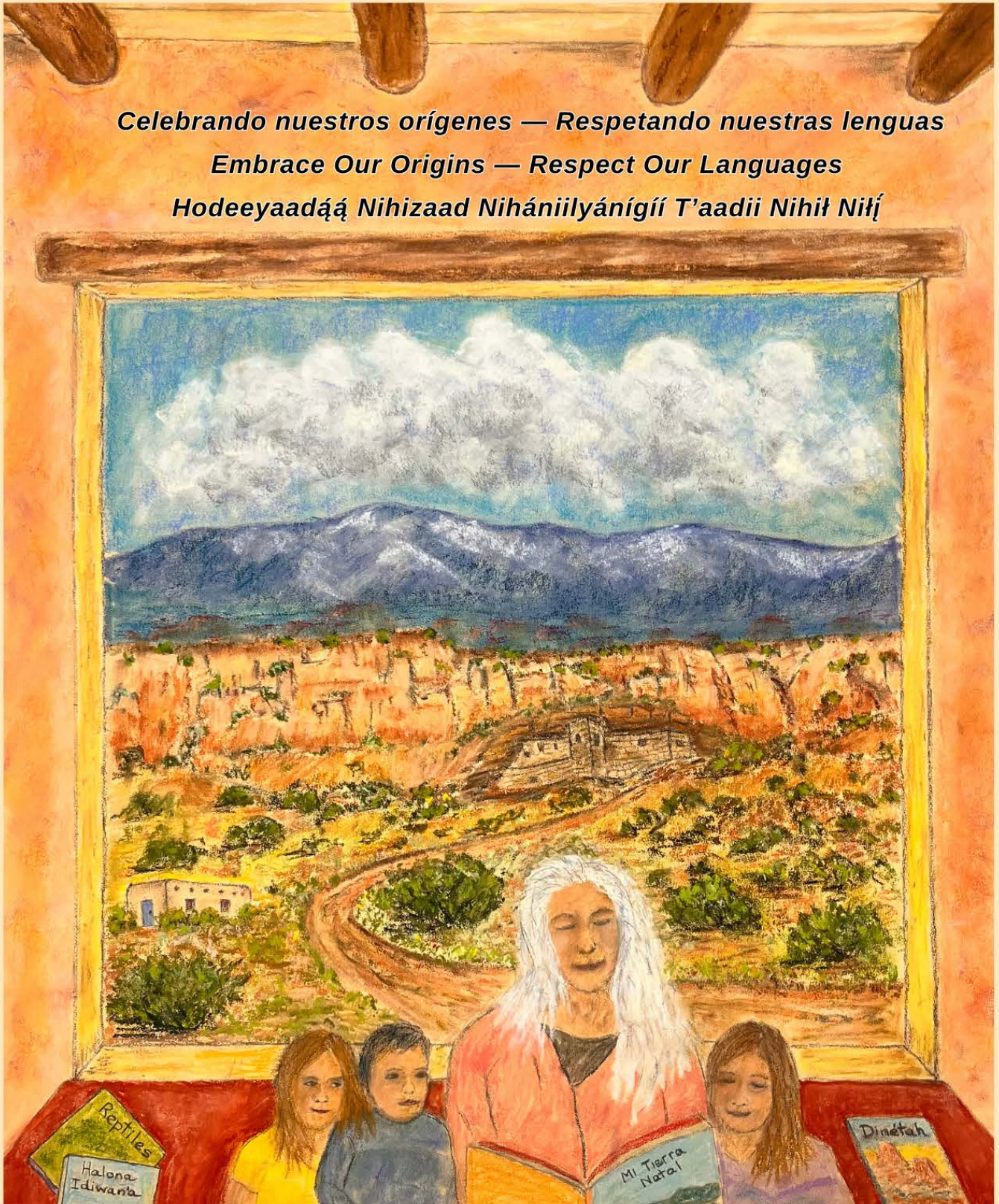


Celebrando nuestros orígenes — Respetando nuestras lenguas

Embrace Our Origins — Respect Our Languages

Hodeeyaadaqá Nihizaad Nihániilyánígíí T'aadii Nihit Nitj



**November
12- 16, 2024**

Conference Program

Power Sessions
Thursday, November 14, 2024
Santa Fe Community Convention Center • Kearny

9:10 AM

Bridging Worlds: Empowering Newcomers to Reach Their Summit!

Linda Aguillon | Director of Professional Development, Summit K12

Is your school or district in a unique situation that requires customized support? Come explore a variety of diverse projects GlobaLingo has had the honor of collaborating with over the past 5 years. As co-author of the Guiding Principles for Dual Language Education, 3rd Edition (2018), Dr. Barbara ("BK") Kennedy provides practical, research-aligned guidance in your unique dual language (DL) program implementation journey. Be it small or large, traditional or alternative (e.g., Montessori, Waldorf), fledgling or long-established, your DL program deserves customized attention.

9:10 AM

Helping Multilingual Learners Achieve their Highest Aspirations

Sandra Medrano-Arroyo | National Director of Multilingual Learner Success, Ellevation Education

Teaching multilingual learners is rewarding, enriching, fulfilling....and challenging! If you end each day wishing you could maximize your time and have a greater impact on your multilingual learners' success, spend 30 minutes with us to discover how Ellevation can help. Join the 1700+ districts that manage the growing needs of multilingual learners with solutions that improve instruction, enhance collaboration, and maximize impact.

9:50 AM

Benchmark Hello! An Innovative Newcomer Program for Grades 3 and Up

Kimberly Plummer | Director of Marketing for Multilingual Learners, Benchmark

Support recently arrived students with need-to-know basics and fundamental English. Introducing Benchmark Hello!, a groundbreaking new program designed expressly for Newcomers. Combining survival skills and English language development, this asset-oriented print and digital resource affirms primary language and culture as it promotes linguistic, social, and metacognitive skills ensuring engaged learning.

10:30 AM

Building Language and Literacy in a DLE Program

Amy Mosquera | Principal Consultant, Adalante

Join us for this interactive power session where participants will learn effective strategies that will build language and literacy with their students in order to reach that first pillar of DLE: Bilingualism and Biliteracy. We will explore the connection between language and literacy while walking away with effective strategies to implement the following week!

11:10 AM

Choose Your Journey: Customized Dual Language Implementation Support

Barbara Kennedy | Founder/CEO of GlobaLingo Education Consulting

Is your school or district in a unique situation that requires customized support? Come explore a variety of diverse projects GlobaLingo has had the honor of collaborating with over the past 5 years. As co-author of the Guiding Principles for Dual Language Education, 3rd Edition (2018), Dr. Barbara ("BK") Kennedy provides practical, research-aligned guidance in your unique dual language (DL) program implementation journey. Be it small or large, traditional or alternative (e.g., Montessori, Waldorf), fledgling or long-established, your DL program deserves customized attention.

11:50 AM

Creating a Safe space for Multilinguals to Become Confident Writers and Speakers

Jessica Villalobos | Literacy Engagement Specialist, Vista Higher Learning, Vista Higher Learning

Multilinguals bring a wealth of strengths to the classroom but encounter distinct difficulties in developing writing skills in English. What does it take to engage them? In this workshop, participants will learn about different ways to foster an open and non-judgmental atmosphere in the classroom as well as other strategies that will help engage multilinguals with writing and speaking. Participants will learn how writing and speaking practice can be incorporated into the instructional routines; a practice that is crucial for building overall literacy skills.

Power Sessions
Thursday, November 14, 2024
Santa Fe Community Convention Center • Kearny

1:30 PM

The Visual Non-Glossary: Get Students Talking with Structured Visuals

Dr. LoraBeth Escalante | Seidlitz Education

Dive into the dynamic world of the Visual Non-Glossary, where meaningful small-group discussions thrive. With over 1,500 vocabulary words tailored for K-12 Science, Math, and Social Studies, this session promises to revolutionize your classroom dialogue. Experience the power of structured visuals paired with guided discussion questions and sentence stems, igniting curiosity and equity in every conversation. Join us to witness firsthand the magic of structured discourse, learn how to access some free Visual Non-Glossary content, and embark on a journey to crafting language-rich lessons that inspire and empower students!

2:10 PM

Empowering Families

Linda Aguillon | Director of Professional Development, Summit K12

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.

Power Sessions
Friday, November 15, 2024
Santa Fe Community Convention Center • Kearny

9:10 AM

“Unsilenced Classrooms”, Oracy & Biliteracy’s Active Role in DL Implementation: A TxEDLIF Approach

Aracely Suarez and Katherine Hamilton | Ensemble Learning

Are you interested in learning how biliteracy can transform dual language classrooms? If so, hear about how biliteracy has impacted classrooms across Texas as we pilot the Texas Effective Dual Language Instructional Framework (TxEDLIF). Participants will understand the importance of biliteracy instruction as we discuss research findings and oracy strategies that provide access to grade-level content in the language of instruction. These biliteracy strategies support students in becoming bilingual, biliterate and bicultural. This approach is highly effective in helping students achieve academic success while promoting cultural awareness and understanding.

9:50 AM

Book Clubs for Middle and High Schools

Heather Robertson-Devine | President, Books del Sur

Book Clubs are an opportunity for students to socialize around great literature! To fully realize the experience, the expectations for discussion must be clear, students must have tools to reflect on their books and must receive feedback to improve their discussions. We have some ideas of how to make them successful, but we'd love to hear yours, too!

10:30 AM

Leveraging Data to Support Newcomer Students

Dr. J. Taylor Tribble & Alejandra Vásquez -Baurr | Eduskills

In an increasingly diverse and interconnected world, schools are welcoming a growing population of newcomer students. These students bring with them a rich array of cultural experiences and languages, but they often face unique challenges as they adjust to a new educational environment. For educators and administrators, supporting newcomer students is crucial not only for their academic success but also for their social and emotional well-being. To create an inclusive learning environment, data-driven strategies can play a pivotal role. This presentation will explore how schools can harness the power of data to better understand and address the needs of newcomer students. Through real-world examples and actionable strategies, participants will learn how to use data to inform instructional practices, track student progress, and make targeted interventions that support both academic achievement and social integration.

11:10 AM

Federal Funding for Bilingual Educators Enhancing Student Academic-Language Development

Berenice Pernaete | Director, Instituto Mundo Verde, Mundo Verde

Jennifer Kouakeu, Coach/Facilitator, Instituto Mundo Verde Berenice Pernaete I , Mundo Verde

Join us for a revealing conference session where we introduce The Fellowship, a training federally funded by the U.S. Department of Education, created by Instituto Mundo Verde in collaboration with DLENM. This tailored learning solution is designed to meet the unique needs of bilingual educators nationwide, providing practical tools and strategies for academic-language development through content instruction. Ideal for lead teachers, teaching assistants, paraprofessionals, and anyone working directly with multilingual students. Explore how this flagship program incorporates research on impactful teacher training, while aligning with the goals of effective DLE programming, offering actionable insights and resources for enhancing bilingual education.

Power Sessions
Friday, November 15, 2024

Santa Fe Community Convention Center • Kearny

11:50 AM

Biliteracy in the Structured Reading Environment

Dr. Sandra Mercuri / Dr. Vivian Pratts | Sandra Mercuri Consultants

Participants will explore how the Science of Reading informs reading in their home language. Presenters discuss how learning to read in a second language differs from this process and show SOR through the lens of language development and how to teach literacy to the student's potential in the second language.

1:30 PM

Express! Asset-Based Access to English (ELD)

Kimberly Plummer | Director of Marketing for Multilingual Learners, Benchmark

Express is a comprehensive, standards-aligned, English Language Development (ELD) program for Grades K-6. Using these materials, teachers can provide appropriate, differentiated instruction to support Multilingual Learners and foster language proficiency. Express reinforces grades foundational skills in context, emphasizes oracy and writing, fosters critical thinking, and leverages culture and first-language knowledge. Come learn more about how Express teaches students how English works!

2:10 PM

Content, Language and (Bi)Literacy through Focused Content and Language Objectives

Dr. Sandra Mercuri & Dr. Vivian Pratts | Okapi

In this session teachers will explore the components of content and language objectives across content areas and languages. Participants will analyze standards from a language lens to develop targeted language objectives. This ensures that students can effectively understand, engage with, and are able to express knowledge of the standard.

Power Sessions
Saturday, November 16, 2024

Santa Fe Community Convention Center • Kearny

9:50 AM

Build Equity in Spanish and English with Two Learning Planets!

Monica (Mo) Darnall | National Curriculum Coordinator, Learning A-Z

Emergent bilingual students need engaging, culturally relevant resources in both Spanish and English to bolster language skills and cultural awareness. See how Raz-Plus Español offers an expanded library of diverse books in Spanish with a new student planet portal in Spanish. Now with Raz-Plus Español, teachers can collect formative data in both languages, providing equitable resources for DLI instruction. Students will have the same fun experience as Raz-Plus with access to activities, resources, and texts that allow students to earn rewards and customize their avatars within their new Spanish only planet.

Thursday, November 14, 2024 • 9:10 AM

Integrating STEM Education into a Bilingual Science and Math Program

Drury Plaza Hotel - Lamy

Natali Barreto | Teacher, Truman Middle School
Margaret Keen | Teacher, Truman Middle School

In today's globalized world, proficiency in science, technology, engineering, and mathematics (STEM) is essential for success. Moreover, proficiency in multiple languages enhances cognitive abilities and cultural understanding. Combining STEM education with bilingual instruction offers a unique opportunity to cultivate well-rounded, globally competitive students. This proposal outlines the benefits and strategies for integrating STEM education into a bilingual science and math program. Integrating STEM education into a bilingual science and math program offers numerous benefits for students, including enhanced cognitive development, global competence, and career opportunities. By combining language proficiency with STEM skills, students will be well-prepared to succeed.

