



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

**Thursday
November 13, 2025**



NOV 11-15 2025

Programación * General Schedule

jueves, el 13 de noviembre de 2025 • Thursday, November 13, 2025

Sesiones simultáneas • Concurrent Sessions

9:10 am – 10:30 am

10:55 am – 12:15 pm

Almuerzo • Lunch

Albuquerque Convention Center, Clyde, and Doubletree

12:10 pm – 1:30 pm

Sesiones simultáneas • Concurrent Sessions

1:30 pm – 2:50 pm

Sesión plenaria • General Session

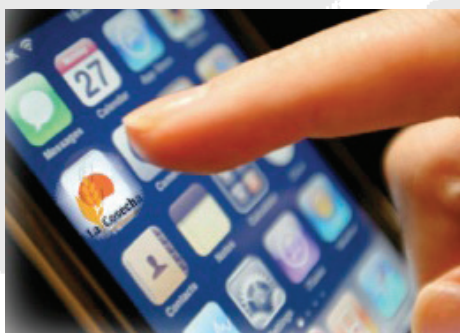
Kiva Auditorium • Albuquerque Convention Center

3:15 pm – 4:30 pm

Conference Fundraiser — Comedy Show & Dance Party

Grand Ballroom • Clyde Hotel

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during
La Cosecha
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or on the
Conference
Platform!**



Sesión plenaria * General Session

jueves, el 13 de noviembre de 2025 • Thursday, November 13, 2025

3:15 pm – 4:30 pm

Opening Comments



Introduction of Special Guest

Tomas Sánchez
Board Member
Dual Language Education of New Mexico

Patrick Werito
Project Coordinator of Tribal Initiatives
Dual Language Education of New Mexico



Community Message



Introduction of Special Guest

Rebecca Blum Martínez
Board Member
Dual Language Education of New Mexico

Darrin Rock
Director of Tewa Integration & Partnership
Santa Clara Pueblo



Message of Solidarity



Introduction of Keynote

Azul Cortés
Director of Heritage Languages
Dual Language Education of New Mexico

Chamiza Pacheco de Alas
Director of New Mexico Programs
W.K. Kellogg Foundation



Dr. Tiffany Lee Professor of Native American Studies at the University of New Mexico

Dr. Tiffany S. Lee is Dibé Łizhiní (Blacksheep) Diné and Oglala Lakota. Dr. Lee is a Distinguished Professor of Native American Studies at the University of New Mexico in Albuquerque. Her research examines educational and community/culturally based outcomes of Indigenous language schools and Indigenous-centered education, the relationship of Diné language learning to wellbeing, and Native youth perspectives on language reclamation. She and colleagues created the Diné Language Teacher Institute to grow the pool of Diné language immersion teachers. She is a co-founding member of Saad K'idilyé Diné language nest serving infants to toddlers in Albuquerque. She is a former high school social studies and language arts teacher at schools on the Navajo Nation and at Santa Fe Indian School.



Introduction of Keynote

Victoria Tafoya
Program Officer
W.K. Kellogg Foundation

Dr. Vanessa Monterosa Senior Associate Partner, New Schools Venture Fund

Dr. Vanessa Monterosa brings lived experience, educational leadership expertise, and a passion for equity to her role as Senior Associate Partner at NewSchools Venture Fund. Her 15+ years at the intersection of education, technology, and research inform her unique ability to bridge the work of practitioners, scholars, and innovators. Dedicated to empowering those furthest from opportunity, Dr. Monterosa shapes NewSchools' efforts to find, fund, and support transformative EdTech solutions. She's spearheaded a stakeholder-driven community engagement strategy, ensuring NewSchools investments reflect the real needs of students and educators.



Housekeeping

jueves, el 13 de noviembre de 2025 • Thursday, November 13, 2025

Power Sessions

Albuquerque Convention Center - Picuris Room

8:30 AM

Just Like You, Just Like Me, Just Like Us

Maria Campanario | National Director Access and Achievement

Benchmark

Experience the power of story through poetry as an Indigenous child, uncovering their people's history, rescues an undocumented child. In this interactive session, educators reflect and dialogue on courage, belonging, and identity—discovering ways to build empathy, amplify student voice, and create welcoming spaces for newcomers and children healing from trauma.

9:10 AM

Empowering Families

Linda Aguillon | Director of Professional Development, Texas

Summit K 12

Join us for a session designed to inspire and equip educators with the knowledge and strategies to foster strong partnerships with families and communities of emergent bilingual students. Discover effective methods to engage and collaborate with families, helping them understand the academic rigor their children face and how they can support their linguistic and academic development. Learn best practices for creating inclusive environments, and access practical tools and resources to implement in your school or district. Strengthen your school-family-community relationships and help emergent bilingual students thrive both linguistically and academically.

10:30 AM

Bridging Worlds: Supporting Newcomer Students with Knowledge Links

Dr. Ana Aguilar | Director of Professional Development, CA

Summit K 12

Learn strategies aligned to best practices in second language acquisition to accelerate language development for newcomers and multilingual learners. This session highlights tools and instructional practices that help teachers scaffold learning, monitor growth, and create inclusive classrooms where all students can thrive.

11:10 AM

The Dual Language Data Framework®

Alexandra Güllamo | Chief Equity & Achievement Officer

Discover an authentic and transformative relationship with dual language data and the actions to take once you have it. Participants will uncover data love languages in dual language programs and how to take actions that help you find your way back to dual language harmony. Participants will also learn how to confront systems that silence authentic and transformative data and the consequences of suppressing the rich voices held in DL data.

11:50 AM

Enhancing Oracy in the Mathematics Dual Language Classroom

Dr. Laura Macartney | Dual Language Program Manager, Participate Learning

Carla Ballesteros, Dual Language Program Manager, Participate Learning

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

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Power Sessions

Albuquerque Convention Center - Picuris Room

1:30 PM

The Advocate's Playbook: Disrupting the Monolingual Bias

Lilian Ardell | Speaker, Consultant, Founder, Language Matters

Multilingual Learners deserve equity, not assimilation! Based on Dr. Lillian Ardell's upcoming book "Disrupting the Monolingual Bias: A Framework for Teacher Advocacy", this power session invites bilingual leaders to challenge deficit thinking. Learn the advocacy language and strategies needed to transform your school's mindset, champion MLs' full linguistic repertoires, and foster true biliteracy as a legitimate academic outcome. Participants will have an opportunity to pre-order Dr. Ardell's book and discuss possible collaborations with Dr. Ardell for their districts.

2:10 PM

Fonética y Phonics trabajando in tandem

Jesús Cervantes | National Director for Biliteracy/ELD

Benchmark

New Benchmark Fonética and Benchmark Phonics programs. Honor the structure and characteristics of each language, teach least complex phonemes and graphemes to less common and more complex, and align and support biliteracy development. Implementation Guide will build a foundational base in Spanish, make meaningful connections to English. Intentional connections are made to both English and Spanish through explicit cross-linguistic instruction. Flexibility is available for all DLI & Bilingual Ed models.

DR. JOSÉ MEDINA:

EDUCATIONAL SOLUTIONS

TWITTER: JOSEMEDINAJR89
 INSTAGRAM: JOSEMEDINAJR89
 TIKTOK: JOSEMEDINA1000

LA COSECHA 2025 SESSION #1

STRENGTHENING BILITERACY
INSTRUCTIONAL PRACTICES:
A SYSTEMS APPROACH

THURSDAY, NOVEMBER 13, 2025
9:10 AM (MT)

LA COSECHA 2025 SESSION #2

LINGUISTIC DISSOCIATION
AND THE PREPARATION OF
LEADERS FOR THE DLBE
IMPERATIVE

THURSDAY, NOVEMBER 13, 2025
10:50 AM (MT)



FOR MORE INFORMATION VISIT
WWW.DRJOSEMEDINA.COM

jueves, el 13 de noviembre de 2025 • Thursday, November 13, 2025

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

Gathering Meaningful Data to Support and Enhance Your Dual Language Program

Albuquerque Convention Center - Hopi

Rachel McCormick | Director, MC-Squared Education

Jackie Méndez | Assistant Director, MC2 Education

Mariano Fernández | Analyst, MC2 Education

Data-based decision-making is powerful, but who decides what data is important? Does the data accurately reflect your program's successes and challenges? Is it helpful for informing and improving your work? All schools can be frustrated with data limits, but dual language programs need to control their data and tell their own story. This interactive session helps participants define meaningful data and develop a manageable data system for their school or organization. Leave with concrete recommendations on what to measure, tools for gathering data, and ideas for sharing data with stakeholders.

Leadership: Research, Policy, and Advocacy

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

Characteristics of a Successful DL program

Albuquerque Convention Center - Acoma/Zuni

Azul Cortés | Director of Heritage Language, Dual Language Education of New Mexico

Yanira Gurrola | Project Coordinator, Dual Language Education of New Mexico

Building a successful Dual Language Bilingual Education (DLBE) program requires more than good intentions—it demands intentional design, equity-driven systems, and shared leadership. Grounded in The Guiding Principles for Dual Language Education and informed by current research and case studies, this session explores core elements of DLBE, from curriculum and staffing to assessment and community partnerships. Participants will reflect on local needs while learning how to build structures that not only launch but sustain programs over time. This session is ideal for teams committed to building transformative, asset-based programs that serve multilingual learners with vision, strategy, and integrity.

DLE Program Development and Design—PreK 20 Implementation

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

Corridos As Method 2: Applying Corridista Consciousness

Albuquerque Convention Center - Anasazi

Alexandro Escamilla | Instructional Coach, Master Teacher/Culturally Responsive Pedagogy and Instruction

Corridos: cuentos of happiness, tragedy, heartache, and pride fused with the power to overcome insurmountable odds and obstacles, while maintaining strong cultural values in the face of oppression. Corridos offer historical context for La Raza, marginalized by inhumane U.S. immigration policy and whitewashed school curriculum. This workshop will engage participants in an examination of their own Corridista Consciousness for the purpose of application, analysis, synthesis, and creation by researching a favorite grupo/artist, and writing a corrido that synthesizes his/her style with their own.

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

Teachers, Administrators, Parents, Researchers, Students • 12-Sep • English, Spanish, Caló/Chuco

Building a Learning Ecosystem that Works: TAPE Framework in Action

Albuquerque Convention Center - Apache

Berenice Pernaleté | Director, Instituto Mundo Verde

Jennifer Kouakeu | Director, Instituto Mundo Verde

Professional development often misses the mark. At Instituto Mundo Verde, we've flipped the script. Through a learning ecosystem rooted in TAPE—our inquiry-based, anti-bias, and inclusive framework—we design transformative PD that centers the needs of bilingual educators and multilingual students. In this session, we'll unpack how TAPE (Trust, Access, Purpose, and Equity) underpins every layer of our ecosystem and share real stories of growth and meaningful change. You'll leave with tools and an action plan to create a sustainable PD approach in your own school or district.

DLE Program Development and Design—PreK 20 Implementation

Administrators, Teachers • K - 12 • English

Project SEMBRAR: Expanding DL Educator Preparation through Grow-Your-Own Educator Pipelines

Albuquerque Convention Center - Ballroom A

Joan Lachance | Associate Professor, UNC Charlotte/EMMA

Seonsook Park | Professor, New Mexico Highlands University

Elena Schmitt | Professor, Southern Connecticut State University

David Rogers | Community Member, Rogers Language Educators and Advocates

A new grow-your-own dual language educator pipeline targets recruitment and a support system for community members wishing to become dual language educators. Come learn how this model utilizes the National Dual Language Certificate™ as its learning curriculum for pre- and in-service educators. A panel of experts from universities across the country will share how NDLC™ modules are used to strengthen bilingual education competencies and develop mentoring/collaboration at each participating school, through a community of practice. Project SEMBRAR (EMMAStandards.org) is a five-year initiative (NPD grant) that will help 400 community members become effective dual language educators in the next four years.

