing themselves for a future of advocacy and the use of power for the betterment of our diverse communities.

SLI WILL FEATURE:
COMMUNITY LEADERSHIP
PLANNING WORKSHOPS
BREAKOUT SESSIONS
GUEST SPEAKERS
NETWORKING TERTULIAS

















GRAND ENTRY - 6:00 PM



MC: Dominic Arquero, Santa Fe, NM

Arena Director: Jayme Bad Warrior, Rio Rancho, NM
Head Boy Dancer: Mylan Archuleta, Ohkay Owingeh, NM
Head Girl Dancer: Ualani Pacheco, Bernalillo, NM
Northern Host: Black Eagle, Jemez Pueblo, NM
Southern Host: Southwest Singers, Albuquerque NM
Head Gourd Dancer Milton Yazzie, Diné, Rio Rancho, NM



TEENS - Ages 13-17 • JUNIORS - Ages 7-12 • ADULTS - Ages 18 and over

Adult Women and Teen Girls Dance Categories: Jingle Dress, Fancy Shawl, Northern Trad. and Southern Trad.

Adult Men and Teen Boys Dance Categories: Grass, Fancy, Northern Trad. and Southern Straight

Junior Girls Dance Categories: Jingle Dress, Fancy Shawl, Northern/Southern (Combined)

Junior Boys Dance Categories: Grass, Fancy, Northern/Southern (Combined)

Chicken Dance Special (all ages) and Tiny Tots sponsored LC Powwow Committee

-Spousors and Vendors

La Cosecha 2023 Powwow is looking for dance sponsorship and artisan vendors. For more information visit www.lacosechaconference.org/powwow2023.