Integrating Technology

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

Language Acquisition y ciencias, A Process to Facilitate Vocabulary Development for MLLs

Drury Plaza Hotel - Meem

Monica Lasky | Instructional Specialist, Leander ISD
Darla Brown | Coordinator, Leander ISD

No matter the curriculum, when you think strategically about how the students learn language and science, serás capaz de incorporar estrategias y actividades para promover la adquisición de lenguaje de una manera estratégica. In this workshop you will experience a process to help students learn academic language. You will identify key vocabulary, design tools, strategies, and activities to support students in expressing themselves orally y por escrito as a vehicle to internalize the concepts

Academic Language Development Through Content Instruction

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

Fostering Community Cultural Wealth to Build Family Partnerships

Drury Plaza Hotel - O'Keefe

Latania Marr y Ortega | Coordinator, USD 383 - Manhattan/Ogden, Kansas
Leila Flores-Dueñas | Professor, UNM

Fostering Community Cultural Wealth (CCW) (Yosso, 2005) can be the key to understanding the diverse multilingual families we serve in our schools. In this session, we will examine how our school systems often impose a deficit cycle (Marr y Ortega, 2024) when attempting to engage the families they serve. We will learn and discuss how being cognizant of our own CCW, as educators, can help us be more confident in our own identities while building authentic partnerships with our students' families.

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

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

Revolutionizing Secondary Spanish Language Arts

Drury Plaza Hotel - Palace Ballroom A

Cristin Lasser | Coordinator, DENVER PUBLIC SCHOOLS
Mishelle Jurado | Instructional Specialist, MA Coaching and Consulting
Mineá Armino Romero | Associate Professor, New Mexico State University

In this session, participants will learn how a large urban school district in Colorado, in partnership with educators in New Mexico, are advocating for greater access to linguistic equity in language arts by working with the Humanities team to create more robust secondary bilingual pathways for Spanish language arts in order to:

1) equip school districts with new tools to honor and recognize the achievements of its Spanish-speaking Multilingual Learners (MLLs) at the secondary level. 2) rebuild structures for students in the process of learning English so as to avoid delays in on-time graduation.

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

Teachers, Administrators • 9 - 12 • English, Spanish

Thursday, November 14, 2024 • 9:10 AM

Utilizando IA para mejorar la escritura de estudiantes

Drury Plaza Hotel - Palace Ballroom B

Joe Dvorak | Teacher, Teton County School District #1

Discover how AI tools like ChatGPT and Google Gemini can revolutionize the way students receive feedback on their writing. This presentation will cover strategies for integrating these technologies into educational settings to provide rapid, effective feedback. Attendees will learn how these tools not only offer immediate, personalized critiques but also guide students in understanding and utilizing the feedback to enhance their writing skills. Explore practical approaches to help students self-assess and improve swiftly, making the learning process both comprehensive and engaging.

Integrating Technology

Teachers • 9 - 12 • Spanish, English

Students as Authors: Transformative Literacy in Action

Drury Plaza Hotel - Rivera A

Carolyn O'Gorman-Fazzolari | Professor, Santa Fe Community College

Students and teachers are continually reminded of the disconnect between manufactured protagonists in classroom literature and the non-manufactured uniqueness of their students' cultural, linguistic, and social capital. Learn the power of local literacy by publishing multilingual and multicultural books in your own classroom with your own students as protagonists. Watch classroom libraries come alive using the power of authorship.

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

Teachers, Community • K-20 • English, Spanish

En comunidad sembrando semillas of Languages and Cultures

Eldorado Hotel - Anasazi North

Elisabeth Valenzuela | Assistant Professor, New Mexico Highlands University

Martha Mata Ramirez | CILACFreire

Elizabeth Probst | West Las Vegas Schools

The presentation will describe the partnership between West Las Vegas, NMHU, and CILAC Freire. During the summer of 2023, five bilingual educators from West Las Vegas Schools, serving in Grades K-12, participated in a 13-day educational and cultural trip to Cuernavaca and Oaxaca, Mexico. Attendees will learn how these bilingual educators have integrated what they learned in Mexico into their bilingual heritage-language program, curriculum, and instruction. WLVS bilingual educators will share lessons, student artifacts, and reflections on the impact it has had in supporting their language revitalizing efforts en comunidad y solidaridad entre las culturas y pueblos de México y Las Vegas, Nuevo México.

Family and Community Partnerships

Teachers • K-5(6) • English, Spanish

Building Biliteracy: The Dynamics of Cross-Linguistic Instruction

Eldorado Hotel - Anasazi South

Silvia Dorta Duque de Reyes | Educational 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 Dual Language Guiding Principles as we demonstrate how to plan lessons, organize language concepts, and explicitly teach metacognitive and metalinguistic skills. Cross-linguistic transfer lessons will be demonstrated. Learn cross-linguistic transfer routines and strategies that can be implemented across the various biliteracy program models. Join us for this engaging workshop!

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

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

Thursday, November 14, 2024 • 9:10 AM

Planning for Biliteracy: Aligning Standards and Schedules to Meet the Goals of Dual Language

Eldorado Hotel - Chapel

Melody Wharton | Instructional Specialist, Center for Teaching for Biliteracy

The Teaching for Biliteracy Guidelines are a powerful set of tools for planning and implementing teaching for biliteracy. This session will describe how programmatic structures, such as a language and content allocation plan, standards-based biliteracy maps, and classroom schedules work together to organize instruction at every grade level, thus supporting students with meeting the goals of bilingualism, biliteracy, high academic achievement, and sociocultural competence.

DLE Program Development and Design—PreK 20 Implementation
Administrators, Teachers • K - 12 • English

Conexiones Multiculturales: Tejiendo redes entre Escuela y Comunidad

Eldorado Hotel - DeVargas

Elisabeth Marchena | Teacher, Outside the Box Learning Lab
Mónica Leiva Marín | Teacher, Outside the Box Learning Lab
Francis Valverde Bermudez | Administrator, Outside the Box Learning Lab

Las comunidades educativas multiculturales ofrecen una gran riqueza pero también innumerables desafíos. En este taller compartiremos cómo a través del Aprendizaje Basado en el Lugar (PBE) y el Aprendizaje Basado en Proyectos (PBL), hemos creado conexiones entre la comunidad de Brasilito y nuestra escuela, Outside the Box, ubicada en Guanacaste, Costa Rica. Acompáñenos a dialogar sobre prácticas que pueden ser aplicadas en comunidades multiculturales para fomentar una interconexión enriquecedora entre la escuela y la comunidad y una experiencia de aprendizaje significativa.

Family and Community Partnerships
Teachers, Researchers, Higher Education, Community, Administrators • Community • Spanish

Maximizing Project GLAD® in DL Education: Implementation of Guiding Principle 5 Through Collaboration

Eldorado Hotel - Grand Ballroom A

Anna Harvin | Instructional Specialist, Alexandria City Public Schools
Sofía Meléndez Contreras | Coordinator, Alexandria City Public Schools

Alexandria City Public School leaders will dive into district-level collaboration focused on Strand 5 from the Guiding Principles of Dual Language, particularly staff quality and tailored professional development to address the unique needs of DLP educators, which enhance language acquisition skills. Drawing from effective DL program research insights, we understand that the success of a DLP hinges on its quality. This underscores the importance of embracing effective language acquisition strategies, such as those advocated by Project GLAD®.

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

Embracing Partnerships: Celebrating ALL Languages

Eldorado Hotel - Grand Ballroom B

Ivanna Anderson | Director, North Carolina Department of Public Instruction
Ye He | Coordinator of the TESOL Program, UNC Greensboro
Kat Rangel | Assistant Principal, Frank Porter Graham Bilingual Elementary School
Marjorie Ringler | Coordinator of the DL/I Administration Certificate, East Carolina University

With the 5th largest number of DL programs in the US, NC celebrates all languages through diverse program structures and unique statewide partnerships. From state-level committees to local collaborations, formal and informal partnerships are cultivated among the State Educational Agency, universities, Local Educational Agencies, and community partners to meet the needs of MLs, their families, and communities. Join us to explore advocacy approaches including program development, promising practices, educator preparation, and state and federal grant-funded initiatives.

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

Thursday, November 14, 2024 • 9:10 AM

Unlocking the Power of Dual Language Programs: Key Insights Every Leadership Team Must Embrace!

Eldorado Hotel - Zia A

Myrna Rosado Rasmussen | Professor, National Multilingual Services

This session will delve into the critical elements required to successfully implement and sustain an effective dual-language immersion program. We will examine short-term and long-term strategies that are not just theoretical, but practical and actionable. By prioritizing equity and advocacy throughout the process, you will gain insights into effective planning techniques and best practices that ensure all students benefit from culturally and linguistically sustaining practices while participating in an asset-based program.

DLE Program Development and Design—PreK 20 Implementation
Teachers, Administrators • K - 12 • English, Spanish

Nihizaad Doo Baa Dáádidíikah Da—We Will Not Leave Our Language Behind!

Eldorado Hotel - Zia B/C

Mary Whitehair-Frazier | Director, Diné Language Teachers Association
Louise Benally | Staff, Diné Language Teachers Association

The presenters will discuss the Diné-language project activities designed to help Diné-language apprentices learn to speak their heritage language in a face-to-face interaction with fluent Diné language speakers using the immersion approach; the outreach effort to the pertinent Diné government entities to recognize Diné language and culture again as a subcommittee activity; and to involve chapters to start thinking of starting their own programs.

Indigenous Language Revitalization
Teachers, Parents, Students, Community • K - 12 • English, Diné (Navajo)

It Takes a “Village” to Develop Effective Dual Language Teachers

First Presbyterian Church - Chapel

Lileana Ríos-Ledezma | Assistant Professor, University of Texas Rio Grande Valley
Josephine Juárez | Instructional Specialist, USPREP National Center

Dual language teachers (DLTs) equipped with the appropriate certification, high levels of partner language proficiency, familiarity with state standards, and curriculum knowledge are difficult, if not impossible, to find! In partnership with a Texas-Mexico school district, a national technical assistance center, and a University Educator Preparation Program, a Teacher Residency Program was developed to coach and mentor pre-service DLTs in the successful completion of a year-long residency in a dual language school district. Participants will receive an insight into structures and resources used to create collaboration across institutions for the development of well-prepared, qualified DLTs.

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

Telling the Story of Test Scores in DLE and Non-DLE

First Presbyterian Church - Pope

Jennifer Dobberfuhr Quinlan | Brigham Young University

This session will discuss common concerns around DLE programs and how to use data to advocate for your program. Get a brief overview of one-way and two-way program models used by Utah State Board of Education (a statewide implementation) and Herricks Public Schools in Long Island, NY (a smaller program). Discover how they use test data to tell a specific story. The big reveal: standardized test scores among DLE students vs their non-immersion peers. As DLI programs continue to struggle for funding and support across the country, this data story is compelling and timely.

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

Thursday, November 14, 2024 • 9:10 AM

Two are Better Than One: Collaborative Cohesion in Biliteracy Instruction

Hilton Hotel - Canyon 1

Catherine Rodríguez | Administrator, Dreamers Academy

Amanda Kane | Director, Dreamers Academy

Successful dual language immersion education depends on intentional, purposeful, and focused collaboration. When done effectively, it not only maximizes student academic achievement but also minimizes the need for interventions. Co-planning and partnership teaching positively impact school culture and talent retention. Come learn how Dreamers Academy prioritizes cohesive collaboration, resulting in astounding scores and happy teachers. Our coaches will share successes, strategies, and tools to keep teachers growing and committed to the mission!

DLE Program Development and Design—PreK 20 Implementation

Teachers, Administrators • K- 8 • English, Spanish

Dueling Discourses in Dual Language Bilingual Education (DLBE): How to Recognize, Resist, and Revise

Hilton Hotel - Canyon 2

Lisa Dorner | Professor, University of Missouri

Katie Bernstein | Associate Professor, Arizona State University

In this session, DLBE leaders—language coordinators, principals, coaches, teachers—will expand their definition of policy, viewing themselves as policy-makers. Participants will learn about some common discourses, or narratives, about DLBE (ex: “equity”, “choice”, “accountability”) and the ways they shape policy. Participants will get to play “discourse detective,” analyzing which discourses are behind different policy decisions and program structures. Finally, they will reflect on how to resist and/or revise discourses for enhanced DLBE policy, leadership, and advocacy in their contexts.

Leadership: Research, Policy, and Advocacy

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

Bilingual Teachers Pathways: The Spanish Component in one Dual Language Program

Hilton Hotel - Chapel

Yokaira López-Tifa | Doctoral Student, UMass-Amherst

The study delves into the inspiring journeys and classroom realities of Spanish component bilingual educators in a dual language program in Massachusetts.

This study aims to provide invaluable insights by examining the pathways that led Spanish-speaking teachers into DL instruction and the challenges they face in their daily preparation and practice. The heart of this research digs into the authentic realities teachers encounter in delivering curriculum in Spanish language across an English-dominant context. What pedagogical approaches do they use? What supports, or lack thereof, impact their ability to fully meet students' needs? By combining in-depth interviews with five exemplary Spanish teachers, focus groups and ethnographic, I provide a truly immersive understanding.