Leadership: Research, Policy, and Advocacy

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

Gladifying our Core English Curriculum for our Intergrated ELD Program

Albuquerque Convention Center - Ballroom B

Aline Baissac | Instructional Coach, El Camino del Rio/River Road Elementary

Natalie Olague | Instructional Specialist, Dual Language Education of New Mexico

Karen Ramírez Gutiérrez | Bilingual Instructional Coach, El Camino del Río

After a year long process of training all staff members to become OCDE Project GLAD® certified with Dual Language Education of New Mexico and adopting our new reading curriculum (American Reading Company - ARC), we landed on a few problems that launched our decision to GLADify ARC and start an integrated ELD model. Come learn how using our ELD staff and creating ARC GLAD® units helped us build the instructional skills of all our staff. This embedded coaching along with grade level collaboration has elevated language development in all parts of our day.

Academic Language Development Through Content Instruction

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

Empowering Student Agency: Inclusive Formative Assessment for Diverse Classrooms

Albuquerque Convention Center - Ballroom C

Yvonne Williams | Vice President of Educator Engagement, WCEPS

This interactive workshop equips instructional leaders with tools and strategies to strengthen formative assessment practices that meet the diverse learning needs of today's classrooms. Participants will explore how formative assessment supports multilingual learners, fosters student agency, and integrates both rigor and compassion into learning environments. Using a structured learning walk observation tool, leaders will practice identifying evidence of clear learning goals, success criteria, student engagement in disciplinary thinking, and feedback that builds autonomy.

Academic Language Development Through Content Instruction

Teachers, Administrators • K - 12 • English, Spanish

Vale pues, explorando poesía y cultura con tres obras de ficción amenas en español auténtico 7-12

Albuquerque Convention Center - Chaco

Adalucía Quan | Teacher, Latino Press

De forma atractiva para alumnos de 7-12 y AP, estas obras de ficción en español auténtico exploran poesía y cultura hispana, alineándose con el nivel académico y llenando la escasez literaria en programas de lenguaje dual. Desarrollan vocabulario, fluidez y escritura para fortalecer el bilingüismo. Los estudiantes se sumergen en textos multiculturales que fomentan competencia lingüística y sociocultural. Las novelas presentan poetas y obras clásicas de España y Latinoamérica con lenguaje ameno, coloquial y poético, e ilustraciones que facilitan la comprensión. Charla, Q&A y actividad práctica.

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

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

Empower educators. Transform learning.

CARE Coaching Needs Assessment (CCNA)

CCNA identifies strengths, uncovers growth areas and supplies action-based, task-focused data.

- Action-oriented insights
- Interactive reports
- Continuous learning and ongoing support through CARE Coaching



CARE Coaching Focus Areas

Customized coaching for administrators, teachers, school and district leaders.

- Multi-modal learning
- Writing as a learning tool
- Building capacity (and much more!)



Contact us: educators@wceps.org

Las coaches bilingües: ¿Por qué y cómo hacemos lo que hacemos?

Albuquerque Convention Center - Cochiti

Sandra Gutiérrez | Instructional Coach, University of Maryland, College Park

Mishelle Jurado | Teaching and Learning Coach, Highland High School

Te has preguntado ¿qué ideologías y prácticas mobilizan las coaches bilingües? Nosotras - dos coaches con más de 20 años trabajando en escuelas bilingües, una en la costa este y otra en el sudoeste de los EEUU - nos hicimos esta pregunta. Por medio de pláticas, reflexionamos sobre nuestras experiencias como coaches y destilamos las lecciones que hemos aprendido en nuestro camino. En esta presentación dialogaremos sobre los hilos (componentes) y agujas (estrategias dialógicas y emocionales) que utilizamos a medida que apoyamos a nuestros maestros bilingües a crear un tejido pedagógico propio.

DLE Program Development and Design—PreK 20 Implementation

Teachers, Administrators, Researchers • K - 12 • Spanish, español con un poco de inglés

Resisting, Rebuilding, and Reimagining: Bilingual Teacher Edu in California's Shifting Landscape

Albuquerque Convention Center - Isleta/Jemez

Minhye Son | Associate Professor, California State University, Dominguez Hills

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

Suzanne Garcia | Associate Professor, California State University, Monterey Bay

This panel brings together educators, researchers, and advocates to explore the past, present, and future of bilingual teacher education in California. From statewide policy and leadership advocacy to testimonios of resistance, the session highlights the power of teacher preparation programs, bilingual literature and community-rooted efforts to rebuild the teacher pipeline. California is leading a powerful resurgence in dual language education—and panelists will share tools, stories, and insights fueling this momentum toward equity, identity, and collective transformation.

Leadership: Research, Policy, and Advocacy

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

Strengthening Biliteracy Instructional Practices: A Systems Approach

Albuquerque Convention Center - Kiva

José Medina | Director, José Medina Educational Solutions

Sarita Amaya | Administrator, Aloha-Huber Park School

Toshiko Maurizio | Administrator, Beaverton School District, Beaverton, Oregon

Scaling biliteracy instructional practices across dual language classrooms does not happen by chance – it happens by design. Via a systems-focused approach that starts at the district level, campus leaders can then, model and support biliteracy instruction facilitated by teachers. Participants in this session will interact with biliteracy instructional practices that must be present in every DL classroom, including specific examples from Aloha-Huber Park School, a K-8 Oregon dual language school, where systems at every level have been aligned to biliteracy instruction recommendations.

DLE Program Development and Design—PreK 20 Implementation

Teachers, Administrators, Researchers • K - 8 • English, Spanish

Reclaiming Guarani: A Trilingual Learning Journey Rooted in Equity

Albuquerque Convention Center - Laguna

Katherine Barnett Rivas | Teacher, The American School of Asuncion

Joel Brites | Teacher, The American School of Asuncion

Ida Ávila | Teacher, The American School of Asuncion

Over 3 years, 6 teachers in Paraguay co-created interdisciplinary projects integrating Guarani, Spanish, and English into science, social studies, language and fine arts classes. Students used all three languages to debate civic issues, conduct scientific research and design various media —elevating Guarani from a stigmatized “language of the poor” to a tool for empowerment. This presentation shows how dual language and multilingual education can affirm identity, build academic rigor, and challenge linguistic injustice in classrooms. Ideal for secondary educators and curriculum designers.

Indigenous Language Revitalization

Teachers, Administrators, Researchers, Community • 12-Sep • English, Spanish, Guarani

jueves, el 13 de noviembre de 2025 • Thursday, November 13, 2025

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

From Gaming to Community: Fostering Civic Engagement in Dual Language Learners

Albuquerque Convention Center - Nambé/Navajo

Kristen Chapron | ELL Project Lead, iCivics

Socorro G Herrera | Professor, Kansas State University

Katherine Barko-Alva | Professor, William & Mary

This presentation explores how Neighborhood Good/Vecinos: ¡Vamos! builds authentic community connections and crucial civic skills in dual language classrooms. Beyond the game, we delve into strategies for bridging and translanguaging activities that link classroom learning to students' languages, families, and communities. Learn to leverage iCivics and adapt the game to empower students to identify community needs, develop action plans, and cultivate lasting civic dispositions in any setting, directly addressing technology integration and family/community partnerships.

Integrating Technology

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

Building a Thriving Community of Midwest Dual Language Programs

Albuquerque Convention Center - San Juan

Olivia Flores | Dual Language Specialist, Kansas City Public Schools

Hannah Paredes | Administrator, Omaha Public Schools

In this session, we will discuss two dual language programs in the Midwest, one in Omaha and one in Kansas City. We will also talk about a new initiative, the Midwest Dual Language Alliance, a group of dual language stakeholders across the Midwest. We hope to highlight our purpose and vision while also opening up a discussion about how others are supporting dual language education across the United States. This session will be interactive and focused on sharing information and helping all attendees grow together.

Leadership: Research, Policy, and Advocacy

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

Bilingual Boot Camp: Helping Students Reflect on Bilingualism, Biliteracy, and Cultural Competence

Albuquerque Convention Center - Sandia/Santa Ana

Jessica Villalobos | Instructional Specialist, Vista Higher Learning

Juan Aragón | Teacher, West Mesa High School

Participants will learn about a local bilingual program's transition from a basic four-skills approach to a more comprehensive evaluation process that incorporates the four skills and empowers students to reflect on their journey in becoming bilingual, biliterate, and culturally competent global citizens. Discover what sprang out of a need to support students preparing for their portfolio/capstone process and transformed into an anchor class of West Mesa's bilingual program.

DLE Program Development and Design—PreK 20 Implementation

Teachers, Administrators • 12-Sep • English

Del error al éxito: el Dictado Ideal como práctica de alfabetización basada en investigación

Albuquerque Convention Center - Santo Domingo

Eva González Heredia | Instructional Specialist, Chicago Public Schools

¿Y si el dictado fuera una práctica que garantiza el éxito del estudiante en lugar de exponer sus errores? El dictado ideal propone una transformación profunda: pasar de la corrección a la construcción intencionada de la escritura ortográfica, mediante una metodología estructurada, visual y metalingüística alineada a los Estándares de Artes del Lenguaje del Español. Fundamentada en principios académicos, cognitivos y pedagógicos, esta metodología ofrece una vía flexible y eficaz —desde Kinder hasta educación superior— para promover el desarrollo sistemático de la correcta escritura en español.

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

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



LANGUAGE AND LITERACY SOLUTIONS FOR ANY K-12 DL CLASSROOM

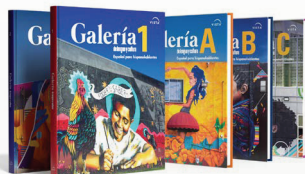
LANGUAGE • LITERACY • CULTURE



SPANISH LITERACY



Grades K-5



Grades 6-12

DL SUPPLEMENTAL LITERACY SOLUTION

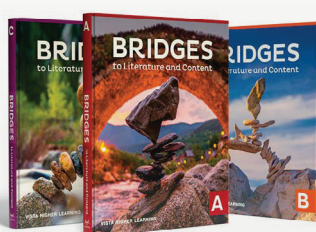


Grades K-8

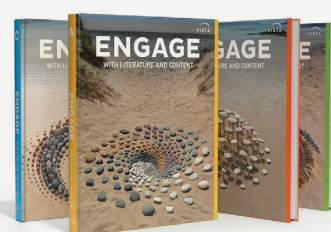
ELD AND ENGLISH LITERACY



Grades K-6

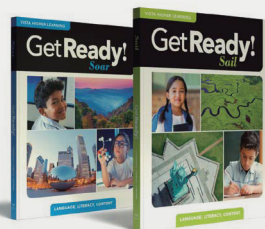


Grades 6-8



Grades 9-12

NEWCOMER & BEGINNER PROGRAMS



Grades 1-6

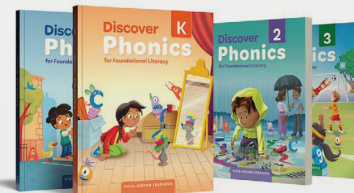


Grades 6-12

PHONICS PROGRAMS (SPANISH/ENGLISH)



Grades K-1



Grades K-3

Learn more about our
dual language solutions



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

Transforming Biliteracy: Dynamic Translanguaging Practices in TK-12 Dual Language Immersion Classroom

Albuquerque Convention Center - Taos

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

¡Vayamos más allá de la teoría! You've heard about translanguaging—now see it transformed into powerful classroom practice! Drawing from our Orange County community of practice and classroom practicum, we'll showcase how we've moved beyond traditional language separation to create intentional cross linguistic spaces that bridges academic achievement in BOTH languages. Join us to explore grade-specific implementation strategies, overcome common challenges, and reimagine your approach to cross-linguistic connections. Leave energized with practical, ready-to-implement strategies that harness the full power of your students' bilingual brains!

Academic Language Development Through Content Instruction
Teachers, Administrators • K - 12 • English, Spanish

¡Rima, Sonido y Brillo: La poesía enciende el aprendizaje del idioma!