DLE Program Development and Design—PreK 20 Implementation

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

Translanguaging va más allá de cómo hablamos: Biliteracy in DLE Classrooms

Hilton Hotel - Mesa Ballroom AB

Armando Garza Ayala | Assistant Professor, University of New Mexico

Using a multilingual approach for teaching in DLE settings has been proven effective to reach bilingual and emergent bilingual students and promote biliteracy across academic content areas. Translanguaging, as a multilingual pedagogical teaching approach in DLE, has gained momentum across the nation. However, educators' training on specific Translanguaging strategies is not abundant in teacher education programs and/or school districts. In this interactive hands-on conversation, first, we will discuss what translanguaging really is and its role for biliteracy development.

Secondly, we will recognize and adopt three types of learning objectives that are essential in bilingual classrooms:

content, language, and translanguaging objectives.

Academic Language Development Through Content Instruction

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

Thursday, November 14, 2024 • 9:10 AM

Creating a Pathway Towards the Seal of Biliteracy

Hilton Hotel - Mesa Ballroom C

Stephanie Boni | Coordinator, Bend La Pine Schools

This presentation will highlight the pathway to the Seal of Biliteracy that Bend-La Pine Schools has created in their K-12 Dual Language program. Highlighted will be the 5th grade Bronze Seal, the 8th grade Silver Seal and the 12th grade Gold Seal. Not only does each Seal prepare our students for the academic rigor necessary to obtain the State Seal, it provides an opportunity for our students to showcase their bilingual skills and celebrate their commitment towards being bilingual, biliterate, and bicultural. You will also be provided a framework to create a pathway in your own program that meets the needs of your district and students.

DLE Program Development and Design—PreK 20 Implementation
Teachers, Administrators • K - 12 • English

Latine Dual Language Bilingual Education Teachers' Work Experiences

Hilton Hotel - Pecos

Nelly Patino-Cabrera | Director, Oregon State University
Elisa Lee | Director, West Linn Wilsonville SD

The scarcity of dual language (DL) teachers, especially Latine Spanish/English DL teachers, has become a growing concern for schools and students. The attrition of DL teachers creates significant challenges for implementing DL initiatives successfully. It's time to delve into the intricate dynamics of teacher retention and attrition within DL programs. To address this issue, we invite you to join us and learn about the experiences of current and former DL teachers. This unique opportunity will provide insights into the world of DL teachers, allowing you to make informed decisions to retain and recruit DL teachers. This presentation is bilingual.

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

Discurso crítico del estudiante: Elevación y empoderamiento del docente

Inn & Spa at Loretto - Chaco Ballroom - East

Amanda Cataneo | Instructional Coach, American University
Rosa Berrocal | Administrator, DCPS/Oyster-Adams
Angeles Reza | Teacher, DCPS/Oyster-Adams

En esta sesión, las presentadoras contarán como la escuela Oyster-Adams integró el discurso crítico dentro de la instrucción de contenido. Basado en la conciencia crítica, el liderazgo se enfocó en empoderar a toda la facultad a través de diferentes acciones. Algunos ejemplos incluyen la colaboración entre los maestros y los maestros asistentes, la capacitación profesional, observaciones colaborativas y el análisis de data entre otras. El resultado es dar participación y voz para capacitar maestros de forma bidireccional a maestros activos que sean capaces de escuchar, de recibir, e implementar las estrategias para promover el discurso crítico en sus clases.

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

Both/And: The Dynamic Tensions of Dual Language Bilingual Education

Inn & Spa at Loretto - Chaco Ballroom - West

Olivia Mulcahy | Instructional Specialist, Illinois Resource Center

The work of dual language bilingual education is BOTH established AND evolving, BOTH personal AND collective, BOTH nourishing AND challenging! Join us for a conversation to explore the dynamic tensions that are part of the process of designing, developing, and implementing healthy dual language bilingual education programs, policies, and practices. We will be sharing lessons learned from our combined 40 years as bilingual educators, inviting participants to make meaning together around their own experiences in the field, and making space to generate fresh ideas together!

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

Thursday, November 14, 2024 • 9:10 AM

Translanguaging Toolkit: Strategies for Building Cross-Linguistic Connections in K-5 Classrooms

Inn & Spa at Loretto - Tesuque

Gloria Rodriguez | Instructional Specialist, Broward County Schools
Soraya Sotto | Instructional Specialist, Istation
Neida Mastanduno | Istation

Uncover strategies fostering deep language connections, promoting holistic development, and bolstering academic success while nurturing identity. This session presents actionable strategies for enhancing biliteracy, further enriched by Broward County's proficiency in integrating technology into its dual language initiatives. Join us for some impactful hands-on activities that aim to transform your teaching approach and empower multilingual learners!

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

One of the Challenges with Math is English

Inn & Spa at Loretto - Zuni Ballroom North

Lisa Meyer | Director of Instructional Equity, Dual Language Education of New Mexico

While math is a universal language, the demands of English add another challenging layer for teaching and learning math for our dual language students. Come participate in this hands-on session, targeting 1st- through 8th- grade teachers, and explore how English grammatical structures and multi-meaning words impact student learning. This session will help you be more transparent with your instruction and feel more confident in your planning. There will also be time to look at the challenges of other languages as well.

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

Language Goes to School: A Podcast About Multilingual Education in New Mexico and Beyond

Inn & Spa at Loretto - Zuni Ballroom South

David A. Wilson | Retired Lecturer in Bilingual Education and TESOL at University of New Mexico, UNM, Dept of LLSS (Retired)

Language Goes To School is a new podcast about dual and multilingual education in New Mexico and beyond. The primary goal of the podcast is to provide a platform that brings the art and science of multilingual education from the classrooms, where it is practiced, to wider audiences. The podcast invites a variety of experts—teachers, students, parents, academics, administrators, and policy makers—to address theories, practices, policies, and issues related to multilingual education. Examples from select episodes will be played and attendees will be invited to comment and critique the need for such a podcast, as well its design, logistics, content, and implementation.

Leadership: Research, Policy, and Advocacy
Teachers, Administrators, Parents, Researchers, Students, Higher Education, Community • K- 8 • English, Spanish

The Perfect Assessment Does Not Exist ... So Create Your Own.

La Fonda - Exchange

Elizabeth Sánchez Szepesi | Director, Woodland School District 50

Assessments for Two Way Spanish Immersion Programs tend not to be equitable. As leaders and educators, it is imperative to use assessments to guide instructional decisions. When appropriate and meaningful assessments cannot be located, educators should develop their own. Participants will learn to evaluate and develop common summative English and Spanish reading assessments for K- 5th grade. An At-A-Glance document, assessment template, and tools to address potential barriers will be shared so participants can apply them to their school setting. In this presentation, participants will see how one suburban school district prioritizes Common Core State Standards, creates learning targets, and ensures depth of knowledge across two languages.

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

Thursday, November 14, 2024 • 9:10 AM

Exploring the Creation of Authentic Spanish Decodables: A Guided Journey

La Fonda - La Terraza

Eva González Heredia | Administrator, Chicago Public School
Alissa Machani | Administrator, Chicago Public Schools
Angela Chagoya | Administrator, Chicago Public Schools

“Cuco le pica el codo a Paca y le pide un poco de coco.” What does it take to develop authentic decodable texts in Spanish and why do it? In this session we will explore the research and our process of developing decodables authentic to Spanish language features. We will discuss the scope and sequence creation, word selection, plot definition, and text and illustration specifications. We will showcase how these decodable components align to both authentic Spanish language foundational skills and the theme of the unit. We will also bring some samples and try our hand at writing one ourselves.

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

Seamlessly Integrating Language and Literacy in the Content Classroom

La Fonda - Lumpkin Ballroom N

Sandra Mercuri | Retired Educator, Sandra Mercuri Educational Consultants
Vivian Pratts | Retired Educator, Sandra Mercuri Educational Consultants
Featured Sponsor Presentation

Discover strategies for integrating content instruction with language development through literacy routines that support biliteracy. This session offers practical approaches to enhance access to academic content while building bilingual skills across all language domains, providing tools for cohesive and effective biliteracy instruction.

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

How Strong Family Partnerships Foster Student Learning

La Fonda - Lumpkin Ballroom S

Heather Skibbins | Associate Director, SEAL (Sobrato Early Academic Language)
Martha I. Martínez, Ph.D. | Head of Research and Development, SEAL (Sobrato Early Academic Language)
Sponsored Presentation

In this interactive workshop, we will explore how SEAL (Sobrato Early Academic Language) uses research to design, evaluate, and strengthen our work with principals, teachers, and coaches to centralize the needs of multilingual learners. We will share the results of an action-research project with dual language kindergarten teachers to strengthen oral language production and student engagement, as well as SEAL's comprehensive approach to learning that integrates oral language and home language development with family partnership.

Leadership: Research, Policy, and Advocacy
Teachers, Administrators, Researchers, Community, Parents • K - 5(6) • English

Harnessing the Project GLAD® Narrative Input Chart to Foster Sociocultural Competency

La Fonda - New Mexico

Natalie Olague | Coordinator, Dual Language Education of New Mexico
Gerson Díaz | 4th grade Dual Language teacher, Zion Elementary School District

This interactive session will delve into the transformative power of the Project GLAD® Narrative Input chart. Through hands-on practice, participants will learn to wield this tool to deliver stories effectively for all levels of language learners, in English and Spanish, while also gaining insights into how to pick specific stories that support the development of sociocultural competency, including identity development, cross-cultural competency, multicultural appreciation, and critical consciousness.

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

Thursday, November 14, 2024 • 9:10 AM

Implementing Academic/Biliterate Oracy in a Bilingual Unit Framework at the Secondary Level

La Fonda - Santa Fe

Lisette Venegas | VASD Secondary Multilingual Programs Manager, Sugar Creek Elementary
Nestor Paz | Teacher, Verona Area High School

In this session, we will go over theories of bilingual education connected to exploring translanguaging in a two-way immersion high school setting. We will be showcasing how we integrate different oracy strategies into our bilingual unit frameworks. We will see and hear samples from our classes and students, and we will have time to discuss and share other opportunities to develop oracy to motivate the adolescent mind.

Effective Literacy: Biliteracy, Oracy, and Oral Language Development (including ELD)
Teachers, Administrators, Students • 9 - 12 • English, Spanish

Developing Spanish Syllabic Awareness

La Fonda - Stiha

Anna Villanueva | Teacher, Knowles Elementary, Leander ISD

In this workshop, you will learn strategies for developing Spanish syllabic awareness so students can read more successfully. These instructional strategies will be shared and can be used right away. They can be used in small groups, as an extension to workstations, or independently. Come and join us in a fun, educational way!

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

Making your Program the Best it Can Be

Santa Fe Community Convention Center - Coronado/DeVargas

Igone Arteagoitia | Research Scientist, Center for Applied Linguistics

The Center for Applied Linguistics (CAL) receives many requests to provide professional development (PD) to district and school leadership and teachers to enhance their DL programs; but how do requestors know what kind of PD will serve their DL staff best and whether PD without attention to other program factors will achieve change? Learn how CAL conducts evaluations framed by equity, using the Guiding Principles for Dual Language Education (Howard et al., 2018) as the theoretical framework and the third pillar of Sociocultural Competence as the compass. Framed by equity, this session from the Center for Applied Linguistics will share why it is important and how districts and schools can conduct program reviews that will lead to program enhancement.

DLE Program Development and Design—PreK 20 Implementation
Teachers, Administrators, Parents • K - 12 • English

Motivating Language Learners with Comics and Graphic Book

Santa Fe Community Convention Center - Milagro/O'Keefe

Mo Darnall | Retired Educator, Learning A-Z
Featured Sponsor Presentation

Motivation is essential for language learning. Students' interests are peaked when you bring extraordinary new devices to the classroom. By applying comics and other graphic books to your methodology, it has the same effect as using games in teaching language. In this session we'll examine Krashen's input hypothesis and Oller's episode hypothesis to learn how story-telling techniques make language learning meaningful, comprehensible, and recallable.

Join Mónica (Mo) Darnall to learn how Raz-Plus supports students' social and academic language learning, and helps students get more involved in the content while learning language skills.

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

Thursday, November 14, 2024 • 9:10 AM

The New Mexico State Seal of Bilingualism-Biliteracy

Santa Fe Community Convention Center - Ohkay Owingeh

Daisy Barnard | Administrator, New Mexico Public Education Department Language and Culture Division

A biliteracy seal is a powerful way to validate a student's home/heritage language and culture and to elevate a linguistic community. One of the first states to adopt a biliteracy seal, New Mexico continues to be a leader in this exciting area, especially regarding equity for English learners. Come discover more about the purpose and history of the New Mexico State Seal of Bilingualism-Biliteracy (SSBB), how it has been implemented across New Mexico, ways to tailor the biliteracy seal to your own district/charter or state's unique needs, how to support the seal all the way from K through 12, and why the New Mexico SSBB includes both biliteracy AND bilingualism in its name. This session will include opportunities for discussion and questions.

Family and Community Partnerships

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

Santa Fe Community Convention Center - Peralta/Lamy

Lisset Rosales | Instructional Specialist, TEACH PLUS

Lindsey Bird | Instructional Specialist, TEACH PLUS

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

Leadership: Research, Policy, and Advocacy

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

Right From the Start: Looking at Oracy, Writing, and Knowledge Building for Success

Santa Fe Community Convention Center - Pojoaque/Nambe

Margot Gottlieb | Co-Founder and Lead Developer, WIDA

Amelia Larson | Director, Summit K12

Sandra Gutierrez | Doctoral Student and Dual Language Coach, University of Maryland

Amanda Cataneo | Phd. Candidate, University of Maryland

Amanda Cataneo | Phd. Candidate, University of Maryland

This session delves into oracy, writing, and knowledge building for supporting multilingual learners' academic growth in one or more languages. Participants will explore strategies for integrating these elements into instruction, ensuring that students develop strong language skills while deepening their content knowledge. We highlight the importance of creating classroom environments where students articulate their thoughts, engage in meaningful discussions, and translate their ideas into coherent writing. Participants will leave with actionable plans for fostering empowerment of multilingual learners.