Albuquerque Convention Center - Tesuque

Rosa González-Rogers | Teacher, Lavaland Elementary School

¡Descubre la magia de la poesía para ayudar a tus estudiantes de inglés a encontrar su voz! En esta sesión interactiva, exploraremos estrategias prácticas y atractivas que utilizan el ritmo, la rima y la repetición para desarrollar fluidez y confianza en el lenguaje oral. Descubre cómo la poesía puede apoyar el desarrollo del vocabulario, la pronunciación y la expresión, ¡todo mientras se divierten! Ya seas nuevo en la enseñanza en dos idiomas o tengas experiencia, saldrás con ideas prácticas y muestras estudiantiles para inspirar a tus alumnos a rimar, sonar y brillar.

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

Engaging Families for Student Success: What School Leaders Can Do

Albuquerque Convention Center - Tewa

Dr. Rebecca Ann Palacios | Educator/Author, Teacher Created Materials

Family engagement begins in the home, and school leaders play a crucial role in supporting families to guide their children toward success. Join us for a live, interactive session where you'll gain practical strategies to equip families with the tools they need to strengthen vocabulary and knowledge at home. By deepening family-school partnerships, you can create a lasting impact on student achievement and empower families to become active participants in their children's education!

Family and Community Partnerships
English, Spanish • Family and Community Partnerships • Presentation (lecture style format)

Lessons Learned from CAL Dual Language Bilingual Education Program Reviews

Albuquerque Convention Center (East) - Brazos

Igone Arteagotia | Research Scientist, Center for Applied Linguistics

CAL conducts reviews of dual language bilingual education (DLBE) programs using the Guiding Principles for Dual Language Education (Howard et al., 2018) as the theoretical framework and the third pillar of Socio-cultural Competence as the compass. This session will report on key themes related to commonalities found across programs reflecting each of the seven strands outlined in the Guiding Principles. Participants will learn of practices that are common across programs including those that lead to effectively educating students to meet the three pillars of DLBE and recommendations for improvement.

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



Enhance Spanish Instruction With Spanish Language Development Resources From WIDA

Quality bilingual education means providing bi/multilingual learners with meaningful opportunities to learn and be assessed in the languages they speak. Los recursos de WIDA ofrecen un sistema integral para apoyar la enseñanza y evaluación de las artes del lenguaje y del desarrollo del lenguaje español. Head to our website to find these important Spanish language development resources!

- El Marco de los estándares del desarrollo auténtico del lenguaje español de WIDA (Marco DALE) is a Spanish language development standards framework that guides the teaching of Spanish language development in grades K-12 within a bilingual education context.
- El Marco de referencia de las artes del lenguaje del español de WIDA (Marco ALE) provides key elements to inform the development of Spanish language arts standards and the instruction of Spanish language arts.
- The Marco DALE Digital Explorer, the WIDA English Language Development Standards Framework, 2020 Edition and WIDA ELD Standards Framework, 2020 Edition Digital Explorer can be used alongside Spanish language development resources.
- Visit the WIDA Resources/Recursos webpage for additional free resources including WIDA Snapshots, Focus Bulletins and WIDA Webinar recordings in Spanish.

Para obtener más información, visite wida.wisc.edu/teach/spanish



Don't forget: Resources to support your implementation of the Marco DALE, the Marco ALE and the WIDA ELD Standards Framework are also available in the WIDA Store.

jueves, el 13 de noviembre de 2025 • Thursday, November 13, 2025

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

Integrating Language Acquisition Supports into Literacy Pacing Guides

Albuquerque Convention Center (East) - Cimarron

Crystal Jiménez | Director of Biliteracy, Addison School District 4

Katie Purse | Assistant Superintendent of Teaching and Learning, Addison School District 4

In this interactive session, educators will explore the transformative impact of integrating language acquisition supports into pacing guides to enhance both accountability and fidelity in instructional practices. Pacing guides traditionally serve as roadmaps for curriculum delivery, yet often lack explicit strategies for addressing the diverse language needs of students. By infusing targeted language acquisition supports directly into pacing guides, educators can ensure that language development becomes a core component of every lesson, benefiting all learners, particularly multilingual learners.

Academic Language Development Through Content Instruction

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

Las voces: How to Promote Language Equity in a DLBE Classroom with Different Spanish Dialogues

Albuquerque Convention Center (East) - Doña Ana

Jomara Quinones | Teacher, Langley Elementary School

María Pía Oelrich | Doctoral Student, William & Mary

Cada palabra posee un bagaje cultural y trasfondo que transmite identidad. La diversidad cultural que nos añade la inclusión del lenguaje hace la dinámica más amena e interesante. Therefore, as educators we should promote language equity and the diversification of Spanish. We have to disrupt the cycle of the establishment that is often encouraged to eradicate the variations of Latinx students' dialects and move the narrative of value (Macedo, 2019). En esta sesión vamos a compartir cuatro estrategias colaborativas y crear oportunidades dentro de la clase para poder fomentar oportunidades para usar diferentes dialogues en español.

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

Teachers • K - 12 • English, Spanish

50-Plus Years of Bilingual Education Research: Its Impact Then and Now

Albuquerque Convention Center (East) - Galisteo

Amelia Larsen | Chief Academic Officer, SUMMIT K-12

Dr. Margo Gottlieb | Co-Founder, Lead Developer of WIDA, University of Wisconsin Madison

Dr. Kathy Escamilla | Professor Emerita, University of Colorado, Boulder

This featured presentation will highlight pioneering bilingual education educators and their impact from the 1960s to now. The trailer of a film showcasing researchers will be featured. A panel presentation including the Multilingual Hall of Fame members Dr. Margo Gottlieb, Dr. Kathy Escamilla, and Shelly Spiegel-Coleman will follow along with a Q & A session highlighting the impact this research has for today.

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

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

Applying Biliteracy Trajectories: Strategies for Supporting Dual Language Growth

Albuquerque Convention Center (East) - La Cienega

Doris Chávez-Linville | Director, Renaissance

Amy Mosquera | Director, Adelante Educational Specialists Group

Jody Slavick | Director, Literacy Squared/BUENO Center, University of Colorado Boulder

Building on the Literacy Squared® Biliterate Reading Trajectory, this session shares how dual language educators can use assessment data in two languages—interpreted holistically—to guide instruction. Recent research leveraging national biliteracy data has further validated this model's utility in classroom, school, and district settings. Participants will explore strategies for leveraging student strengths in both languages and will leave with tools to support asset-based, research-aligned decision-making.

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

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

jueves, el 13 de noviembre de 2025 • Thursday, November 13, 2025

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

Opening Doors: Exploring Dyslexia Support in Bilingual Programs

Albuquerque Convention Center (East) - Mesilla

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

Celeste Martinez | Student, The University of Texas at San Antonio

Karla Mariana Escobar | Student, The University of Texas at San Antonio

The relationship between accessibility and accommodations in dual language bilingual education programs for initially Spanish dominant secondary learners with dyslexia is a field that has not yet been thoroughly explored, as most research has focused on primary education. To explore this topic further, we will present an interactive workshop on the accessibility measures and accommodations currently used in K-12 programs in the United States, with an emphasis on secondary education to identify areas for application and improvement. Participants will engage in real time with best practices for students.

Special Education for Multilingual Students

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

Learning to Teach in Bilingual/Dual Language Settings: Formación y capacitación

Albuquerque Convention Center (East) - Pecos

Magaly Lavadenz | Professor, Loyola Marymount University - Center for Equity for English Learners

Ester deJong | Professor, University of Colorado, Denver

Susana Ibarra Johnson | Assistant Professor, New Mexico State University

This session highlights research-based bilingual/dual language teacher preparation practices for literacy and mathematics instruction for Emergent Bilingual learners. Drawing from classroom-based scenarios in university-district partnerships across five states, presenters will share experiences in developing multilingual pedagogic content knowledge, sociocultural competence, and critical agency with preservice teachers through clinical experiences, reflective activities, and multilingual strategies. Participants will engage in reflexión y pláticas about how DL teachers are supported beyond preservice years.

Leadership: Research, Policy, and Advocacy

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

Lesson Design for Cross-linguistic and Cross-cultural Transfer Instruction

Albuquerque Convention Center (East) - Ruidoso

Jill Kerper Mora | Associate Professor, San Diego State University

Silvia Dorta-Duque de Reyes | , Benchmark Education

Effective dual language instruction requires a research-based paradigm of effective strategies for designing explicit instruction to promote cross-linguistic and cross-cultural concepts. The presenters provide a model of how multicultural literature is used to design lessons for in-depth study of multiple facets of culture through analysis of Spanish/English parallel multicultural texts. The analysis provides a step-by-step planning process for identifying cultural universals and culture-specific elements for study of the relationship between language and culture.

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

Teachers, Researchers • K - 12 • English, Spanish

How We Worked Together For Our Diné To Learn Their Language in an Immersion Program

Albuquerque Convention Center (East) - San Miguel

Shannon Johnson | Coordinator, Albuquerque Public Schools

Valencia Edgewater | Teacher, Pinon Schools

Lyann Trujillo | Teacher, Aztec Schools

Albuquerque Public Schools (APS) Indian Education Department and the UNM Diné Language Teacher Institute (DLTI) partnered in summer 2024 to create an immersive Diné language experience for K–12 students. DLTI graduates mentor APS Diné language teachers, supporting full-immersion sessions in classrooms and camps. Our presentation shares how the program was developed, including collaborative teacher preparation, data on attendance and participation, and parent feedback. Indigenous caterers provide nutritious meals and join in learning, reflecting our belief that healthy bodies, minds, and spirits strengthen language and cultural learning.

Indigenous Language Revitalization

Teachers, Administrators, Parents, Researchers, Higher Education, Community • K - 12 • Diné (Navajo), English

jueves, el 13 de noviembre de 2025 • Thursday, November 13, 2025

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

A Tale of Two States: Multilingual Education in California and Louisiana

Albuquerque Convention Center (East) - Tijeras

Danna Lomax | Teacher, Ventura Unified School District

Alice García | Assessment Specialist, edCount

As the political pendulum swings, the context for supporting multilingual learners matters. Join educators as they describe how people in their states, California and Louisiana, are meeting this moment with dual language programs, social justice education, and professional learning. Learn about antibias and antiracist policies and practices that support students, and about others, which create obstacles. Learn how despite drastically different contexts, both educators are working to create equitable educational experiences, celebrate their students' identities, and teach for antiracism.

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

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

Strengthening Dual Language Programs by Empowering Families

Clyde - Enchantment A/B

Xóchitl Anabel Rocha Ed.D. | Director of Bilingual Education and Gifted & Talented Programs Support, Texas Education Agency

Sharon Santos | Project Manager, Emergent Bilingual Support Initiatives, Education Service Center, Region 20

Embrace the shift from family engagement to family empowerment and learn about tools developed by a state agency to support that shift in dual language programs. We will look at the difference between family engagement and empowerment and collaboratively look at ways to improve common practices. We will use a rubric designed to evaluate levels of implementation and determine next steps to take back to our teams.

Family and Community Partnerships

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

Just Talk: Platform to Guide Conversations in DLI Languages

Clyde - Enchantment C/D

Adelmo Saboral | Teacher, Bolton Academy - Atlanta Public Schools

Just talk is a platform to guide conversations in DLI languages. Just talk would provide educators a way to integrate DLI needs under immersive experiences related to content areas, learning styles, multicultural environments, and real contact conversations for students in beginner, intermediate and advanced levels. Just talk, is an instructional classroom idea created with the goal to increase the students' conversations outside of the classroom through the real virtual contact with native speakers.

Academic Language Development Through Content Instruction

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

Testimonios of Identity and Critical Consciousness

Clyde - Enchantment E/F

Tabitha Hornby | Professor, University of Texas Rio Grande Valley

In this presentation, I explore how bilingual preservice teachers with disabilities develop a sense of their identities in the intersection of identity and critical consciousness and understand themselves as unique individuals residing in the Borderlands. Using LatDisCrit and decolonizing border pedagogies, I center the intersectional development of the identities of my participants through testimonios.