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

Teachers, Administrators • K-12 • English

Bring in the Music!

Santa Fe Community Convention Center - Sweeney Ballroom

Andrés Salguero | 123 Andrés

Christina Sanabria | 123 Andrés

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

Thursday, November 14, 2024 • 10:55 AM

Love, Leadership & Language

Drury Plaza Hotel - Lamy

Frank López | President, Lopez Reflective Leadership

Love, Leadership and Language represent three strands in the life of educators and community leaders. These three strands are so intertwined that we often don't see how they connect. Yet, Love, Leadership and Language are uniquely intertwined just like a "trenza" – the Spanish word for braid. Teachers and educators often rise to positions of leadership with overwhelming amounts of work and usually without the necessary support. In this presentation, we will discuss the "trenza" of love, leadership and language via a few stories, real life examples, some laughs, and profound lessons from unexpected sources.

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

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

Usando fuentes primarias para fomentar la conciencia sociocultural y la empatía

Drury Plaza Hotel - Meem

Cristina Paul | Teacher, UCLA Lab School

Rebecca Heneise | Administrator, City Language Immersion Charter (CLIC)

Are you interested in building students' sociocultural competence as historians? This hands-on workshop en español (translanguaging is welcomed!) will provide you with opportunities to explore various primary sources (the raw materials of history). Participants will learn how to select primary sources (meaningful music, photographs, interviews, etc.) as well as read-alouds to support vocabulary development and perspective-taking. You'll learn the importance of using culturally sustaining practices along with primary sources to engage 1st-12th graders in relevant social studies lessons. Participants will be ready to empower multilingual students to meet their world with empathy and activism.

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

Teachers, Administrators • K- 8 • English, Spanish

Identidad del bilingüal teacher: un comienzo para critical consciousness

Drury Plaza Hotel - O'Keefe

Tabitha Hornby | Doctoral Student, University of Texas, Rio Grande Valley

The fourth pillar? Where do I even start to develop critical consciousness? The answer is with yourself! In this session, the participants will develop a deeper understanding of critical consciousness by looking at their own identity and how their experiences have shaped their ideologies around teaching and education. This hands-on experience will help you see values and beliefs about yourself and your students in order to make more equitable teaching and leading decisions.

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

Teachers, Administrators • K-20 • English, Spanish

TWBI/DLI Critical Components for Success

Drury Plaza Hotel - Palace Ballroom A

Kevin Chávez | Director, Association of Two-way & Dual Language Education

Silvia Carillo | Assistant Director, Association of Two-Way & Dual Language Education

During the session, we will review the 8 Critical Components for Success in Two-Way Bilingual Immersion and Dual Language Immersion Programs. We will develop a common understanding of TWBI/DLI and use an 8 Critical Components evaluation tool to reflect on the current state of program implementation at the district and/or school site level. The final step will allow participants to identify the next level of work needed to implement a new program or to improve and sustain existing programs.

DLE Program Development and Design—PreK 20 Implementation

Teachers, Administrators • K-12 • English

Thursday, November 14, 2024 • 10:55 AM

Relationships First: Academic & Social-Emotional Success in the Dual Language Classroom

Drury Plaza Hotel - Palace Ballroom B

María Barragán Ortiz | Doctoral Student, University of Sevilla

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

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

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

Adelante!... Leading with Intention. Leveraging Data and Relationships .

Drury Plaza Hotel - Rivera A

Adriana Bermea | Retired Educator, San Antonio Area Association for Bilingual Education

Evangelina Ávalos | Instructional Specialist, Cambridge Educational Services

The influx and diversity of immigrants along with many long-term EB's urges us to be flexible and willing to adjust. In order to meet the goals of our students becoming bilingual, bicultural and biliterate, we must collaborate and leverage the growing support that is happening nationwide. Come hear the story of Southside ISD and our endeavor towards becoming a dual language district. We will share our challenges and many success stories we encountered. Presenters are the former Bilingual Director, a former DL teacher, and a UTSA professor who has worked closely with the districts parent engagement.

DLE Program Development and Design—PreK 20 Implementation

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

Estrategias para lograr el éxito académico e integrar a los de los recién llegados en nuestras aulas

Eldorado Hotel - Anasazi North

Paula Chaparro | Teacher, Denver Public Schools

Actualmente, en las escuelas de los Estados Unidos nos estamos enfrentando a grandes desafíos debido al aumento de estudiantes provenientes de países hispanohablantes como México, Guatemala, Honduras, El Salvador, Nicaragua, Ecuador, Venezuela y Colombia, desde elementary a high school. Se busca que la audiencia se sensibilice ante las necesidades, desafíos y fortalezas académicas de estos estudiantes, así como las estrategias para alcanzar el éxito académico y socioemocional de estos estudiantes.

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

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

Leveraging Language Standards for Success—A Session for Program Leaders

Eldorado Hotel - Anasazi South

Samuel Aguirre | Director, WIDA at WCER, UW-Madison

Margo Gottlieb | Community Member, WIDA at WCER, UW-Madison

A strong bilingual education program needs to be supported by strong research and practice-based frameworks that lead to teacher and student success. In this presentation, we will explore how Marco DALE, a language development standards framework, can guide successful implementation of bilingual programs. In specific, program leaders at the school, district, and state level will find ways to apply Marco DALE in their role to get the most of their existing curriculum and reach their bilingual education goals!

Leadership: Research, Policy, and Advocacy

Administrators, Researchers • K-12 • English, Spanish

Thursday, November 14, 2024 • 10:55 AM

Building Cultural Identity through Dance Within the School Day

Eldorado Hotel - Chapel

Juan Vaca | Administrator, Global Family Elementary
Akemi | Staff, Inessence Dance Company/Global Family Elementary
Mario Montesino | Volunteer, Global Family

Dance is a form of expression that crosses many borders and languages, allowing students to connect deeply with their identity and the cultural value of their dual language education. Dance builds confidence, allowing students to take risks through productive struggle. In this workshop, you will see how we infused cultural dance in a 3rd-grade classroom by partnering with Inessence Dance Company. We will measure student connectedness through student qualitative interviews. We will monitor how students feel about themselves socially and emotionally to improve peer-to-peer interactions.

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

Spanish Immersion Summer Program: Interactive Language Development, Students Tutoring Students

Eldorado Hotel - DeVargas

Suzanne Jácquez Gorman | Instructional Coach, Language and Culture Department, SFPS District
Raquel Plaza | Administrator, Equity, Engagement, and Diversity, SFPS
Sabra Romero | Coordinator, SFPS

The presentation will provide an overview of the Summer Spanish Immersion program for students to participate in interactive lessons about NM's culture and heritage. Students will receive Spanish-language development practice to develop their reading, writing, speaking, and listening skills. Students will practice their Spanish-language proficiency skills as they participate and work with near peer tutors in motivational thematic units integrating mathematics and language arts in all domains. The Spanish program will incorporate lessons and tutoring with high school tutors. Lessons will focus on filling educational gaps and approaching learning loss experienced by students. Time will be allotted for questions.

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

A Conceptual Framework for Secondary Dual Language Program Design

Eldorado Hotel - Grand Ballroom A

Jaclyn Caires Hurley | Associate Professor, Western Oregon University
Robin Farup-Romero | Administrator, Salem Keizer School District
Teresa Tolento | Professor, Western Oregon University

Given the diversity of multilingual students in today's schools, innovations in dual language education programming must go beyond traditional paradigms. Traditional dual language programming generally follows a language acquisition approach supporting student learning of two or more languages as separate skills and valued differently in academic settings. Rather, dynamic dual language programming applies culturally sustaining pedagogy to leverage student multilingualism as a cohesive meaning-making resource. This presentation builds on lessons learned from designing secondary dual language programs. Objectives include understanding a conceptual framework for dynamic dual language programming and identifying instructional approaches supporting translanguaging pedagogy.

DLE Program Development and Design—PreK 20 Implementation
Teachers, Administrators, Researchers, Higher Education • K-20 • English, Spanish

El renacimiento bilingüe: Centering Communities in Equitable Practices and Policies

Eldorado Hotel - Grand Ballroom B

Magaly Lavadenz | Professor, Center for Equity for English Learners (Loyola Marymount University)
Adam Sawyer | Associate Professor, California State University Bakersfield
Cristina Alfaro | Vice President-Provost, San Diego State University
Jongyeon Joy Ee | Associate Professor, Loyola Marymount University
Luz Herrera, Minhye Son | Assistant Professors, California State University, Dominguez Hills

We frame this new movement for bilingualism/biliteracy in the United States by extending Kloss' (1998) concept of the American Bilingual Tradition through a socio-historical-political overview and through dialogue with the community of scholars/researchers and practitioners on their work in bilingual licensure, transnational students, university-district partnerships, and other innovations in bilingual/dual language teacher preparation. Participants will engage in dialogue to address equity threats for diverse multilingual learners and communities' and to explore the longer-term legacy of this bilingual renaissance. We will discuss sustainability that leverages minoritized communities in the equitable and joint construction of conceptual, empirical, practical and political contours of this era.

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

Thursday, November 14, 2024 • 10:55 AM

DLI K-16 Pathways are the Future!

Eldorado Hotel - Zia A

Gregg Roberts | Director, Dual Language Immersion Alliance

Several states have created K-16 pathways that make it easier for DLI students to matriculate into postsecondary institutions. This session will look at those K-16 pathways and how some higher education institutions are already working with dual language programs. The discussion will focus on creating pathways for students to matriculate from secondary to postsecondary language programs as part of a K-16 pathway. In addition, language programs can leverage the proficiency of entering students to not only sustain their program, but to also expand their current offerings. Attendees will discuss the challenges, logistics, and questions surrounding the creation of pathways.

DLE Program Development and Design—PreK 20 Implementation

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

Celebrating Roots, Respecting Voices: Strategies for Indigenous Language Revitalization

Eldorado Hotel - Zia B/C

Esmeralda Cartagena Collazo | Doctoral Student, Texas Woman's University

In this session, participants will delve into the vital role of U.S. schools in supporting Indigenous languages of students from Latin America. The presentation will showcase recent data highlighting the current status of these languages within the school system. Attendees will explore effective teaching practices aimed at helping students not only preserve, but also thrive, in their ancestral languages. The session will include interactive workshop activities where participants will engage with Indigenous literature, fostering a deep appreciation and understanding of cultural narratives and linguistic nuances. Moreover, educators will collaboratively develop tailored strategies that can be implemented in their classrooms to enhance language revitalization efforts.

Indigenous Language Revitalization

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

Creating A New Elementary DLI Program Strand from the Central-Office and Building-Leader Perspectives

First Presbyterian Church - Chapel

Richard Pardo | Coordinator, Prince William County Schools

Stephanie Downey | Administrator, Prince William County Schools

Are you considering creating a new DLI program strand for your school or division and not sure where to start? Are you unsure of what the process will be like, how long it will take, or what to expect? Hear from a central office and building-level administrator in the second biggest division in Virginia who will answer these questions and more. They will be speaking about their two-year process to expand their county's dual language immersion program, including what was necessary to consider in the first stages of their program planning at both the building and central levels, to what both types of leaders need to do to prepare opening program doors for staff and students. Presenters will also be sharing resources to use as participants begin to think about and map-out their own potential program roll-out.

DLE Program Development and Design—PreK 20 Implementation

Administrators • K - 5(6) • English

Gamificación en el aula

First Presbyterian Church - Pope

Alba Pages | Teacher, Cesar Chavez Elementary, Santa Fe Public Schools

Jovana González Montes | Teacher, Cesar Chavez Elementary, Santa Fe Public Schools

La Gamificación es una técnica de aprendizaje basada en los juegos para conseguir mejores resultados académicos "Aprendizaje divertido". Introducimos las inteligencias múltiples y el andamiaje necesario para ayudar a nuestros alumnos con diferentes necesidades de aprendizaje para alcanzar los estándares de aprendizaje. Nuestra idea es presentar las herramientas que estamos usando en el aula para mejorar los resultados académicos de nuestro alumnado e incrementar su motivación hacia el aprendizaje. Creemos que la gamificación es fundamental para llegar a la excelencia académica.

Integrating Technology

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

Thursday, November 14, 2024 • 10:55 AM

Together We Lead! Collaborative Leadership for Transformative and Equitable DLE

Hilton Hotel - Canyon 1

Joan Lachance | Associate Professor, UNC Charlotte
Michael Gary | ELD Teacher, Quinn Middle School, Hudson, MA, MABE

DLBE programs thrive best when a range of stakeholders' practices are firmly grounded in systems of collaborative, shared leadership. In this way the design, implementation, and evaluation of programs can better rest on the four pillars of DLBE. Anchored to the Lachance and Honigsfeld framework for Collaboration in DLBE (2023), this workshop is ideal for pairs or small teams of teacher leaders and/or their administrators to attend together. We will explore tools for collaborative leadership to then reflect on current and/or planned programming. Participants from districts/schools with DLBE programs both as stand-alone or strand configurations will interact within the workshop to consider effective approaches for developing and fostering collaborative partnerships norms.

DLE Program Development and Design—PreK 20 Implementation
Teachers, Administrators • K - 12 • English, Clarifications/discussions in Spanish are welcomed.