Leadership: Research, Policy, and Advocacy

Researchers, Higher Education • Higher Education • English

Empowering Biliteracy: High-Dosage Tutoring in Denver's Dual Language Classrooms

Clyde - Fiesta I/II

Claudia Gonzales | Teacher, Garden Place Academy- Denver Public Schools

Jillian Healy | Engagement Manager, Tutor by Teachers

Dual-language learners face unique challenges, from navigating two languages to accessing equitable, culturally responsive instruction. In this presentation, we will explore transformative strategies with Claudia Gonzales, Primary Montessori Teacher at Garden Place Academy, a dual-language campus in Denver Public Schools and Jillian Healy, Denver tutoring lead for Tutored by Teachers. They will provide an overview of how Garden Place increased a full state performance rating band in the face of both Covid recovery and an influx of newcomer students. We will dive into the power of High-Dosage Tutoring (HDT) aligned with dual-language models as a catalyst for accelerating language development, closing academic gaps, and reinforcing biliteracy and biculturalism in the classroom.

Integrating Technology

Administrators • K - 12 • English

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jueves, el 13 de noviembre de 2025 • Thursday, November 13, 2025

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

The State of K-12 World Language Education in the United States

Clyde - Fiesta III/IV

Larry Paska | Executive Director, ACTFL

Learning languages empowers people to connect with each other, enabling interaction and cultural understanding. Access to high-quality language education is critical for all students. Via data analysis of multiple sources from the U.S Department of Education, this presentation provides an overview of the current state and shifts over time in U.S. K-12 world language instruction. The paper discusses key findings, calls to address gaps in data collection, and implications for educators and policymakers to increase access to high-quality language education.

Leadership: Research, Policy, and Advocacy

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

Low-Prep, High-Impact: 10-Minute Spanish Activities for Biliteracy Success

Clyde - Grand Ballroom I/II

Gloria Rodríguez | Instructional Coach, Broward County Public Schools

Idalina Orta | Educational Specialist, Broward County Public Schools

Soraya Sotto-Santiago | Broward

Need quick, effective ways to boost oral language in your dual language classroom? This interactive session features low-prep, 10-minute Spanish-language activities that build vocabulary, fluency, syntax, and comprehension—no extra planning required! Participants will engage in strategies like Charadas Cognadas and Detectiva de Palabras that support academic language and joyful learning. Walk away with ready-to-use routines, aligned with curriculum goals and adaptable to student needs. Leave re-energized with tools to foster meaningful biliteracy development in just minutes a day.

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

Teachers • K- 8 • English, Spanish

Leveraging Biliteracy: Building Language Proficiency in two Languages in Early Learning

Doubletree - Coral Ballroom I/II

Gloria Guerrero | Instructional Coach, Aldine ISD

This session is intended for educators in Pre-K to second grade. By supporting young children's use of their home languages, valuing their home culture, and using specific teaching strategies we can help students be successful during the early years. Language development in young emerging English learners unfolds differently than in their monolingual peers. There is a direct relationship between emergent bilinguals strong first language and literacy and their success in acquiring strong second language and literacy in Pre-K through second grade.

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

Teachers, Administrators • Pre-K - 2 • English

Content Spaces: Scaffolding Language and Learning Across Subjects

Doubletree - Crystal Ballroom

Edelia Galván | Instructional Coach, Tulsa Public Schools Dual Language Department

Jessica Mendenhall | Instructional Specialist, Tulsa Public Schools

Jenna Buell | Dual language and world language partner, Tulsa Public Schools

A "Content Space" is a versatile scaffold that can be used as an integral lesson component by any teacher of any subject, for any age, and at any level! It provides visuals to illustrate key concepts and to reinforce vocabulary and language structures, enhancing academic language acquisition and supporting content instruction. Presenters will show teachers how to build content spaces and use them in lessons to provide students with grade-level concepts while developing language. Participants will engage in an interactive demo lesson and be able to adapt this high-impact tool for any unit.

DLE Program Development and Design—PreK 20 Implementation

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

Empowering Culturally Responsive Dual Language Classrooms

Albuquerque Convention Center - Acoma/Zuni

Esly Sarmiento | Executive Director, EntreCulturas Education

This presentation offers a focused exploration of the third pillar of Dual Language Education: sociocultural competence. Participants will gain a deeper understanding of the distinct yet interconnected nature of language and culture, and what it truly means to be socioculturally competent. Discover practical strategies and concrete examples of standards-aligned homework, projects, and lessons that actively integrate sociocultural competence into daily instruction and the classroom environment.

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

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

Aprendiendo a leer cantando y a cantar leyendo

Albuquerque Convention Center - Anasazi

Nathaniel Kuster | Teacher, Longfellow Elementary School

Este taller se presenta en español. En este taller vamos a descubrir canciones que son útiles para la enseñanza de la lectura. El taller es presentado en una manera didáctica que también se puede usar en el salón de clase. Cantaremos para que cada participante se familiarice con las canciones que se usarán. Repasaremos los sonidos de las vocales y los consonantes en español. Llegaremos a conocer, de la misma manera que queremos que nuestros estudiantes se conozcan. Nos vamos a apoyar, de la misma manera que queremos que nuestros estudiantes se apoyen. ¡Traiga su ukulele o su guitarra!

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

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

Teacher Advocacy during Scary Political Times

Albuquerque Convention Center - Apache

Lillian Ardell | Professor, Language Matters

We live in unprecedented political times, leaving bilingual teachers and administrators disempowered to advocate for themselves or their students. In this dynamic session, Dr. Ardell offers a research-based framework for teacher advocacy. This session covers, (1) what bilingual teacher advocacy is (and isn't), (2) the specific framework aligned with linguistic justice goals, and (3) resources to move through even the most biased or divisive sociopolitical context. This session aligns with critical consciousness pillar and is a good compliment to Know Your Rights campaigns.

Leadership: Research, Policy, and Advocacy

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

Exploring the Long-term Impact of Dual Language Programs

Albuquerque Convention Center - Ballroom A

Toshiko Maurizio | Administrator, Beaverton School District, Beaverton, Oregon

Joan Lachance | Retired Educator, UNC-Charlotte/Cato College of Education

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

Beaverton School District is the third largest district in the state of Oregon and is home to more than 13,215 multilingual PK-12 students speaking more than 110 different languages. Among these culturally and linguistically gifted students, about 6,400 students are classified as English Learners. The district invested in dual language education and studied the impact of these programs in collaboration with Drs. Virginia Collier and Wayne Thomas as they co-designed a rigorous longitudinal evaluation of district dual language programs.

Leadership: Research, Policy, and Advocacy

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

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

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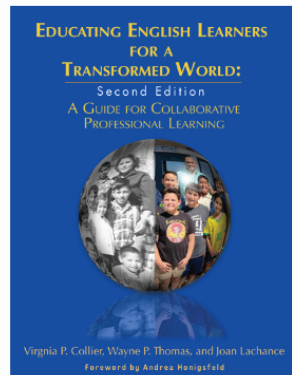
second edition will be released fall 2025! **What's changed?**

Drs. Virginia Collier and Wayne Thomas, together with author

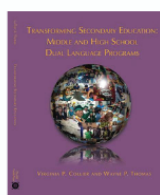
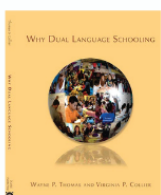
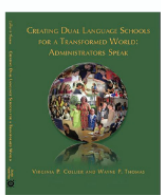
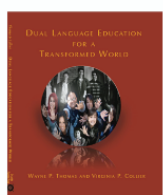
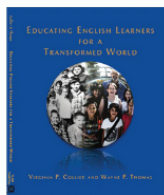
Dr. Joan Lachance, co-created this new release.

The updated chapters include the **latest research**, **DL educators' voices**, **vignettes**, and **connections** to **dual language educator preparation**—formatted as an **interactive Guide for Collaborative Professional Learning**. Illustrated by Claribel González, the book's layout with recurring chapter features makes it the perfect choice for **professional learning programs** and **higher education**.

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Linguistic Dissociation and the Preparation of Leaders for the DLBE Imperative

Albuquerque Convention Center - Ballroom B

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

José Medina, PhD | Educational Solutions, Chief Educational Advocate

Sarah De La Garza, PhD | Assistant Professor of Educational Leadership, Texas Tech University

The fight for DLBE originated from the pursuit of an equitable education for Emergent Bilingual students. Historically, DLBE policies have experienced an ebb and flow of support and criticism. This research captures the stories, journeys, and struggles of leaders who find themselves continuously advocating for DLBE at a time when schools are fiscally in survival mode. This multi-site, multi-year research study captures leaders' experiences in three areas: their journey to learn about DLBE, their advocacy practices, and sustainability strategies as districts navigate campus closure.

Leadership: Research, Policy, and Advocacy

Operationalizing Sociocultural Competence in Dual Language Bilingual Education

Albuquerque Convention Center - Ballroom C

Angela Palmieri | Director, Institute for Multilingual Education (IME)

Participants will learn about six pillars of sociocultural competence (Palmieri, 2021) a) critical consciousness, b) student identity development, c) teacher identity development, d) target culture/s development, e) Culturally Responsive Pedagogy, and f) student empathy development and cross-cultural awareness. This session will encourage participants to engage in dialogue and reflection around their own perceptions of sociocultural competence, the pedagogical practices used to operationalize it in the DLBE classroom, and to engage in critical discourse around equity issues pertaining to DLBE programs.

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

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

Teaching Holocaust Studies in a Dual Language Classroom: Honoring Memory Through Multilingual Inquiry

Albuquerque Convention Center - Chaco

Nora Padilla | Teachers, Parents, Students, Community, Administrators, La Academia de Esperanza Charter HS

This session presents a bilingual Holocaust Studies curriculum designed specifically for dual language middle and high school programs. Through this model, students explore the historical, cultural, and ethical dimensions of the Holocaust using sources and instruction in both program languages (e.g., English–Spanish). The approach fosters historical empathy, develops academic language in two languages, and aligns with La Cosecha's mission to promote biliteracy and cross-cultural understanding.

Academic Language Development Through Content Instruction

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

Érase una vez y todavía lo es: Authentic Texts in SLA Matter

Albuquerque Convention Center - Cochiti

Rebecca Blum Martínez | Instructional Specialist, English Learner Success Forum

High-quality authentic texts are imperative for advancing MLs' Spanish literacy skills, global perspectives, and identities. But what constitutes authenticity? In this bilingual session, participants will explore criteria for authentic texts, while engaging with rich Spanish language literature, both contemporary and classical. They will leave empowered in the selection and utility of impactful Spanish materials.

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

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

Revolutionizing Spanish Acentuación: A Vertical Alignment Approach

Albuquerque Convention Center - Hopi

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

Jayro Alcántar Armenta | Teacher, Palm Springs Unified School District

Discover a simpler method for teaching Spanish accentuation from the university professor who developed it and the DLBE district coordinator who implemented it districtwide. Learn how intentional vertical alignment of Spanish accentuation promotes cross-linguistic connections, metalinguistic awareness, phonological awareness, and oracy while engaging students in fun and culturally appropriate ways. This workshop presentation is based on an ongoing research study that extends the initial successful pilot instructional implementation of accentuation from PK-8th grade dual language classrooms.

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

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

jueves, el 13 de noviembre de 2025 • Thursday, November 13, 2025

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

Biliteracy by Design: Structuring Classrooms with DLeNM's 4 Spaces Framework and OCDE Project GLAD®

Albuquerque Convention Center - Isleta/Jemez

Kavita Krishna | Project Coordinator, Dual Language Education of New Mexico
Tatiana Gurulé | Project Coordinator, Dual Language Education of New Mexico
Diana Pinkston | Project Coordinator, Dual Language Education of New Mexico

Creating powerful biliteracy instruction starts with intentional design—and the right tools to bring that design to life. In this session, educators will discover how OCDE Project GLAD® strategies offer the “how” for building and sustaining the 4 Spaces 4 Biliteracy™ framework developed by Dual Language Education of New Mexico (DLeNM). Participants will explore research-based routines and strategies that create culturally and linguistically responsive environments, support strong language spaces, and intentionally bridge English and the partner language.