Impact of Pinyin Instruction on Early Biliteracy

Hilton Hotel - Canyon 2

Manqian Zhao | Ph.D. Postdoctoral Fellow, George Mason University
Elizabeth Howard | Associate Professor, University of Connecticut

The rapid growth of Mandarin-English dual language (DL) programs in the U.S. raises questions about biliteracy development, especially when and how to introduce Pinyin, the Romanized phonological representation of Chinese characters. This study examines Mandarin literacy outcomes among first-grade 50/50 DL students from Mandarin, English, and Spanish home-language backgrounds, before and after 16 weeks of explicit Pinyin instruction. Employing a mixed-methods approach, the research reveals significant shifts in literacy outcomes. The findings underscore the necessity of systematic Pinyin instruction in early biliteracy development and highlight the importance of integrating students' home language backgrounds into early biliteracy instruction.

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

Dual Language Programs in Secondary Schools: A Review of the Literature

Hilton Hotel - Chapel

Allarie Coleman | Doctoral Student, University of Colorado, Boulder
Caitie Dougherty | Student, University of Colorado, Boulder
Deb Palmer | Professor, University of Colorado, Boulder

We carried out a review of research on DL programs for secondary students in the US, including 31 articles. Across the literature, researchers commended programs for better supporting sociocultural competence and offering a more culturally relevant curriculum than mainstream comprehensive secondary schools. There remains widespread tension/ambiguity around program design and schoolwide culture, with research pointing to conflict between larger policy mandates and community vision for DLBE. We'll discuss strategies for DLBE implementation at middle-high schools that emerge from the review.

Leadership: Research, Policy, and Advocacy
Teachers, Researchers, Students, Community • 9 - 12 • English

Ubícate: El Poder de Translanguaging—From Home to School

Hilton Hotel - Mesa Ballroom AB

Socorro Herrera | Professor, Kansas State University

This session explores how the intersections of biography-driven instruction (e.g., Herrera, 2022) and translanguaging theory and pedagogy (e.g., García, 2017) are utilized to uplift the potential for early childhood educators to leverage bi/multiliteracy assets of the home and community. It provides guidance on how to create spaces where the young child's full "humanity" is shared, understood, and made part of the tapestry of learning without reservation. Participants will take away a framework and strategies for making translanguaging and experience bridging an interactional norm in the early childhood classroom.

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

Thursday, November 14, 2024 • 10:55 AM

Using Observation Protocols to Support Teachers in Dual Language Classrooms.

Hilton Hotel - Mesa Ballroom C

Marialuisa Di Stefano | Assistant Professor, UMass Amherst

Daniel Toro González | Western Massachusetts Bilingual Hub Coordinator, University of Massachusetts, Amherst

Amnerys Cuevas Doñé | Western Massachusetts Bilingual Hub Project Manager, UMass Amherst

We will share an observation protocol used during classroom observations to enhance teachers' linguistic, sociocultural, and content area expertise, promote collaboration, and support multilingual learners. We will present the results of a mixed-methods study, including AI tools, where we improved our observation tool, through multiple iterations and feedback from educators. The tool was developed by the Western Massachusetts Bilingual Hub at UMass Amherst. This tool leverages the National Dual Language Education Teacher Preparation Standards, the Massachusetts Department of Elementary and Secondary Education Bilingual Education indicators, and the Guiding Principles for Dual Language Education.

Leadership: Research, Policy, and Advocacy

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

Enhancing Bilingualism and Biliteracy: Effective Dual Language Immersion Program

Hilton Hotel - Pecos

Xochitl Anabel Rocha | Administrator, Texas Education Agency / TABE

Julie Lara | Director, Texas Education Agency

Patricia Quesada | Administrator, Texas Education Agency

This presentation aims to equip educators, administrators, and stakeholders with the knowledge and tools necessary to establish and sustain effective dual language immersion programs that promote linguistic proficiency, academic achievement, and cross-cultural understanding among students and families (Guiding Principles for Dual Language Education, 3rd ed., 2018). Through sharing best practices, addressing challenges, and highlighting success stories, we aspire to contribute to the growth and development of bilingual education initiatives with state agency support and resources, such as the Dual Language Framework.

DLE Program Development and Design—PreK 20 Implementation

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

Language Routines for Newcomer Math - Advancing Emerging Bilinguals towards Graduation

Inn & Spa at Loretto - Chaco Ballroom - East

Madison Hays | Teacher, Basalt High School

Join us for an informational presentation exploring ways to support language in the math classroom at a high school level. See examples of tools you can implement in your next lesson and grow your toolbox of mathematical language routines! Step beyond the typical strategies of visuals, and think-pair-shares, into more math-specific and content-related tools. Together we can answer the big questions: How do we support our students who are emerging bilinguals who are struggling academically in math? What is the language of math and how can we teach this to students who speak a language other than English? What are we actually measuring when we assess math readiness? Grow your math community and step out of this session with a new set of resources to support students!

Academic Language Development Through Content Instruction

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

Exploring Secondary Dual Language Teacher Ideologies via Testimonio and Critical Action Research

Inn & Spa at Loretto - Chaco Ballroom - West

Massiel Zaragoza | Doctoral Student, University of Illinois at Chicago

This study utilizes Xicana Feminist methodologies to explore how the language ideologies of eight Illinois-based middle school Latinx DLBE teachers inform their pedagogical practices as Spanish content area teachers. Findings indicate participants' identification of language ideologies that delegitimized their own Spanish language varieties and, consequently, prioritized content instruction over language instruction. Findings also inform the implementation of a critical action-research project that involves redesigning a Spanish language course content unit plan. Implications include a need to prepare secondary Latinx DLBE teachers to consider the integration of critical language awareness, disciplinary literacy, and critical consciousness when planning for instruction.

Academic Language Development Through Content Instruction

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

Thursday, November 14, 2024 • 10:55 AM

"Micro-Immersion" World Language Classroom: Conversational in 10 Weeks

Inn & Spa at Loretto - Tesuque

Ryan Clapp | Teacher, William Smith High School

The Micro-Immersion workshop takes a parallel pedagogy approach, leading world language teachers through a 60 minute Mandarin sample lesson co-facilitated with my students. There are introductions, an overview and community building at the beginning, as well as debrief and next-steps opportunities at the end. We learn new vocabulary, practice, set social-emotional and academic goals, and then the magic happens. Everyone physically leaves the classroom, and upon re-entering, we are in a "micro-immersion" space, only speaking Mandarin with partner pairs. When the timer ends, we exit the classroom once more, and then re-enter to debrief our experiences in English.

Academic Language Development Through Content Instruction
Teachers, Researchers, Administrators • 9 - 12 • English, Mandarin

Affirming Identity for Each Student

Inn & Spa at Loretto - Zuni Ballroom North

Patrick Werito | Project Coordinator, Dual Language Education of New Mexico

The CLAVES® framework provides educators the professional learning needed to provide differentiated, inclusive, and validating instruction to multilingual learners. This session will explore the principles of Access, Validation and Equity and the importance of examining our own identity in order to affirm students' diverse identities. In addition, we will examine how implicit biases unintentionally and adversely impact the building of positive student relationships and the creation of a learning environment that honors each student's potential.

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

The Underrepresentation of ELLs in GT Programs: A Closer Look

Inn & Spa at Loretto - Zuni Ballroom South

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

The continuous growth of English language learners in the U.S. public education system, and the notorious educational issue of the underrepresentation of emergent bilinguals in gifted and talented (GT) education is the fundamental topic of this presentation. The ambiguity surrounding the GT identification process of emergent bilinguals is a critical educational concern. It is imperative to identify and understand the roots of this underrepresentation. It is essential to acknowledge the unique challenges faced by GT emergent bilinguals, which often stem from the lack of understanding, resources, and support both within educational institutions and their families.

Sociocultural Responsiveness, Social Justice, CRT, Educational Equity and Access
Teachers, Administrators, Parents, Researchers, Students, Higher Education, Community • K - 12 • English, Spanish

Diario Duo, a Biliteracy Writing Strategy

La Fonda - Exchange

Adriana Alvarez | Assistant Professor, UC Denver
Angela Cruz | Coordinator, Minneapolis Public Schools - Minneapolis, MN

Diario Duo is a biliteracy strategy that supports students writing through a reflective and self-monitoring tool for learning. Our Two-Way Dual Language School in Minneapolis used Diario Duo starting from Hi-5 through 5th Grade. Each student has their own personalized Diario Duo that has both Spanish and English Writing. This strategy is also a vehicle to learn about students' life and interests. In this session, we will share more about how to start using Diario Duo with your students along with sharing our Writing Trajectories from Hi-5 through 5th Grade.

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

Thursday, November 14, 2024 • 10:55 AM

A Guide to the Adoption of High-Quality Spanish Language Arts Materials

La Fonda - La Terraza

Rebecca Blum Martínez | Professor Emerita, UNM, English Learner Success Forum
Sonia Soltero | Professor, de Paul University

The English Learners Success Forum (ELSF) is a collaboration of researchers, teachers, district leaders, and funders who seek to improve the quality and accessibility of instructional materials for multilingual learners. Recently, we have developed a set of rigorous and supportive criteria for SEAs and districts in identifying high-quality Spanish Language Arts materials. These criteria are based on an extensive study of Spanish literacy development K-5, cross-linguistic connections and culturally responsive curricula, interviews with district personnel and Spanish language experts.

Participants will practice using these criteria with their own materials. Please bring a unit of study you are presently using.

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

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

Con esperanza: Fostering pedagogies of hope in dual language classrooms

La Fonda - Lumpkin Ballroom N

Katherine Barko-Alva | Associate Professor, William and Mary, School of Education
Maria Pia Oelrich | Student, William and Mary, School of Education

This session seeks to create optimal learning spaces guided by Freire's (1992) pedagogy of hope. It will provide participants with effective teaching and learning strategies for implementing lessons that scaffold socio-cultural and emotional competencies, while integrating meaningful literacy practices across both languages. Using these teaching practices, students' linguistic and cultural identities are valued and affirmed. By emphasizing socio-cultural and emotional competencies through the use of authentic texts in Spanish and English, participants will be able to discuss, negotiate, and learn three distinct instructional strategies designed to promote and foster cross-linguistic connections, oral language production, and writing across languages.

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

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

Cómo cumplir las 4 metas de Dual Language Bilingual Education

La Fonda - Lumpkin Ballroom S

Juan A. Freire | Associate Professor, Brigham Young University

Las cuatro metas de la educación bilingüe de lenguaje dual (dual language bilingual education) son: el logro académico, el bilingüismo/biliteracidad, la competencia sociocultural, y la conciencia crítica. Esta presentación explicará cada una de las metas, mostrará qué dice la investigación al respecto, y explicará cómo cumplir efectivamente cada meta desde una perspectiva basada en la equidad. Esta presentación también reconocerá diferentes tipos de obstáculos y barreras, proporcionando a su vez soluciones para poder así alcanzar cada una de las metas.

DLE Program Development and Design—PreK 20 Implementation

Teachers, Administrators, Researchers • K - 12 • Spanish

Sol y Luna son amigos, y otros encuentros inesperados

La Fonda - New Mexico

LoraBeth Escalante | Instructional Coach, Seidlitz Education

Tara Koel | Teacher, Thunder Vista P-8

Featured Sponsor Presentation

Sol and Luna didn't expect to meet up in a reader's theater, but they quickly become amigos when they realize what they have in common! Experience how role play supported by Spanish children's books creates opportunities for academic language development, fluency and confidence. Sol y Luna no esperaban encontrarse en un teatro de lectores, ¡pero rápidamente se vuelven amigos cuando se dan cuenta de lo que tienen en común! Experimente cómo el juego de roles respaldado por libros infantiles en español crea oportunidades para el desarrollo del lenguaje académico, la fluidez y la confianza.

Academic Language Development Through Content Instruction

Teachers • K- 8 • English, Spanish

Thursday, November 14, 2024 • 10:55 AM

Bilingual Sound Wall: From Classroom Decor to So Much More!

La Fonda - Santa Fe

Jennifer Bigler | Administrator, Harvard Community Unit District 50
Jennifer Johnson | Teacher, Harvard Community Unit District 50
Steve Beesley | Instructional Specialist, Harvard Community Unit District 50

With the adoption of the Illinois State Literacy Plan, Harvard CUSD 50 is leading the way with the Science of Reading in dual language education. Though often considered a monolingual resource, our innovative bilingual, bicultural sound wall has significantly enhanced our dual language classroom instruction and early-reader proficiency. We'll discuss the benefits of incorporating articulation of sound and visual aids to facilitate accurate pronunciation while promoting metacognition and cross-linguistic connections. Participants will leave with a foundational understanding and a digital template for building and implementing an interactive, bilingual language acquisition tool you can't live without!

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

Desarrollando un aula bilingüe interactiva: Estrategias innovadoras para la adquisición del lenguaje

La Fonda - Stiha

Evelyn Recinos - Menéndez | Teacher, Schuyler Community Schools

¿Listos para innovar las rutinas diarias y estrategias de enseñanza en tu salón bilingüe para mantener a los estudiantes activos desde el momento en que entran al aula? Esta sesión ofrece a los participantes la oportunidad de aprender una variedad de prácticas efectivas que facilitan la adquisición de un nuevo idioma a través de la implementación de un modelo de biliteracidad que incorpora las cinco áreas del lenguaje: oral, auditiva, escritura, lectura y metalingüística. Cada participante saldrá con un nuevo conjunto de herramientas y recursos para diseñar y crear actividades interactivas significativas para las rutinas matutinas, la integración de música, juegos, vocabulario, escritura, lectura y el puente lingüístico.