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

Leading Between Languages: The Power of Transladerazgo

Albuquerque Convention Center - Kiva

Mariana Castro | Professor, Multilingual Learning Research Center
Elizet Kneisler | Professor, University of Texas-Austin
Susana Ibarra Johnson | Professor, New Mexico State University

Transladerazgo centers the lived experiences and practices of leaders who create safe spaces for students and teachers to navigate multiple languages and cultures in fluid and dynamic ways. This presentation explores how transladerazgo disrupts traditional, monolingual models of leadership by valuing linguistic diversity as an asset. Through real-world examples and discussion, participants will examine how transladerazgo promotes inclusion, community empowerment, and equity. Attendees will leave with strategies for recognizing and fostering transladerazgo in dual language bilingual programs.

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

REPS, Pausa y ¡Dale!: A Decision-Making Curriculum for Neurodivergent Bilingual Students

Albuquerque Convention Center - Laguna

Alfonso Pérez | Professor, Hunter College School of Education, CUNY
Marina Velásquez | Teacher, P.S. 212Q

Let's talk about decision making! Participants will gain free access to the Hunter SoE/DDPC Decision Making Curriculum, which provides teachers and their neurodivergent bilingual students with research-based steps to support responsible decision-making, including gathering information, understanding information, thinking about consequences, seeking support, and pausing to reflect on choices. Our bilingual (English, Spanish, and Mandarin) curriculum demonstrates how we weave together the Universal Design for Learning Guidelines, social-emotional learning, translanguaging pedagogy, and other culturally responsive-sustaining methods to deliver joyful learning experiences for emergent bilingual students in Grades 1—6.

Special Education for Multilingual Students
Teachers, Administrators, Parents, Higher Education • K - 5(6) • English, Spanish

Guiding Principles for Dual Language Education: Updating for Authenticity and Innovation

Albuquerque Convention Center - Nambé/Navajo

Analleli Hernández | Director, Center for Applied Linguistics
Diep Nguyen | Administrator, Center for Applied Linguistics
Ester De Jong | Professor, University of Colorado Denver

Calling all dual language education stakeholders! It's been over seven years since Guiding Principles for Dual Language Education (GPDLE), edition 3 was published, and it's time for an update to this important, widely used resource. Join the Center for Applied Linguistics for a session to help shape the future of the next edition! This initial feedback-focused session will invite participants to share their experience using GPDLE to implement quality dual language bilingual education (DLBE) programming and reflect on what needs to be updated and included for the next generation of DLBE programs.

DLE Program Development and Design—PreK 20 Implementation
Teachers, Administrators, Parents, Researchers, Students, Higher Education, Community • K - 12 • English

jueves, el 13 de noviembre de 2025 • Thursday, November 13, 2025

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

Collaborative Planning in Dual Language: Bridging Techniques to Cultivate Multilingualism

Albuquerque Convention Center - San Juan

Nicole Leggett | Administrator, Alsip Hazelgreen Oak Lawn School District 126

Joan Lachance | Associate Professor, UNC Charlotte/EMMA

An interactive session that uses collaborative planning, equity-based, and multidimensional framework highlighting horizontal/vertical dual language teaming connected to the Four Pillars. An example highlighting K-8 two-way DL educators from Alsip, IL will share how to strategically map-out instructional activities, curricular resources and assessments for multilingualism. The session showcases equity-based framework for collaborative DL planning and meaningful techniques to bridge content, cultural, and critically conscious connections using students' full linguistic repertoire.

DLE Program Development and Design—PreK 20 Implementation

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

Pwogram Lang Doub an Kreyòl Ayisyen: First in the Nation Haitian Dual Language Program

Albuquerque Convention Center - Sandia/Santa Ana

Manuel Ramírez | Director of Bilingual Programs, OMME, BPS

Joelle Gamere | Chief of the Office of Multilingual and Multicultural Education, BPS

Priscilla Joseph | Assistant Principal at Mattahunt Elementary School, BPS

Low-incidence language, innovation, or call to action? Lang nou! Kilti Nou! Inite se fòs! The presentation will include a clear overview around the inception of the Haitian Creole Dual Language Program, including historical background and implementation, alignment to the Castañeda Three-Pronged Test, and refinement of the program. The presentation will also include a preview around how to take the learnings from the success of the Toussaint L'Ouverture Academy at Mattahunt Elementary School and apply those learnings to the development of another "low-incidence" language.

DLE Program Development and Design—PreK 20 Implementation

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

Inteligencia cultural y lingüística: Prompt Engineering for Inclusive Language Instruction

Albuquerque Convention Center - Santo Domingo

Magdalena Pando | Associate Professor, Southern Methodist University

Maricela León | Assistant Professor, University of Texas Arlington

This presentation will engage teachers in bilingual prompt engineering. Prompt engineering is the crafting of inputs that optimize the output of LLMs, such as ChatGPT. Participants will explore how culturally and linguistically responsive prompts can support inclusive academic language instruction. Through hands-on activities and collaborative reflection, attendees will design prompts that align with students' diverse needs, foster higher-order thinking, and enhance instructional planning. The session will highlight the role of educators' cultural and linguistic intelligence in leveraging AI tools equitably.

Academic Language Development Through Content Instruction

Teachers, Researchers • Higher Education • English, Spanish

Entre la piedra y la espada: Framing Early Childhood DI Programming

Albuquerque Convention Center - Taos

Socorro G Herrera | Professor, Kansas State University

This session is a longitudinal case study of a DL early childhood program. Participants will be provided insights on the challenges faced and the solutions reached through ongoing collaboration with key stakeholders, families, and teachers. Strategies will be provided for engaging families, providing professional development for teachers and re-envisioning the possibilities.

DLE Program Development and Design—PreK 20 Implementation

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

jueves, el 13 de noviembre de 2025 • Thursday, November 13, 2025

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

Aprovechar la resiliencia apropiada para la edad mientras se fomenta una mentalidad de crecimiento

Albuquerque Convention Center - Tesuque

Yolanda Lucero | Retired Educator

Armida Espinoza | Retired Educator

Etiquetar a un estudiante como resiliente a una edad temprana y los afectos dañinos del diálogo interno negativo durante los desafíos pueden afectar significativamente el desarrollo de los niños.

Durante esta presentación los participantes recibirán estrategias alineadas con los estándares y fáciles de implementar para enseñar cómo cambiar el diálogo interno positivo, aumentando la confianza en uno mismo y el bienestar emocional.

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

Mujeres en la literatura de Elena Poniatowska

Albuquerque Convention Center - Tewa

Martha Mata | Director, CILAC Freire

La obra literaria de Elena Poniatowska nos brinda un recorrido de mujeres del Siglo XX que trascendieron en la historia de México. En esta presentación hablaremos de ellas desde la mirada de la multipremiada escritora mexicana.

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

Enhancing Dual Language Programs Through Classroom Walks

Albuquerque Convention Center (East) - Aztec

Griselda Pirtle | Director, School District U-46

Patricia Makishima | SD U-46

Participants will learn how to establish a district- or school-wide system through a classroom walk protocol that ensures consistency of DL classroom expectations to support biliteracy instruction (i.e., three linguistic spaces - Spanish, English, the Bridge, language markers, color-coding languages, etc.). Additionally, learn how to build capacity among school leaders and develop professional learning through the findings of classroom walks.

DLE Program Development and Design—PreK 20 Implementation

Administrators, Researchers, Teachers • K - 12 • English

Bilingualism for Life: Implementing TABE's Seal of Biliteracy Trajectories to Empower Students and Families

Albuquerque Convention Center (East) - Brazos

Karina Chapa | Director, Texas Association for Bilingual Education

Language is power—and a lifelong asset. This session introduces TABE's Seal of Biliteracy Trajectories, a comprehensive framework designed to guide bilingual development from early childhood through high school. Grounded in culturally sustaining practices and aligned with national standards, the trajectories help educators support, monitor, and celebrate students' progress toward biliteracy and beyond. Participants will explore practical strategies to implement the trajectories in classrooms, engage families in the biliteracy journey, and ensure more students are prepared to earn the Seal of Biliteracy. Join us to build systems that affirm language, uplift identity, and open doors to global opportunities.

Family and Community Partnerships

Teachers, Administrators, Parents, Community • K-20 • English

Beyond Title III: Support Multilingual Learners with Title I and Other Funding Sources

Albuquerque Convention Center (East) - Cimarron

David Holbrook | Director, NAELPA

For many multilingual programs, there is a dependence on Title III funds to help support the education of English learners / multilingual learners (ELs/MLs). Most educators don't realize that there are significant requirements related to ELs in Title I and that other ESSA grants like Title II and Title IV can also be used to support ML programs. This presentation discusses the requirements for ELs in Title I and how to use other ESSA grant funds to support ML programs.

Leadership: Research, Policy, and Advocacy

Teachers, Administrators • K - 12 • English

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Empowering ALL Writers Through Power Writing

Albuquerque Convention Center (East) - Doña Ana

Gustavo Macuil I Teacher, Ontario Montclair Unified School District

Power Writing is a dynamic 30-minute routine designed to ignite creativity, critical thinking, and language development. The process begins with students exploring a visual, video, or text prompt, followed by group discussion to articulate meaning. Students then write continuously for ten minutes, focusing on fluency rather than conventions. The routine concludes with voluntary sharing during Author's Chair, fostering confidence, and celebrating student voice. Empower your students to embrace writing in any language, unlocking their potential as expressive and confident authors!

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

Teachers • K- 8 • English, Spanish

El lobo con piel de oveja: Combating Injudicious Early-Literacy Initiatives

Albuquerque Convention Center (East) - Galisteo

Jaclyn Caires Hurley I Instructional Specialist, Western Oregon University

Ofelia Schepers I Professor, Purdue University

Kathy Escamilla I Professor, University of Colorado, Boulder

Community advocacy groups recently pushed our state to adopt new early literacy frameworks aligned with the Science of Reading. While these advocacy groups intend to promote literacy as a civil rights initiative, their impact appears to be another language-blind attempt at reform. In this session, we share a critical analysis of the recent report of "Oregon's 42 most neglected schools." We discuss consequential validity issues in this report and we argue that there is a history of misunderstanding reading achievement in dual language schools resulting in dire consequences.

Leadership: Research, Policy, and Advocacy

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

What Makes Math PD Work? Looking at it Through a Teacher's Lens

Albuquerque Convention Center (East) - La Cienega

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

Silvia Sosa de Chavez I Teacher, Valle Vista Elementary School

Ana Cotrina I Teacher, Christine Duncan Heritage Academy

Karla Campos I Teacher, Christine Duncan Heritage Academy

Lisa McCutcheon I Teacher, Bel-Air Elementary School

AIM4S3™ is a powerful math framework used in dual language and traditional classrooms that has been proven successful in addressing the needs of language learners and students who struggle with mathematics. Come listen to our teacher panel discuss how AIM4S3™ has impacted their classroom instruction, as well as what needs to be in place for PD to be successful. This presentation will include challenges, successes, and recommendations for teacher leaders and administrators who are responsible for professional development in their school or district.

Dual Language, Double Power: STEM for Bilingual Brilliance

Albuquerque Convention Center (East) - Mesilla

Natali Barreto-Baca I Teacher, Truman Middle School

Amelia Thompson I Albuquerque Public Schools, Truman Middle School

Integrating sensor technology and artificial intelligence (AI) into bilingual education empowers students to engage with real-world STEM tools while developing academic language in both English and Spanish. Hands-on projects with sensors make abstract science concepts tangible, while AI introduces students to coding, data, and ethical thinking. This approach fosters creativity, critical thinking, and language development simultaneously. It also affirms students' cultural and linguistic identities, increasing engagement and access to high-demand STEM careers. By combining emerging technology with dual-language instruction, educators can create inclusive and future-ready classrooms where bilingual students thrive as innovators and problem-solvers.

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

Juegos divertidos para lenguaje dual (basados en los principios de la lectoescritura estructurada)

Albuquerque Convention Center (East) - Pecos

Carolina Rivero | Program Manager, Participate Learning

Molly Richey | Program Manager, Participate Learning

This presentation will showcase a range of captivating activities and fun games designed to enhance phonics, oracy, and writing skills within the dual language classroom, all rooted in the structured literacy approach. The goal is to provide educators with a comprehensive toolbox of engaging resources that promote language development effectively. It's crucial to emphasize that the effectiveness of these activities and games is amplified when they are intentionally crafted with language scaffolds in mind. The presentation and activities will be in Spanish.

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

Building Biliteracy: The Dynamics of Cross-Linguistic Instruction

Albuquerque Convention Center (East) - Ruidoso

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

Explicit cross-linguistic instruction is an innovative approach to biliteracy based on most current research. Rather than assuming that cross-linguistic transfer will occur without explicit teaching, we can organize literacy and language instruction intentionally and strategically to promote biliteracy. We will use the Guiding Principles for Dual Language Education as we demonstrate how to plan and deliver lessons, organize language concepts, and explicitly teach metacognitive and metalinguistic skills. Learn cross-linguistic transfer routines and strategies that can be implemented across the various biliteracy program

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

Teachers, Administrators, Parents • K- 8 • Spanish, English

Navajo DNA Genetic Coding

Albuquerque Convention Center (East) - San Miguel

Joseph Chee | Teacher, CCSD

This infused cultural presentation will acknowledge young minds with a Traditional Navajo cultural thinking perspective on Navajo DNA Genetic Coding. The motivational presentation with in-depth wisdom and knowledge on the Navajo Traditional understanding on self-identity will amplify positive results with deep appreciation of their genuine grounded roots. I will provide strong powerful understanding of how important it is to know your background and for what reason in dual language education. This will allow them to bridge Navajo Thinking with the Western Academic Arena for a true solid identity.

Indigenous Language Revitalization

Teachers, Administrators, Parents, Researchers, Students, Higher Education, Community • K - 12 • English, Diné (Navajo)

Non-Verbal Instructor Interaction for Language Acquisition

Albuquerque Convention Center (East) - Tijeras

Stephen DeGiulio | Professor, Ret.

You will critically examine the difference between language survival skills--like translation, memorization, and mistake correction--and non-verbal interaction with learners who are actively using the target language (at any level). Staying mostly quiet, 1. we can listen and observe deeply to understand learners' in-the-moment emotional, cultural, and linguistic needs, the better to guide their acquisition; and 2. we free learners to make their own "interlanguage" mistakes and progress toward fluency and mastery according to their own insights and curiosity about the language(s) all around them.

DLE Program Development and Design—PreK 20 Implementation

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

Unpacking Language Arts Standards for Students in Dual Language Programs

Clyde - Enchantment A/B

Michael Vargas | Teacher, Calmecca

Silvia Castillo | Teacher, Calmecca Academy

This presentation will focus on the presentation, unpacking, and alignment of the Common Core State Standards in a wall-to-wall dual language program. It will begin with the rationale behind unpacking standards as a student-centered practice that's value extends beyond curriculum design and execution. The reasoning for this practice is in line with the concept of providing students with clear learning objectives as a best practice.

Academic Language Development Through Content Instruction

Teachers, Administrators, Community • 8-Jun • English, Spanish

Translanguaging in Computer Programming: “¿Qué no es un cereal?”

Clyde - Enchantment C/D

Adeli Ynostroza-Ochoa | Associate Professor, California State University, Bakersfield

Sylvia Celedón-Pattichis | Professor, The University of Texas

Marios S. Pattichis | Professor, University of New Mexico

Although there have been efforts to broaden the participation of underrepresented students in Science, Technology, Engineering, and Mathematics (STEM), few studies have focused on how Latine bilingual students in rural contexts can access computer programming. We will present a case study that examined how translanguaging practices facilitated interactions and promoted understanding with emergent bilingual students in an after-school program that integrated mathematics and computer programming.

Integrating Technology

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

The Bilingual Brain

Clyde - Enchantment E/F

Ruth Teeple | Instructional Coach, Tulsa Public Schools

Silvia Lozano-González | Instructional Specialist, Tulsa Public Schools

Raquel Hoover | Instructional Specialist, Tulsa Public Schools

This is a session to learn about the differences between the bilingual brain and the monolingual brain. Using different resources and research, as well as the book titled “Bilingualism” by Gardner-Chloros, Penelope ©2024, we will explore how bilingualism affects brain development as well as performance. We will also explore the cognitive effects learning a second language has on the brain and the link between language, thought, and culture. Lastly, we will discuss how we can utilize this new information in our everyday teaching to support our bilingual students.

Leadership: Research, Policy, and Advocacy

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

Débi Tirar Más Fotos: Lenguaje, cultura y resistencia

Clyde - Fiesta I/II

Susanne Peña | Assistant Professor, Florida International University

This presentation examines how Bad Bunny's album “Débi Tirar Más Fotos” can inspire K-12 educators to explore themes of language, culture, and resistance in the classroom. Focusing on translanguaging, the session provides practical strategies for integrating music and cultural discussions to engage bilingual students. Educators will learn how to create inclusive environments, promote critical thinking, and empower students through the exploration of their cultural identities and language practices.

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

Teachers, Administrators • K - 12 • Spanish, English

De apoyo a liderazgo: Cultivando la colaboración familiar en salones bilingües de kínder

Clyde - Fiesta III/IV

Meilin Chong | Program Coordinator, Hurley School K-8

Transforming monolingual classrooms into bilingual spaces requires more than pedagogical shifts—it demands equitable family partnerships. This session highlights how bilingual kindergarten teachers placed families at the core of equitable, sustainable bilingual education. By treating families as co-educators, sharing language policies, and creating culturally relevant entry points, they fostered trust, inclusion, and strong student outcomes. Participants will explore strategies for building robust relationships, inclusive communication, and empowering family leadership in their own contexts.

Family and Community Partnerships

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

Learn To Live Forward: Trauma-Informed Teaching for a Resilient Future

Clyde - Grand Ballroom I/II

Chidi C. Iwuchukwu | Mindfulness Coach, Chidispeaks.com

In today's classrooms, many students carry invisible burdens—trauma, loss, and fear. For some, school is their only safe space, a place where healing and growth can begin. The sessions is for educators and school leaders to reimagine their roles in shaping not just minds, but lives. It explores ways to foster resilience, create inclusive environments, and support students facing unspoken adversity. With its research-backed approach to supporting students who carry unseen burdens, this session provides actionable strategies to make schools places of learning and sanctuaries of resilience.

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

Teachers, Administrators • K - 12 • English

Planning an Elementary Dual Language Program: A One-Year, Month-by-Month Guide for Your Journey

Doubletree - Coral Ballroom I/II

Kris Nicholls | Administrator, Nicholls Educational Consulting

Planning an elementary dual language (DL) program can seem daunting, especially for those tasked with doing so. In this session, a one-year, month-by-month plan, aligned with the Guiding Principles for Dual Language Education, 3rd Edition (GP3), will be shared to support the development of a successful elementary DL program. Topics include the DL program type/model, mission/vision, language allocation plan, teacher/student recruitment, curriculum, assessment, systems to reflect upon student achievement and language development, as well as program alignment with the GP3.

DLE Program Development and Design—PreK 20 Implementation

Teachers, Administrators • 8-Jun • English

Making Content Accessible Through Oracy

Doubletree - Coral Ballroom III

Nohelia Cruz Alcocer | Instructional Coach, School District U-46

Irma Verastegui | Teacher, School District U-46

This dynamic session will dive into high-impact strategies for building oracy, empowering students to engage with rigorous content and make learning more accessible. Since oracy is the foundation of literacy, participants will discover powerful techniques to help students develop strong communication skills, meet academic challenges with confidence, and enhance their overall literacy development.

Academic Language Development Through Content Instruction

Teachers, Administrators • 12-Sep • English, Spanish



Spanish Literacy

The Road to Successful Bilingual Education:
Your Path to Authentic Spanish Mastery
Professional Development Series



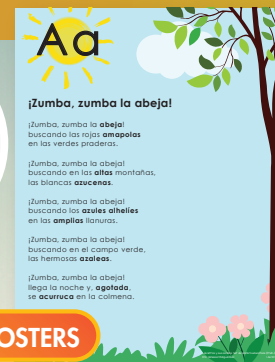
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- Accentuation (3-6) - three 90-min sessions
Acentuación (3-6)
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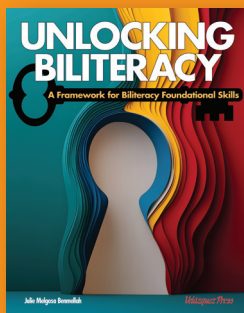
Spanish Literacy Development 3-4



Spanish Literacy Development 4-5

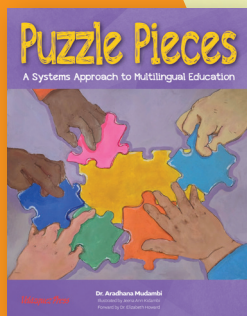


Spanish Literacy Development 5-6



UNLOCKING BILITERACY A Framework for Biliteracy Foundational Skills

Author: Julie Melgosa Benmellah



PUZZLE PIECES A Systems Approach to Multilingual Education

Author: Aradhana Mudambi



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Illuminating the path to Biliteracy!

jueves, el 13 de noviembre de 2025 • Thursday, November 13, 2025

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

Instructional Coherence in Dual Language Instruction: Santa Fe Public Schools' Journey

Albuquerque Convention Center - Acoma/Zuni

Holly Call | Instructional Specialist, Santa Fe Public Schools / Language & Culture Dept.

Daniel Pastrana | Instructional Specialist, Santa Fe Public Schools / Language & Culture Dept.

Julia Hoffman | Instructional Specialist, Santa Fe Public Schools / Language & Culture Dept.

Santa Fe Public Schools (SFPS) has a rich, decades-long history of offering bilingual programming throughout the district, which has served as a cornerstone for supporting and honoring the language and culture of its students and families. This presentation will detail how SFPS' Language & Culture team designed a model of professional development aimed at addressing the unique instructional and linguistic needs of multilingual learners at our six dual language schools.

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

Administrators, Teachers • K- 8 • English, Spanish

BelieVe-How Far are You Willing to Go?

Albuquerque Convention Center - Anasazi

Israel Velásquez | Teacher, McKinney ISD & Grayson College

BelieVe is a motivational and inspirational presentation about “shifting the statistics, beating the odds, eliminating the labels, and disrupting the status quo.” BelieVe is about empowering students to dream, to conquer, and to BelieVe. Multilingual learners are more than just statistics, interventions, and multiple labels. Multilingual learners are unique individuals who are able to utilize two languages at once. These students are warriors with a lot of potential and unique set of skills. They bring culture, traditions, and diversity to the classroom and community.

Leadership: Research, Policy, and Advocacy

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

Claiming Space in Curriculum for Learning In-between Languages And Cultures

Albuquerque Convention Center - Apache

Olivia Mulcahy | Education Consultant, The Illinois Resource Center

Explore Learning In-between Languages And Cultures (LILAC), a tool to foreground bilingualness--bilingual identities and language practices--in the curriculum-design process. LILAC names expectations unique to bilingual students, providing an anchor for bilingual unit targets and lesson objectives and helping teachers claim space for a translanguageing stance in written curricula. Together we will reflect on how the LILAC schema can be used to guide dual language curriculum design and instructional practice by examining its components and the relationships between them.

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

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

Creating New Mexico's Future: Igniting Generational Wealth Through Financial Education and Baby Bonds

Albuquerque Convention Center - Ballroom A

Laura Montoya | New Mexico State Treasurer, New Mexico State Treasurer's Office

Imagine a future where we invest in every child born in New Mexico. This isn't just a dream; it's an attainable, bold vision for our state's future. Join New Mexico State Treasurer Laura M. Montoya as she takes us on a compelling journey, exploring how financial education and the groundbreaking New Mexico Baby Bonds program can redefine our state's trajectory. Treasurer Montoya will draw a clear picture of where our state is now – grappling with persistent wealth and health disparities and the challenges of intergenerational poverty – as well as the potential solutions we have to change negative outcomes.