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

Process Writing Practice for the Digital Era in Spanish and English

Santa Fe Community Convention Center - Coronado/DeVargas

Shauna Williams | Educational Consultant, Benchmark Education
Featured Sponsor Presentation

Students are guided through each step of the writing process with instructional tools and support by watching overview videos (in English or Spanish) to learn about genre features for Opinion About a Text, Personal Narrative, Memoir, Fable, Realistic Fiction, Historical Fiction, Informative/Explanatory Science Text, and Informative/Explanatory Social Studies Text. Students then use real-time messaging to collaborate with peers and teachers throughout the entire project. Next they publish their writing digitally to print, export and share. Students can review their individual progress and teachers have access to tools that help evaluate writing and provide customized feedback to each student.

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

¡Cantemos! Actividades para incorporar música, cultura y lenguaje en el aula

Santa Fe Community Convention Center - Milagro/O'Keefe

Yolanda Borrás | Director, Lectorum
Featured Sponsor Presentation

Únete a este taller interactivo y participa en actividades de música y movimiento de países y culturas de habla hispana. ¡Explora libros de canciones en español con textos auténticos y aprenderás prácticas efectivas para enriquecer tu aula! La participación en actividades musicales contribuye al desarrollo integral del estudiante, facilita la adquisición del lenguaje y promueve la preservación del idioma y la cultura de los estudiantes.

Este taller será impartido en español.
Academic Language Development Through Content Instruction
Teachers, Administrators, Parents • Pre-K - 2 • Spanish

Thursday, November 14, 2024 • 10:55 AM

Empowering Students to Promote Family and Community Engagement Through Bilingualism and Biliteracy

Santa Fe Community Convention Center - Ohkay Owingeh

Laura Londono | Teacher, Browne Middle School
Alberto Carrero | Director, Chelsea Public Schools

This session will equip participants with the tools necessary to create authentic tasks for students by allowing them to engage parents and the community in events that showcase their work and celebrate their multilingualism. These tasks allow students to read, research, speak, write, and present topics of high interest. This session will highlight sample tasks (for different grade levels), student sample work, and ideas for implementation in the classroom. These tasks will elevate biliteracy either in English or in the partner language. In this session, the participants will learn about the dual language education projects that have had a profound and positive impact on students, families, and the community at large to embrace their linguistic and cultural heritage.

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

Blurring the Lines: Navigating Dual Language Literacy and Dyslexia in Early Childhood Education

Santa Fe Community Convention Center - Peralta/Lamy

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

This presentation delves into the intricate intersection of dual language literacy development and dyslexia in early childhood education. It explores the nuanced challenges emergent bilingual students face in Spanish and English immersion programs, focusing on distinguishing between typical second language acquisition difficulties and specific learning disabilities like dyslexia. The session highlights research findings and practical strategies to support educators in effectively addressing these overlapping challenges, enhancing educational outcomes for bilingual learners.

Special Education for Multilingual Students
Teachers, Administrators, Parents • Pre-K - 2 • English, Spanish

Making Content Accessible for Multilingual Learners: From Access to fFluency

Santa Fe Community Convention Center - Pojoaque/Nambe

Stephanie Dewing | Associate Professor, University of Southern California/Teacher Created Materials

This session will engage participants in the academic experiences of multilingual learners as part of a diverse language community. The importance of making content accessible as an important step towards developing language fluency will be presented and practiced through strategies for supporting oral language development. Participants will engage in a range of oral language practices that promote critical and creative thinking skills as an integral part of academic language development.

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

LEAD-Eres: Latino/x Leading Excellent & Anti-Racist Dual Language Schools

Santa Fe Community Convention Center - Sweeney Ballroom

Mayra Cruz | Director, The Canizales Group
Claudia Aguilar | Director, The Canizales Group
Yanira Wandera | Director, The Canizales Group

Emergent bilinguals deserve access to linguistically liberating school models and the time to courageously act to galvanize and support a deep national bench of Latino/x school leaders poised to open, lead, and expand DL schools nationwide. There are 4.95 million emergent bilinguals in U.S. public schools, 75% of them speak Spanish and only 8% of them are enrolled in DLBE schools. The representation gap of Latino/x principals is also alarming: 25% of U.S. public school students are Latino/x, only 8% of American principals are Latino/x. Come be inspired to LEAD! We know that next generation of directoras/directores are at La Cosecha and we have developed the LEAD-Eres framework to prepare you. The LEAD-Eres framework is a one-of-a-kind PD that centers the Latino/x principal, designed by former directoras who have actually done the work.

DLE Program Development and Design—PreK 20 Implementation
Teachers, Administrators • K-12 • English, Spanish

Thursday, November 14, 2024 • 1:30 PM

Mindful Classrooms: Integrating Yoga and SEL in your Class

Drury Plaza Hotel - Lamy

Sabrina Raffaelli | Teacher, Montessori of the Rio Grande

Leslie Sánchez | Director of Business and Development, Dual Language Education of New Mexico

Do you sometimes find yourself looking for tools or strategies to help those students in your classroom who have a hard time maintaining focus and are easily distracted? Imagine if you had some extra tools you could utilize in your classroom right now to help boost focus, alleviate anxiety, enhance confidence and self-esteem, and academic performance. In this session we will focus on how movement and awareness are key to self-care, self regulation, making good choices, and being a part of your community. You will walk away with simple, developmentally appropriate tools which include: yoga poses, movement activities, and breathwork that will assist you in your classroom today!

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

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

Enhancing Equity: Multi-Tiered System of Support Implementation in Dual Language

Drury Plaza Hotel - Meem

Adrienne Navarro | Administrator, La Habra City School District

Rosamaria Murillo | Administrator, Ladera Palma Dual Immersion Academy

Establishing a Multi-Tiered System of Support (MTSS) is essential for the success of every dual language program. It is the system that allows students to thrive while learning in two languages. This session will focus on the leadership skills necessary for developing an inclusive system that best meets the needs of students in the areas of academics, behavior, and social emotional learning. Provided resources will show examples of using data to structure your supports and interventions in both languages.

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

Teachers, Administrators • K - 8 • English

Championing Equity in Bilingual Education: Embracing Anti-Racist Frameworks and Lens

Drury Plaza Hotel - O'Keefe

Daisy Han | Director, Embracing Equity

Our dynamic and highly interactive presentation will provide educators and community members with the tools and knowledge they need to promote equity and inclusivity within dual language education. Dual language education holds immense promise for promoting linguistic diversity, academic achievement, and cross-cultural understanding. However, without intentional efforts to address systemic racism and embrace equity, these benefits may remain out of reach for many students. It is essential that we infuse our dual language programs with anti-racist practices to ensure that every child feels valued and respected for their unique cultural and linguistic background. Our session will focus on aligning with the Guiding Principles for Dual Language Education and Embracing Equity.

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

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

Leveraging New Mexico's New Graduation Capstones and the Seal of Biliteracy

Drury Plaza Hotel - Palace Ballroom A

Lisa Harmon-Martínez | Director, Future Focused Education

Keila Dominguez | Assistant Director, Future Focused Education

Maria Rogahn | Assistant Director, Future Focused Education

As a response to the Yazzie-Martínez decision and the voices of young people across New Mexico, Future Focused Education has partnered with the NM Public Education Department to establish graduate profiles, work-based learning, and capstones. These authentic learning and assessment experiences, defined in part by locally-defined graduate profiles, offer young people meaningful opportunities to learn and become change agents in their own communities. The capstone becomes a way to honor and celebrate young people's full linguistic range, culture, identity, and lived experiences, while schools and districts reimagine language learning and assessment as community driven and rooted in translanguaging. Participants will learn about the new graduation requirements.

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

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

Thursday, November 14, 2024 • 1:30 PM

A Canvas of Culture: Creative Fusion of Diversity

Drury Plaza Hotel - Palace Ballroom B

Laila Ferris | Administrator, Mesita ECDC/Elementary School, El Paso ISD
Patricia Castano | Administrator, Mesita ECDC/Elementary School, El Paso ISD
Estephanie Ronquillo | Teacher, Mesita ECDC/Elementary School

This presentation showcases innovative strategies, thematic multimedia projects, and edtech tools that celebrate diversity, foster cultural understanding, and empower students to become global and digital citizens in an interconnected world through Project Based Learning Dual Language Education, in Spanish and English. Participants will be able to quickly turn around the strategies, projects and edtech tools with which they will engage during the presentation. So, join us as we celebrate the treasures of our diversity.

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

Breaking Down the Walls: Transgressing our Understanding of Translanguaging

Drury Plaza Hotel - Rivera A

Gladys Aponte | Arizona State University
Xigrd Soto-Boykin | Arizona State University
Maria Rosa Brea-Spahn | New York University Steindhart

Translanguaging is a prominent approach to leveraging children's bilingualism. However, this approach is often conceptualized in a narrow way that excludes children who speak language varieties considered less prestigious (e.g., Dominicans) and disabled children who are non-speakers. In this session, bilingual educators of all grades will engage in reflective discussions and hands-on activities to interrogate their beliefs of what counts as valid translanguaging to create linguistically sustaining environments that promote children's critical consciousness and positive self-identities.

Sociocultural Responsiveness, Social Justice, CRT, Educational Equity and Access
Teachers, Administrators, Researchers, Higher Education • K - 12 • English

Guiding Native Language Teachers to Acquire Instructional Resources

Eldorado Hotel - Anasazi North

Shannon Johnson | Coordinator, APS Indian Education Dept./NMTLC
Carmelita Lee | District Instructional Facilitator MultiCultural Services Department, Farmington Municipal School District
Francis Vigil | Indian Education Director, Bernalillo Public Schools
Jongyeon Joy Ee | Associate Professor, California State University, Dominguez Hills
Luz Herrera | Assistant Professor, California State University, Dominguez Hills

Teachers often use their own money to purchase supplies and materials necessary for teaching Native languages. These teachers must develop instructional materials, aids, and student activities to succeed. To develop these resources teachers must become knowledgeable about: the funds and resources available; how to plan and budget on a timely basis; and the policies of the school, district, and funding agency to utilize funds appropriately. A panel of Native language teachers and administrators will share how they plan for instructional programs with teachers and parents that result in good decisions for supporting Native language instructional activities.

Indigenous Language Revitalization
Teachers, Administrators, Parents, Students • K - 12 • English, Diné (Navajo), Apache (Jicarilla, Mescalero)

Biliteracy Seals as a Means to Affirm the Value of Diversity

Eldorado Hotel - Anasazi South

Jessica Villalobos | Literacy Engagement Specialist, Vista Higher Learning
Juan Aragon | Teacher, APS/ West Mesa High School

Participants will learn about local biliteracy seal programs and gain a greater understanding of the importance of empowering students to engage with their communities and heritage through seal of biliteracy programs. The presenters will provide an overview of different avenues for students to earn a variety of biliteracy seals and how their implementation affirms the value of diversity in a multicultural and multilingual society, encourages the study of language, identifies graduates, and prepares students for 21st century skills.

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

Thursday, November 14, 2024 • 1:30 PM

The 7 Sides of Dual Language Instruction

Eldorado Hotel - Chapel

Aradhana Mudambi | Founder and Executive Director, Language and Equity Solutions

Dual language education not only fosters bilingualism and biliteracy, but has proven to close the opportunity gap for English Learners and result in greater academic achievement for all students. However, this is not the case when research-based structures and instruction are not in place. What are the elements to ensure a strong dual language program? After years in the field building and improving dual language programs, I have put together the 7 Sides of Dual Language Instruction to provide educators a clear roadmap how to build a successful dual language program. Come join me to learn more.

DLE Program Development and Design—PreK 20 Implementation
Teachers, Administrators, Parents • K - 12 • English

Cruzando el Puente: Data and Dialogue towards Effective Bridging Practices

Eldorado Hotel - DeVargas

Inés Ramos-Feliciano | Teacher, Volusia County Schools
Gelin Lagara | Dual Language Teacher, Volusia County Schools
Raisa Ankeny | Associate Professor, Stetson University

The first three Instructional Dual Language Principles affirm the importance of co-teacher collaboration as it becomes necessary to identify students' linguistic needs in content areas. Through a university-district partnership for professional learning, teachers in a new DL program implement collaborative planning practices that examine students' metalinguistic progress bi-weekly and respond by designing a Bridge activity with strategic questioning and targeted extension activities that capture student progress. In this bilingual presentation, we discuss our data-informed process to build crosslinguistic knowledge and provide participants with a hands-on extension activity that goes beyond bridging to assess comprehension and guide intervention and re-teaching methods.

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

¡Toma la palabra! Las BASES de un aula bilingüe/dual de calidad

Eldorado Hotel - Grand Ballroom A

Monica Lara | Seidlitz Education

Esta sesión presenta los elementos que se destacan en un aula bilingüe/dual de calidad. Las siglas BASES exploran la importancia que posee el docente y el valor de su vocación al encaminar a sus estudiantes. A la vez, se identifica la importancia de la oralidad y el diálogo como procesos fundamentales que sirven de enlace con la lectoescritura. Por ende, se discute el papel transcendental del conocimiento previo del estudiante y se ofrecen ideas para activarlo y desarrollarlo, especialmente cuando se trata del capital de lenguaje que nuestros estudiantes bilingües emergentes ya poseen en español.