Leadership: Research, Policy, and Advocacy

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

jueves, el 13 de noviembre de 2025 • Thursday, November 13, 2025

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

Lesson Design for Dual Language Learners: Targeting Language and Content

Albuquerque Convention Center - Ballroom B

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

Amelia Larson | Chief Academic Officer, SummitK12

Dual language teachers need to craft meaningful learning experiences for and with their students, often in two languages. However, do the learning targets or objectives reflect content and language standards? Do the learning targets incorporate multimodalities to increase student access to classroom instructional and assessment activities in multiple languages? In this interactive session, participants share how they formulate integrated or independent language and content targets across languages. Then together, we create a continuum of lesson learning targets for our dual language learners and illustrate how students might engage in the process.

DLE Program Development and Design—PreK 20 Implementation

Teachers, Administrators • K - 12 • English, Spanish

Reimagining Bilingual K-1st Grade Foundational Skills

Albuquerque Convention Center - Ballroom C

Mario Palma | Instructional Specialist, Palma Multilingual Educational Solutions

Jordan Montalvo | Instructional Specialist, Palma Multilingual Solutions

Let's reimagine teaching students to read using the science of reading & a holistic bilingual approach. Learning to read bilingually often involves teaching from separate monolingual scope and sequences (S&S). This requires reducing redundancy and increasing intentional teaching for transfer. In this interactive session, we will present an integrated K-1st grade bilingual foundational skills (FS) S&S used to authentically reflect E/S structures & methodologies and foster metalinguistic awareness. Through videos, artifacts, and research participants will learn to engage a holistic approach to FS instruction.

DLE Program Development and Design—PreK 20 Implementation

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

Writing in the Primary Grades

Albuquerque Convention Center - Chaco

Angélica Sandoval | Teacher, ATDLE

This workshop supports primary grade teachers in fostering young writers through a structured, standards-based approach in Spanish. Participants will explore strategies to help students generate ideas, organize thoughts, and build foundational writing skills. The session highlights the progression of standards from Kindergarten through Grade 2 and provides ready-to-use resources to support effective, differentiated instruction. Teachers will leave with practical tools, fresh ideas, and a deeper understanding of how to nurture confident, capable writers in the early grades.

Academic Language Development Through Content Instruction

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

De la lectura al lenguaje: Intentional Read-Alouds for Powerful Oracy

Albuquerque Convention Center - Cochiti

Laura Carbajal | Instructional Coach, Berwyn North School District 98

This interactive workshop explores how intentional read-alouds build students' oracy and biliteracy skills. Participants will see how repeated readings of carefully chosen texts strengthen vocabulary, syntax, comprehension, and fluency. Through modeled strategies and hands-on activities, attendees will leave with practical tools to create language-rich, engaging learning experiences that help students become confident, effective communicators.

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

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

jueves, el 13 de noviembre de 2025 • Thursday, November 13, 2025

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

The Field Speaks: The Future of California Bilingual Teacher Pipeline Policy

Albuquerque Convention Center - Hopi

Eduardo Muñoz-Muñoz | Associate Professor, San Jose State University
Clara Amador-Lankster | Associate Professor, National University
Nirmala Flores | Associate Professor, Cal Poly Pomona

This session examines California's progress toward strengthening bilingual teacher preparation. Using state-wide surveys, interviews, and focus groups with bilingual program coordinators, we present key assets, challenges, and policy recommendations to meet California 2030 goals. Our analysis addresses Guiding Principles Strands 5 and 7, focusing on recruitment, credential pathways, and institutional supports. Participants will explore adaptable policy solutions and advocacy strategies for strengthening bilingual teacher pipelines in their own states.

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

A Path to Proficiency: Unleashing Multilinguals Reading Acquisition Through Orthographic Mapping

Albuquerque Convention Center - Isleta/Jemez

Gloria Guerrero | Instructional Coach, Aldine ISD

This session will cover the brain process students employ to connect the phonemes of familiar words to their orthography. They will gain an understanding of the three components of orthographic mapping: phonemes, orthography, and semantics. For multilingual students, incorporating pedagogies that support cross-linguistic connections is critical when developing orthographic mapping skills in a second language. Explicit instruction and targeted activities can help emergent bilinguals develop strong orthographic mapping skills which are essential for becoming effective readers in their second language.

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

Bring in the Music!

Albuquerque Convention Center - Kiva

Andrés Salguero | Grammy Winning Musician, Salsana LLC
Christina Sanabria | Grammy Winning Musician, Salsana LLC

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

DLE Program Development and Design—PreK 20 Implementation
Teachers, Administrators, Parents, Students, Community • K - 5(6) • English, Spanish

Decade of Dissertations: Meta-Synthesis of Dual Language Leadership

Albuquerque Convention Center - Laguna

Marjorie Campo Ringler | Professor, University of North Florida

This session presents a meta-analysis of dissertations from the past decade examining dual language education. Using a conceptual framework grounded in the Dual Language Guiding Principles—especially leadership, program design, and professional development—we synthesize findings on how leadership practices influence program implementation and outcomes. Attendees will gain evidence-based insights and practical recommendations to inform policy, advocacy, and school-level decision-making for dual language programs.

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

Shifting the Lens: Language-Rich Mathematics Instruction with the 8 Math Language Routines (MLRs)

Albuquerque Convention Center - Nambé/Navajo

Odalís Amparo | Math and Multilingual Learner Specialist, Student Achievement Partners

This interactive K–12 workshop explores a paradigm shift in mathematics instruction—where academic language and content development go hand in hand. Designed for dual language and multilingual classrooms, participants will engage with the 8 Math Language Routines (MLRs) to support equitable, inclusive instruction. Learn adaptable strategies that attend to language, foster discourse, and deepen mathematical understanding across any language of instruction.

Academic Language Development Through Content Instruction
Teachers, Administrators, Researchers • K - 12 • English

jueves, el 13 de noviembre de 2025 • Thursday, November 13, 2025

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

Bringing Content and Language Together: Empowering Literacy Success!

Albuquerque Convention Center - San Juan

Rebecca Elías | Director of Professional Development - WIDA, SUMMIT K-12

Ricardo Coronado | Sponsor, SUMMIT K-12

This session explores how integrating content and language instruction can boost literacy outcomes for multilingual learners. Participants will examine the powerful connection between academic content and language development, uncover practical strategies for merging literacy and language instruction, and discover how this integration supports student engagement and achievement.

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

Teachers, Administrators • K - 12 • English

A Principal's Journey to Implementing and Leading Effective Dual Language Programs

Albuquerque Convention Center - Sandia/Santa Ana

Monica Takata | Administrator, Salem-Keizer Public Schools

Erica Manzo | Administrator, Salem Keizer Public Schools

Hugo Valdez | Principal, Salem Keizer Public Schools

In this interactive presentation, four elementary principals, from Salem, Oregon, will share their successes and challenges to implementing a DLE program with a community-wide commitment to bilingualism, biliteracy, and sociocultural competence. We will share how we onboarded staff, established a vision, created collaboration time for teachers and other structures with leadership and parent involvement that led to a successful start. Participants will receive resources, practical strategies, and inspiration to cultivate a vibrant, inclusive dual language culture in their own school communities.

DLE Program Development and Design—PreK 20 Implementation

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

Designing and Sustaining Professional Development that Cultivates Academic Language (bilingual)

Albuquerque Convention Center - Taos

Marisa Ferraro | Associate Professor, Southern CT State University

Amy Snodgrass | Instructional Coach, La Paz Community School

The growth in multilingual students has increased the need for high-quality professional development that is comprehensive, differentiated, and sustainable. Though teacher quality is a significant factor in student learning, there is little research on professional development programs that focus on academic language development through content instruction, either in design or efficacy. This presentation shares a yearlong professional development experience centering effective strategies. Presenters will invite participants to conceive ways to design and sustain professional development efforts locally.

Academic Language Development Through Content Instruction

Teachers, Administrators, Researchers, Higher Education, Students • 6 - 8 • English, Spanish

Divide y Conquista: Teaching Middle School Math Through Two Languages

Albuquerque Convention Center - Tesuque

Jessenia Guaman | Teacher, Calmecca Academy of Fine Arts and Dual Language

Selene Medina | Teacher, Calmecca Academy of Fine Arts and Dual Language

Far too often we've been to presentations across the country and middle school math is always missing.

In this session, participants will engage in a middle school dual language math demo lesson in Spanish.

We will highlight the integration of academic Spanish and English in math discourse, problem-solving, and student collaboration. We will discuss key dual language best practices aiming to build strong conceptual understanding and biliteracy. Whether you're new to dual language or a seasoned educator, you will be able to immediately implement these strategies in your classrooms.

Academic Language Development Through Content Instruction

Teachers • 6 - 8 • English, Spanish

jueves, el 13 de noviembre de 2025 • Thursday, November 13, 2025

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

Connecting With nuestras familias

Albuquerque Convention Center - Tewa

Carmen Hernández | Teacher, BERINO ELEMENTARY

Brenda Gonzales | Administrator, Berino Elementary

Bilingual teachers fostered strong family partnerships by designing meaningful projects that celebrated cultural knowledge and actively engaged families in the learning process. In one project, students and teachers collaborated to create a class cookbook, inviting families to contribute cherished recipes and share the traditions behind them. This not only strengthened the classroom community but also honored each family's heritage. In another initiative, parents were invited to the classroom to demonstrate everyday knowledge and skills from their homes, enriching students' learning experience

Family and Community Partnerships

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

The Language of números y palabras: Cognitively Guided Instruction in Dual Language Classrooms

Albuquerque Convention Center (East) - Cimarron

Cecilia Chung | Teacher, Ladera Palma

Dianna Chalberg | Teacher, Ladera Palma Elementary School

This session explores how Cognitively Guided Instruction (CGI), a research-based math approach, supports academic success and biliteracy in dual language programs. Theory will be presented in English, highlighting students' background knowledge and problem-solving strategies, while supporting mathematical reasoning and biliteracy. También se presentarán ejemplos de estudiantes, actividades y videos en español que muestran cómo CGI fomenta el razonamiento matemático, el uso del lenguaje académico y la participación activa en conversaciones matemáticas.

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

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

Desde la raíz: Empowering our Gifted and Talented Bilingual Learners

Albuquerque Convention Center (East) - Doña Ana

Apolonio Trejo | Assistant Professor, Our Lady of The Lake University

Gifted emergent bilingual students often have deep roots in their cultural and linguistic backgrounds, and their intellectual potential enables them to dream big and achieve great heights. However, these students face unique challenges as they navigate the complexities of language acquisition while demonstrating advanced cognitive abilities. Frequently, their potential remains untapped due to underidentification, inadequate resources, and a lack of personalized support. Bilingual gifted students often encounter distinctive challenges that can impede their educational progress and aspirations.

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

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

Cuentos for the Classroom y Comunidad: Creating a Nuevomexicano Reader and Recovering Nuestras Voces

Albuquerque Convention Center (East) - Galisteo

Lillian Gorman | Associate Professor, University of Arizona

Elena Valdez | Professor, New Mexico Highlands University

The historical and contemporary cultural knowledge and linguistic repertoires of communities in northern New Mexico are vast yet seldom included in K-16 curricula. We propose a Nuevomexicano classroom and community reader that centers Nuevomexicano literary and community voices, particularly the under-utilized Spanish language writings of Nuevomexicana/o writers of the late 19th and early 20th centuries. With the purpose of providing culturally sustaining place-based curricula, our reader plays a key role in Spanish language revitalization and maintenance in dual, heritage, and community-language contexts.

Family and Community Partnerships

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

jueves, el 13 de noviembre de 2025 • Thursday, November 13, 2025

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

A Teacher-Powered Model for Curriculum Curation: The Books del Sur Collaborative

Albuquerque Convention Center (East) - La Cienega

Heather Robertson-Devine | Founder, Books del Sur

This presentation will introduce the Teacher-Powered Model for Curriculum Curation, a unique framework developed through the Books del Sur Educator Collaborative. We will demonstrate how empowering teachers to actively curate resources transforms a simple collection of books into a robust, standards-aligned curriculum. By leveraging their expertise, this model ensures that the learning materials are not only high-quality and authentic but also deeply responsive to students' cultural and linguistic identities. Participants will explore how this collaborative approach serves as a blueprint for building a more effective and dynamic curriculum that meets the three pillars of dual language education.