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

Growing Liderazgo: Supporting DL Leaders as Anchors and Advocates

Eldorado Hotel - Grand Ballroom B

Astrid Sierra | Doctoral Student, University of Maryland
Yerika Segarra | Dean of Dual Language Immersion, Prince George County Public Schools
Melinda Martin-Beltran | Associate Professor, University of Maryland
Sandra Gutierrez | Doctoral Student and Dual Language Coach, University of Maryland
Amanda Cataneo | PhD. Candidate, University of Maryland
Mariana Sanchez | Doctoral Student, University of Maryland

DLBE programs thrive with strong leaders who advocate for high-quality bilingual instruction that centers the communities they serve. This bilingual panel presentation will offer examples of how a leader partnered with a teacher educator team to co-design a space that supports leader development and teacher learning across Spanish and English. The audience will hear from a DL leader and teacher educators who will share lessons learned across two years of partnership developing professional learning opportunities that elevate DLBE-specific pedagogies. We will share implications for how DLBE leaders can support teacher learning of DL pedagogies across Spanish and English.

Leadership: Research, Policy, and Advocacy
Teachers, Administrators, Parents, Researchers, Students, Community, Higher Education • K - 8 • English, Spanish

Thursday, November 14, 2024 • 1:30 PM

Apoyando la adquisición del idioma para el estudiante y el amor a la literacidad

Eldorado Hotel - Zia A

Catalina Sánchez | Coordinator, Orange County Department of Education

Hay muchas maneras de involucrar a familias de niños aprendiendo otros idiomas y en la educación de sus niños. Alineado con las practicas recomendadas en la publicación "Guiding Principles for Dual Language Education" para la familia y comunidad, las estrategias presentadas que aprovechan el papel integral y singular que tienen las familias, serán compartidas. Participantes se enterarán de cómo crear oportunidades para promover un clima donde la adquisición de idiomas podrá florecer. Participantes aprenderán las cuatro etapas de adquirir un idioma y lo que pueden hacer para apoyar sus niños en cada etapa. Se les dará a los participantes estrategias específicas para trabajar con familias de niños que están adquiriendo idiomas por medio de actividades que apoyan, que pueden ser hechos con familias y son divertidas y culturalmente apropiadas.

Family and Community Partnerships

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

DL Program Successes: Case Studies

Eldorado Hotel - Zia B/C

Azul Cortés | Director, Dual Language Education of NM

Natalie Olague | Coordinator, Dual Language Education of New Mexico

In this session we present the essential non-negotiables to launch and/or sustain an effective dual language program. Within the framework of the guiding principles, we present case studies and facilitate discussion on what has worked for some of our current partner school districts and the challenges encountered. We continue to build on the DL essential knowledge-base that all leaders at the district and school level need while creating opportunities to showcase exemplary cases.

DLE Program Development and Design—PreK 20 Implementation

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

Foundational Skills Instruction within a Meaningful Context for Multilingual Learners

First Presbyterian Church - Chapel

Crystal Ramos | The Center for Teaching for Biliteracy

Mastering foundational skills like phonics, phonemic awareness, and decoding can be challenging for multilingual learners developing literacy in two languages. In this session, participants will engage in interactive strategies such as the Language Experience Approach and TheDictado to learn how to plan for successful word study through a context that is meaningful to developing bilinguals.

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

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

Updating NM's Prueba de español

First Presbyterian Church - Pope

Julia Rosa López-Emslie, Ph.D | Professor Emeritus, ENMU - NM Prueba

Chris Nelson | Professor, NM Prueba

Patrice Caldwell | Professor, ENMU-NM Prueba

Jose Reyes | District Bilingual Instructional Specialist, Gadsden Independent School district

Adrian Sandoval | Director, New Mexico Highlands University

Join us for exciting information and dialogue specific to the updated NM Prueba Exam used to certify Spanish-language proficiency for those teachers seeking a Bilingual Endorsement with a focus on Spanish. Participants will leave with an understanding about the history and rationale behind the exam, the development of a new study manual, a new video, pilot testing, and alignment data specific to this unique project.

Leadership: Research, Policy, and Advocacy

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

Thursday, November 14, 2024 • 1:30 PM

Literacy Instruction for EBs: Language Development, Language Arts, or Both?

Hilton Hotel - Canyon 1

Doris Chavez-Linville | Sponsor, Renaissance Learning

Teachers everywhere recognize the importance of both language development and language arts skills for their students. As our nation's bilingual population grows, how can we ensure we're providing the right opportunities for both, particularly with literacy instruction and as it applies to Emergent bilingual/English learner students?

In this session you'll learn how to: Connect language development and language art standards to leverage students' existing linguistic practices. Select authentic texts, ensuring meaning is front and center. Support students at different English-language proficiency levels and different grade levels.

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

ESCRITORES in Dual Language Must Write Across all Content Areas

Hilton Hotel - Canyon 2

Omaly Isaaccura | Instructional Coach, Ridgecrest Elementary
Dawn Wink | Professor, Santa Fe Community College

What if writing is the best intervention to accelerate language development? A dual language classroom that focuses on biliteracy and vocabulary development facilitates the foundation of a strong enrichment system that is linguistically responsive and developmentally appropriate for writing production. Using research-based strategies such as -looping, short & extended constructed responses, kernel essay, and others, participants will learn effective writing routines to be implemented in any grade level and all content areas to promote meaningful connections across content and contexts, and language acquisition in multilingual environments.

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

De corazón: Implementing Biliteracy as Equity in Coaching

Hilton Hotel - Chapel

Elvira Pichardo | Professor, Lewis University
Daisy Ayala | Churchville Middle School

The acute teacher shortage in bilingual education and growing migrant population provides an opportunity to significantly alter how teachers view literacy and language in our shifting social, and political climate (Appleman, 2023). This presentation aims to explore the implementation of translanguaging repertoires, including a focus on dynamic bilingualism and critical consciousness, in teacher conversations and coaching, and in teacher preparation programs. We will investigate and learn from analyzing the teaching stance of inservice educators, particularly their understandings of their own linguistic repertoires, language experiences, and connecting them with the language experiences of their students.

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

Building Your Own Biliterate Reading Trajectory

Hilton Hotel - Mesa Ballroom AB

Jody Slavick | Director, University of Colorado Boulder
Amy Mosquera | Sponsor, Adelante Educational Specialists

The Literacy Squared® Biliterate Reading Trajectory is a research-based and research-tested tool that helps teachers analyze what students know and can do in each language, so they can teach to students' biliterate potential. In this session, we discuss how we have led district teams to build their own biliterate reading trajectories using their assessment data. Participants will walk away with an understanding of the powerful ways a biliterate reading trajectory can inform decision-making at the district, school, and classroom levels.

DLE Program Development and Design—PreK 20 Implementation
Teachers, Administrators • K - 8 • English

Thursday, November 14, 2024 • 1:30 PM

Fostering Translanguaging through Wordless Books and Modelled Writing

Hilton Hotel - Mesa Ballroom C

Vanessa Chacón | Teacher, Montgomery County School District
Lucinda Soltero | Associate Professor, University of Colorado Denver
Nadeen Ruiz | Professor, Professor Emeritus California State University

This session will provide an overview of evidence-based instructional principles for oracy development as a foundation for biliteracy. Presenters will demonstrate the use of two collaborative, culturally and linguistically responsive instructional practices (“Morning Message” and “Wordless Books”) for supporting oracy and biliteracy development, and the explicit teaching of cross-language connections. Classroom examples will highlight the power of translanguaging in oral language and biliteracy development through authentic literacy engagements in dual language bilingual education classrooms.

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

Research and Research Design in DLBE

Hilton Hotel - Pecos

Ester de Jong | Professor, University of Colorado - Denver
Sue Hopewell | Professor, University of Colorado, Boulder
Elizabeth Howard | University of Connecticut

As a follow-up conversation to the 2023 DLBE Research Convocation, we will examine how research design needs to change from a methodological and design perspective in order to respond to the call for asset-based, social justice, and equity-oriented studies that center minoritized voices in the areas of teacher education, DLBE practices, and policy. Session will be facilitated by the Research Action Agenda Steering Committee: Dr. Ester de Jong, Dr. Sue Hopewell, Dr. Elizabeth Howard, and Mr. Michael Rodríguez.

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

Emergent Bilinguals in the Math elementary classroom

Inn & Spa at Loretto - Chaco Ballroom - East

Dolores Perejón Lasheras | O, Multilingual Services - Aldine ISD

This session is geared to elementary teachers in dual language programs. Math is not just numbers and operations. The purpose of this session is to understand the cultural and linguistic implications that math has for emergent bilinguals. Math involves academic language and associated concepts, as well as written and oral instructions to complete mathematical tasks. Academic vocabulary with pictorial representations needs explicit instruction and use of cognates, and cross-linguistic connections allow multilingual learners to be able to break the wall between math and the language of math. Participants will explore and apply literacy strategies to support emergent bilinguals during math instruction and understanding of math word problems.

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

¡Qué Sabor! Lotería in the Classroom!

Inn & Spa at Loretto - Chaco Ballroom - West

Claudia Treviño García | Associate Professor, University of Texas at San Antonio
Tracey Maurer | Community Member, TMPHOTO LLC

Come and learn about the origins and history of the Lotería. Participants will gain insight into how this fun, educational, and culturally appropriate game can be aligned to multiple content standards and create a bridge to sociocultural competence. The presenters will discuss how imperative it is that students see their cultural knowledge and experiences embedded in the curriculum. Biliteracy and English language development skills such as oracy, poetry, translanguaging, cognates, etc. will be highlighted. Lotería will definitely be played!

Academic Language Development Through Content Instruction
Teachers, Parents, Researchers, Students, Higher Education, Community, Administrators • K-20 • English, Spanish

Thursday, November 14, 2024 • 1:30 PM

Desarrollando vocabulario académico a través de debates sobre el mundo actual.

Inn & Spa at Loretto - Tesuque

Daniel Abeyta | Teacher, Hope Christian School
Marián Giráldez Elizo | Teacher, Santa Fe Preparatory School

Hablaremos de cómo preparamos a nuestros estudiantes para la conferencia de Modelo Naciones Unidas y como los debates, lecturas e investigaciones no sólo desarrollan vocabulario académico sino también como esta exploración del mundo real aumenta el interés, la motivación y el rendimiento académico de los jóvenes.

Academic Language Development Through Content Instruction
Teachers, Administrators • 9 - 12 • Spanish

CLAVES®: Providing Equity Through Access & Validation for Multilingual Learners

Inn & Spa at Loretto - Zuni Ballroom North

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

Join this engaging session to participate in activities around sheltering and scaffolding strategies that strengthen teaching and learning for multilingual students.. A focus on creating an equitable learning environment through student validation, ensuring access to the content and language development will be emphasized. The Framework from Dual Language Education of New Mexico's (DLeNM) Contextualized Learning for Access, Validation, Equity, and Success (CLAVES®) will be shared.

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

Dual Language, pero where is my cultura?: Identity in the Classroom

Inn & Spa at Loretto - Zuni Ballroom South

Adeli Ynostroza Ochoa | Assistant Professor, California State University, Bakersfield
Melissa Rojas Williams | Associate Professor, University of North Texas

Academic Language Development in Dual Language Programs has been the center of curriculum development focusing on bilingualism and biliteracy. This presentation aims at centering students' cultura. Bilingualism and biliteracy is important, however language is not separate from cultura. This workshop will present examples of asset-based literacy lessons (reading, math, and science); strategies on how to include students' multifaceted identity in curriculum; develop instructional activities for the dual language classroom; and a discussion on the role of transcultura in the classroom.

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

Equitable Biliteracy: Innovations in Spanish Language Arts Curriculum

La Fonda - Exchange

Amy Weiss | Administrator, Chicago Public Schools
Eva González Heredia | Administrator, Chicago Public School

Discover how to achieve equitable biliteracy education through curriculum development. We'll explore the creation of our districtwide Spanish Language Arts curriculum. Developed from scratch, this curriculum integrates all aspects of biliteracy, supporting robust language and literacy development with culturally and linguistically responsive materials. This session explores our research-based biliteracy block, addressing curricular inequities, and integrating literacy and language across English and Spanish for dual language. Includes hands-on activities that equip educators to implement.

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

Thursday, November 14, 2024 • 1:30 PM

NABE Pathways to Dual Language Advocacy and Professional Growth

La Fonda - La Terraza

Olivia Hernández | Central Region Representative, NABE

Discover how the National Association for Bilingual Education (NABE) champions bilingual educators and supports emergent bilingual students. This session will showcase NABE's mission, benefits of membership, and opportunities for professional growth. Learn about NABE's two dynamic dual language professional development programs for teachers and administrators funded by The United States Department of Education: Para Niños (PreK-2 educators) and Para Todos (K-8 educators). Both programs offer digital badges upon completion. Join us to explore NABE's impact and advance your professional journey.

Leadership: Research, Policy, and Advocacy

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

Semillas: Growing a Community with Families of Dual language Students

La Fonda - Lumpkin Ballroom N

Yvonne Williams | Director, WCEPS

Featured Sponsor Presentation

This session will help educators of dual language students, explore important considerations for effective family partnerships across the school community. We will reflect on the personal connections we had in our family and the cultural differences in engagement. Dual language learners have a unique contribution to the classroom that should be leveraged. We will engage in planning for an environment that leverages families as reliable resources to engage students, families, and honor culture in creating a successful class or school vision.

Family and Community Partnerships

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

Strengthening Family Partnerships to Promote Bilingual Pride at Home and in the Classroom

La Fonda - Lumpkin Ballroom S

Adriana Díaz | Program Manager, SEAL (Sobrato Early Academic Language)

Cindy Tinajero | Program Specialist, SEAL (Sobrato Early Academic Language)

Sponsored Presentation

This workshop offers effective practices and strategies to build family partnerships that foster strong community engagement and empower families to take an active role in students' learning. Using research-based approaches from the SEAL model, come away with ready-to-go workshops you can immediately incorporate at your sites to build bilingual/bicultural pride with families at home and in the classroom.