DLE Program Development and Design—PreK 20 Implementation

Teachers, Administrators • K - 12 • English, Spanish

Nuestro futuro: Aprendizajes de lecciones bilingües y culturalmente receptivas en zonas fronterizas

Albuquerque Convention Center (East) - Mesilla

Maura Varley Gutiérrez | Associate Professor, University of Arizona

Stephanie Álvarez | Teacher, Davis Bilingual Magnet Elementary

Jessica Ramírez-Perea | Teacher, Davis Bilingual Magnet Elementary

Esta presentación en español compartirá la experiencia de tres docentes de primaria que imparten lecciones bilingües y culturalmente receptivas en una zona fronteriza. Las docentes compartirán una descripción general de las lecciones, el proceso de planificación y consideraciones importantes. Los participantes explorarán los recursos de las lecciones (ej. libros, trabajos de los estudiantes, organizadores gráficos, carteles) y realizarán una breve actividad de ejemplo. Concluimos con preguntas, reflexiones sobre su contexto y las posibilidades de crear lecciones culturalmente receptivas.

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

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

El dictado: An Academic Literacy Routine to Promote Cultural Competence and Language

Albuquerque Convention Center (East) - Pecos

Yamila Miller | Instructional Specialist, Seidlitz Education

In this bilingual session, participants practice a step-by-step way to implement dictados. Through “structured conversations” and guided writing activities, they experience several dictados and identify ways to develop students' oracy, metalinguistic and cross-cultural awareness. The use of innovative strategies to teach phonology, morphology, and syntax across both program languages is a part of this language-rich presentation. Participants will learn how to maximize transfer opportunities across program languages and deepen their understanding of contrastive analysis.

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

Teachers, Administrators • K - 12 • English, Spanish

Leveraging Assessments to Build Sustainable Dual Language Immersion Programs

Albuquerque Convention Center (East) - Ruidoso

Jennifer Dobberfuhr Quinlan | Language Advocate, LTI

Join us to explore how the ACTFL Assessment of Performance toward Proficiency in Languages (AAPPL) supports sustainable DLI programs. Learn how AAPPL aligns with the six DLI principles to set clear goals, inform instruction, track progress, empower teachers, and engage families. Presenters will address common DLI concerns, share insights from test data, and demonstrate how to use AAPPL results to strengthen programs and advocate for multilingual success.

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

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

Learning Navajo Culture Through Art

Albuquerque Convention Center (East) - San Miguel

Joseph Chee | Teacher, CCSD

Blended Learning has a deep background in Navajo Traditional and Cultural Values when learners integrate authentic experiences into their comprehension. Participants for this presentation will develop a unique set of lenses which will allow them to visualize and comprehend true outcomes in each academic content areas as whole in their dual language education. Understanding the art behind every lesson will showcase a canvas with an intricate design of authentic learning through the lenses, core of the brain, and senses.

Indigenous Language Revitalization

Teachers, Administrators, Parents, Researchers, Students, Higher Education, Community • K-20 • English, Diné (Navajo)

Assessing and Developing Spanish/English Narrative Skills to Promote Reading Comprehension

Albuquerque Convention Center (East) - Tijeras

Alba Ortiz | Co-Executive Director, ELLAS Consulting

Linda Cavazos | Co-Executive Director, ELLAS Consulting

Oral language is the foundation for developing effective reading skills and oral narrative skills are the strongest predictors of reading comprehension. Participants will learn to assess the Spanish and English personal narrative and story-telling skills of multilingual learners. They will analyze language samples to identify students' oral language strengths and needs (e.g., vocabulary, story structure, syntax, and grammar). Strategies for integrating oral language objectives in reading comprehension instruction will be shared.

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

Teachers • K- 8 • English, Spanish

Navigating the First Years: Insights & Strategies from New Dual Language Teachers

Clyde - Enchantment A/B

Yamailys Diodonet | Teacher, WPS Roberto Clemente International Dual Language School

Soribel Torres | Teacher, WPS Roberto Clemente International Dual Language School

Are you a new dual language teacher, or looking for fresh, engaging strategies to bring to your classroom? Join us, two enthusiastic new teachers, as we share our journey, our wins, and the lessons we've learned navigating a dual language classroom. This high-energy, hands-on session will equip participants with dynamic strategies for fostering biliteracy, engaging students across grade levels, and building a positive bilingual classroom culture. Get ready to move, collaborate, and leave with a toolkit full of practical ideas you can implement right away!

DLE Program Development and Design—PreK 20 Implementation

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

Building Connections: Advancing Dual Language Writing Proficiency

Clyde - Enchantment C/D

Enrique Castro | Director, NORTH SHORE SCHOOL DISTRICT 112

Danette Meyer | Instructional Specialist, With Partners

Sonia Esquivel | Instructional Specialist, With Partners

Improving writing proficiency in both Spanish and English is essential for advancing biliteracy among dual language students. This session will share how targeted professional development in co-teaching, writing standards, and data-driven instruction led to measurable gains in North Shore 112's Dual Language Schools. Attendees will learn strategies for writing conferences, thin-slicing student writing samples, and delivering actionable feedback. We will also share results showing how intentional PD empowered teachers to strengthen writing outcomes for English Learners and dual language students.

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

Teachers, Administrators • K- 8 • English, Spanish

jueves, el 13 de noviembre de 2025 • Thursday, November 13, 2025
Afternoon Concurrent Sessions — 1:30 pm -2:50 pm

Should I Stay or Should I Go?: Testimonios of Latine Teachers in Dual Language Bilingual Education

Clyde - Enchantment E/F

Crystal Ramírez-Klein | University of Portland/Teacher, Evergreen Public Schools

This presentation shares findings from my dissertation on the lived experiences of Latine bilingual educators in Oregon's Dual Language Bilingual Education (DLBE) programs. Using testimonios and LatCrit theory, the study highlights how educators navigate systemic inequities, cultural identity, and the demands of bilingual teaching. It offers insights and recommendations for policy, leadership, and teacher preparation to better support and retain teachers of color and promote equity in DLBE settings.

Leadership: Research, Policy, and Advocacy

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

Defying the Odds: Launching the First High School Spanish Dual Language Program in Phoenix

Clyde - Fiesta I/II

Julio Rubio | Administrator, Phoenix Union High School District

Genevieve Sanders | Teacher, Carl Hayden High School

Carl Hayden High School became the first high school to successfully launch a Spanish dual language program in Phoenix. Despite all odds and challenges that exist around dual language programs in Arizona, the Carl Hayden team implemented this innovative program that benefits multilingual learners. In this presentation, we will review our journey and experiences from exploration to implementation.

DLE Program Development and Design—PreK 20 Implementation

Teachers, Administrators, Community • 9 - 12 • English, Spanish

GLAD® for Early Childhood and the Science of Reading: Effective Early Literacy Instruction

Clyde - Fiesta III/IV

Laurie Magill | Pre-School GLAD Trainer, Dual Language Education of New Mexico

Inés Pérez | Teacher, Dual Language Education of New Mexico

As early childhood educators, we must understand how children learn to read and acquire language. The Science of Reading (SOR) and OCDE Early Childhood GLAD® offer research-based strategies to build literacy skills. SOR emphasizes systematic, explicit instruction, while GLAD® supports oral and written language development. Join this session to explore how Early Childhood GLAD® strategies can help achieve SOR goals in your classroom.

Academic Language Development Through Content Instruction

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

Growing Our DL Program To Ensure Equitable And Rigorous Learning Environments In Adams 14

Clyde - Grand Ballroom I/II

Lynda Espinoza Idle | Director, Adams 14 School District

Mónica Hurtado de Mendoza | Teacher, Adams 14 School District

We are growing our program to become a PK–12 grade dual language district. Our session will show how our DL program develops academic and linguistic skills in both languages simultaneously and that the language of assessment follows the language of instruction. Both languages are valued equally—students continue developing both throughout the program. Our session will share how we provide dual instruction, dual assessment, and dual progress monitoring in both languages to ensure equitable instructional and assessment practices that promote high growth.

DLE Program Development and Design—PreK 20 Implementation

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

Learning All Around Us! Celebrando Comunidad Via Cultural Wealth & Culturally Sustaining Pedagogies

Doubletree - Coral Ballroom I/II

Claudia Treviño García | Professor, University of Texas at San Antonio

The session will demonstrate how an ethnographic project of a "caminata por la comunidad" incorporates a school's community cultural wealth and promotes cultural efficacy. Concrete examples of how teachers can harness their community's people, places, and history will be discussed. The presenter will demonstrate how teachers and curriculum leaders can conduct a "caminata", which will be aligned to the core content standards. Examples will be shared and a "mini journal" will be provided to help participants begin planning their own "caminata" around their school community.

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

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

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jueves, el 13 de noviembre de 2025 • Thursday, November 13, 2025

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

The Power of Counting and Problem Solving in the Early Years

Doubletree - Coral Ballroom III

Karen Recinos | Instructional Coach, UCLA

In this workshop, participants will engage in counting collections and problem solving a variety of problem types. We will study videos and student work samples from multilingual classrooms engaged in complex mathematics at an early age. This work builds from the Cognitively Guided Instruction (CGI) pedagogy that posits that every child comes to the classroom understanding mathematics. We will notice the brilliance of student thinking and develop ways to uncover these understandings.

Academic Language Development Through Content Instruction

Teachers, Administrators, Parents, Researchers, Students, Higher Education, Community • Pre-K - 2 • English, Spanish

Being Bilingual is a Superpower

Doubletree - Crystal Ballroom

Kimberly Pilling | Director, Guilford County Schools

Here in Guilford County Schools we pride ourselves on being leaders in DL/I education. As home to the North Carolina's oldest immersion program and to the country's only Urdu/English Dual Language Program we will share data on how our programs have helped students attain high levels of bilingualism and biliteracy, close gaps on standardized testing, and recent efforts to expand professional development opportunities for teachers and ensure our schools are places where sociolinguistic justice thrives.

DLE Program Development and Design—PreK 20 Implementation

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



Stop by the Spanish Embassy Booth L 38 to register.

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EMBAJADA DE ESPAÑA



La Cosecha 2025 POWWOW November 14

ALBUQUERQUE CONVENTION CENTER

Gourd Dance 1:00-5:00 PM

ABQ Civic Plaza (bring your own chairs)

Grand Entry- 6:00 PM

Albuquerque Convention Center Ballroom

Head Staff

MC: Boye Ladd, Sr. - HoChunk/Zuni

Arena Director: Vaughn Stands - Oglala Lakota

Northern Host Drum: Wild Krew, Turtle Island

Southern Host Drum: Southwest Singers, Albuquerque NM

Head Man Dancer: Jasiah Whitegoat, Diné/Shoshone

Head Woman Dancer: Gracie Donaghey, Diné/Caddo

Head Gourd Dance Singer: Ed Pacheco, Isleta Pueblo

Head Gourd Dancer: Duane Harris, Diné, Kiowa Gourd Clan

Contest Dance Categories

JUNIORS - Ages 7-12 • TEENS

Ages 13-17 • ADULTS

Ages 18 and over

GOLDEN AGE WOMEN 60 & over (combined)

GOLDEN AGE MEN 60 & over (combined)

Adult Women and Teen Girls Dance Categories:

Jingle Dress, Fancy Shawl,

Northern and Southern Traditional.

Adult Men and Teen Boys Dance Categories:

Grass, Fancy, Northern,

and Southern Traditional

Jr. Girls Dance Categories:

Jingle Dress, Fancy Shawl,

Northern/Southern (Combined)

Jr. Boys Dance Categories:

Grass, Fancy,

Northern/Southern (Combined)

Tiny Tots - 6 and under

SPECIALS:

Fancy Shawl sponsored by

Head Woman Dancer

Grass Dance sponsored by

Head Man Dancer