Family and Community Partnerships

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

Adapting ESSA Peer Review Expectations for Assessments and Standards in Languages Other than English

La Fonda - New Mexico

Jesse Markow | Independent Consultant and NAELPA Conference Committee Co-Chair, National Association of English Learner Program Administrators

Nicole Leach | EL Director, Bartholomew Consolidated School Corporation, IN, NAELPA Past-President

David Holbrook | Director

Noting the growth in dual language bilingual education (DLBE) models and the Seal of Bilingualism, the National Association of English Language Program Administrators (NAELPA) initiated a project to help schools and districts bring the standards and assessments used for the language other than English (LOTE) in these programs to a technical level at least equal to the English language (EL) component. NAELPA has adapted critical elements of the June 2018 A State's Guide to the USED's Assessment Peer Review Process that apply to English language assessments and standards to start this process. During the session participants will be given the context of the work, followed by the opportunity to review the components of the publication, engage in structured sharing within groups followed by discussions with the participation of the entire room.

DLE Program Development and Design—PreK 20 Implementation

Administrators, Researchers • K - 12 • English

Thursday, November 14, 2024 • 1:30 PM

Libros solidarios: Enseñando español y lectura con la literatura infantil

La Fonda - Santa Fe

Luz Yadira Herrera | Assistant Professor, CSU Dominguez Hills
Carla España | Assistant Professor, Brooklyn College CUNY

This session introduces participants to planning a lectura en comunidad and language analysis with Latinx children's literature in Spanish. Participants will explore how children's book authors weave content and craft the complexities of Latinx communities, while also informing our understanding of Spanish-language varieties. Participants will workshop plans and artifacts to implement in their schools, including reading in community plans and language study charts using Spanish-language mentor texts.

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

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

Effective, Integrated, and Responsive ELD for Dual Language Classrooms

La Fonda - Stiha

Ana Marisol Sánchez | Senior Program Manager: Dual Language, SEAL (Sobrato Early Academic Language)
Ashleigh Williams | Program Coordinator, SEAL (Sobrato Early Academic Language)
Sponsored Presentation

Are you struggling to design student-responsive ELD that builds upon what students are learning in Spanish? Through SEAL's model of language functions, graphic organizers, differentiated sentence frames, and transfer lessons, bilingual teachers will explore how to bridge what their students are learning in Spanish into content-based ELD. We will examine classroom artifacts and videos to show how you can connect what you are doing throughout your day in a way that develops academic language and literacy in both languages.

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

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

Raising the Bar for Multilingualism for ALL

Santa Fe Community Convention Center - Coronado/DeVargas

Montserrat Garibay | Assistant Deputy Secretary & Director of OELA, U.S. Department of Education
Beatriz Ceja | Assistant Director, Office of English Language Acquisition

The U.S. Department of Education's Office of English Language Acquisition (OELA) provides national leadership to help ensure that English learners and immigrant students attain English proficiency and academic success in addition to promoting the preservation and development of heritage languages. The presentation will include a snapshot of national data on how the nation is fulfilling their obligation to provide equal opportunity for English Learners and will also share the different resources available at the federal level.

Leadership: Research, Policy, and Advocacy

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

Goodbye Sequential, Hello Simultaneous Biliteracy!: One School District's PD Journey

Santa Fe Community Convention Center - Milagro/O'Keefe

Barbara Kennedy | GlobalLingo Ed Consulting, LLC

Are you embracing a simultaneous approach to biliteracy development? Or are you considering doing so? Learn about one district's PD journey supporting K – 1 dual language teachers in implementing impactful strategies aimed at simultaneous Spanish-English biliteracy development. Explore how a redesigned Language Allocation Plan, a Simultaneous Biliteracy Curriculum, and a responsive support team grounded a year-long PD series emphasizing practical application of theory using DL instructional strategies. Leave with concrete examples: What worked? What didn't? What's next?

DLE Program Development and Design—PreK 20 Implementation

Teachers, Administrators • K - 12 • English

Thursday, November 14, 2024 • 1:30 PM

“They Told Us Not to Use Spanish”: Disabled Bilingual Language Ideologies

Santa Fe Community Convention Center - Ohkay Owingeh

Lilly Padia | Assistant Professor, Erikson Institute
Jessica Miguel | Staff, Erikson Institute

Latinx disabled children engage in a range of multimodal, multilingual forms of languaging. Using frameworks of language ideologies, agency, and multigenerational language in/securities, multilingual ideologies in the context of augmentative and alternative communication (AAC) devices, and crip linguistics, we examine how bilingual, disabled Latinx youth disrupt an idealized white, monolingual spoken-English norm. We share lessons and findings from interviews and observations with Latinx disabled children and their families who interact with bilingual environments and structures in a variety of ways to engage their full linguistic repertoires (i.e., spoken, non-spoken, expressive communication) to help conceptualize inclusive language environments.

Special Education for Multilingual Students
Teachers, Administrators, Parents, Researchers • K- 8 • English, Spanish

Welcoming Bilingual Learners with Disabilities into DLE Programs

Santa Fe Community Convention Center - Peralta/Lamy

Cristina Sánchez-López | Senior Associate, Paridad Education Consulting
Theresa Young | Retired Educator, Sound Communication
John Hilliard | Instructional Specialist, Paridad Education Consulting

We welcome practitioners and program administrators to explore a National Dual Language Forum (NDLF) White Paper that features research-informed critical characteristics of programs and intervention that optimize learning outcomes of minoritized students with disabilities in dual language programs. Building on the Guiding Principles (3rd Ed) and research on bilingual learners with disabilities, we review recommendations, research, examples and resources to support schools and school districts in developing inclusive DLE learning environments for multilingual neurodiverse learners.

Special Education for Multilingual Students
Administrators, Teachers • K - 12 • English

Velázquez Academic Spanish Language Academy: A Glimpse into Mastering Academic Spanish

Santa Fe Community Convention Center - Pojoaque/Nambe

Vanessa Mangual | Sponsor, Velasquez Press

This session offers an insightful preview of the Velázquez Academic Spanish Language Academy, a course designed to enhance Spanish-language proficiency in academic contexts. Tailored for educators aiming to improve their command of academic Spanish, this glimpse into the full course highlights essential strategies for developing grammar, vocabulary development, and linguistic skills needed to help students achieve academic success. If you teach in Spanish, join Dra. Vanessa Mangual to explore how this program can support your dual language program and Spanish-language development at all levels.

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

Dual Language Learner Literacy Development in Early Childhood Education and the Science of Reading

Santa Fe Community Convention Center - Sweeney Ballroom

Sonia Soltero | Professor, DePaul University
Martha Martínez | Head of Research and Evaluation, Sobrato Early Academic Learning
Socorro Herrera | Professor, Kansas State University

In this session we share the recent white paper published by the National Committee for Effective Literacy that speaks to the unique language and literacy needs of young dual language learners in the context of science of reading practices and policies. We will examine practices and considerations founded on research in biliteracy and bilingual development, second language acquisition, and bilingual education that advance students' long-term academic, linguistic, socio-emotional and socio-cultural growth and achievement. Given the significant role that early childhood education plays in children's future, stakeholders at every level will benefit from understanding the research base about DLL's linguistic and cultural assets and their unique linguistic and sociocultural needs.

Effective Literacy: Biliteracy, Oracy, and Oral Language Development (including ELD)
Teachers, Administrators, Researchers, Community, Parents, Higher Education • K-20 • English

Friday, November 15, 2024 • 9:10 AM

Translingual Ethnic Studies Summer School: A DL Teacher & Family Community Space in the Midwest

Drury Plaza Hotel - Lamy

Blanca Caldas | Associate Professor, University of Minnesota, Twin Cities

The Translingual Latinx Ethnic Studies Summer School (TLESSS) is an initiative created for Latinx bilingual/bicultural elementary students and dual language teachers in the Midwest grounded in Ethnic Studies in a translanguaging space. This project aims to fill the bilingual/bicultural educational gap at schools and teacher preparation programs to 1) implement a curriculum rooted in their cultural wealth and linguistic practices through their own histories, lives, and realities, and 2) provide training in ethnic studies to foster minoritized-language practices for Latinx bilingual teachers.

Sociocultural Responsiveness, Social Justice, CRT, Educational Equity and Access
Teachers, Researchers, Students, Community, Parents • K-20 • English, Spanish

Connections: A Fun Way to Maximize Learning and Well-Being in Dual Language Spaces

Drury Plaza Hotel - Meem

Ron Yoder | Teacher, West Mesa High School
Loretta Sandoval | Teacher, West Mesa High School
Jorge Serrano | Teacher, West Mesa High School

Discover how to spark academic and interpersonal connections with gameplay. We model problem-solving collaborations in a dual-language play space where students laugh and learn in their zone of proximal development on their way to organizing concepts via words, images, and even music. You will play thinking-classroom style with “just enough” clues to make the connections. Takeaways include New Mexico idioms and other ready-to-play connections in a slide deck, a new understanding of your informal networks at school or work, and a visibly random 2- to 5-person group generator Google spreadsheet.

Sociocultural Responsiveness, Social Justice, CRT, Educational Equity and Access
Teachers, Administrators, Parents, Students, Higher Education, Community, Researchers • K - 12 • English, Spanish

Talk, Sing, Read, Write, and Play: Building Early Literacy Skills with Project GLAD®

Drury Plaza Hotel - O'Keefe

Christie Baird | Coordinator, OCDE Project GLAD® and Multilingual Academic Services

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

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

Civismo: Bridging Civics & Social Studies Through Game-Based Technology in your Dual Language Class

Drury Plaza Hotel - Palace Ballroom A

Veronica Schmidt-Gomez | Administrator, Hillsborough County Public School
Kristen Chapron | Senior Editor, iCivics

¿Por qué civismo? Civic education prepares students to be informed and engaged community members. It opens doors by expanding students' minds and gives them the ability to talk with others who have different viewpoints. Games (like those offered on iCivics) and other technological resources are an exciting way to provide equitable and critical-thinking opportunities about our government for all students, including Spanish-speaking and multilingual learners. Let's explore how to integrate the building of language and content knowledge and create civic connections!

Integrating Technology
Teachers, Administrators, Students, Community • K - 12 • Spanish, English

Friday, November 15, 2024 • 9:10 AM

Creating Connections: Storytelling and Identity

Drury Plaza Hotel - Palace Ballroom B

Laura DuMond Kerr | Teacher, Taos High School
Bernadine Santistevan | Community Member
Cristina Rincón | Teacher, Dolores Gonzalez Elementary School

Throughout time and across many cultures, stories have played a role in teaching important life-lessons and values. This session highlights strategies to encourage students to investigate their local geography in order to build relationships and make connections. The connections include links to personal history, life-experiences, elders, animals and nature, location, traditions, one's heritage language, and community stories. In the process, the students create their own stories in English and/or Spanish about these connections that form their identity. The presenters will discuss examples of these strategies in both a bilingual elementary classroom and a Spanish high school class.

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

Ensuring English Learner Students' Equal Access to a High-Quality Education

Drury Plaza Hotel - Rivera A

Jennifer Bezozo | Senior Attorney, U.S. Department of Education, Office for Civil Rights

The Office for Civil Rights (OCR) of the U.S. Department of Education discusses its mission and activities in enforcing the civil rights of English Learner students in public elementary and secondary schools. The presentation covers common compliance issues discovered when investigating school districts' compliance with federal civil rights laws, and allows time for questions.

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

Cultivating a Culturally Competent Pedagogy: A 9-Week Autoethnographic Model for Teachers

Drury Plaza Hotel - Rivera B

Paul Parkerson | Instructional Coach, Denton ISD
Leticia Mccrary | Teacher, Denton ISD, Texas
Ricardo Gonzalez-Carriedo | Doctor, University of North Texas, Denton
Jorge Ordonez | Teacher, Plano ISD, Texas

This session aims to communicate the importance of cultural competence to educators by improving understanding of what culture, cultural competence, and culturally sustaining pedagogy are, and the examination of personal practice through an autoethnographic lens. During this workshop, participants will learn about all of these, be able to analyze and reflect on their own practice, and ultimately discuss next steps with other participants. The goal of the panelists is for participants to leave with the tools to plan and carry out a 9-week process towards cultural competence in their classrooms, and ultimately, a vision and potential framework for their future practice.

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

Growing Access to—and Maintaining Quality in—Dual Language Immersion

Eldorado Hotel - Anasazi North

Conor Williams | Senior Fellow, The Century Foundation
Xigrad Soto-Boykin | Assistant Research Professor, Arizona State University

It takes planning to grow high-quality dual language immersion (DLI) programs. In this session, we will highlight two recent reports published by The Century Foundation and Children's Equity Project focusing on equitable access and quality. The first report is a pathbreaking analysis of more than 1,600 DLI programs around the country. Results showed that programs vary widely by location—and that the local and state policies matter a great deal in determining their effectiveness. The second report is a comprehensive framework for implementing high-quality DLI programming for young children.

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

Friday, November 15, 2024 • 9:10 AM

Valuing the Linguistic and Cultural Identities of Multilingual Learners

Eldorado Hotel - Anasazi South

Sandra Medrano-Arroyo | Director, Ellevation Education
Featured Sponsor Presentation

Multilingual learners bring an incredible richness to our classrooms. In order to create confident multilingual learners who can flourish and contribute to a greater cause, their linguistic and cultural assets need to be nurtured and leveraged by intentionally providing them with opportunities to showcase these assets. Share and learn as we participate in a few instructional practices that promote multilingualism while valuing students' cultural and linguistic identities.

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

The Influence of a Family Engagement Program on Emergent Bilingual's Reading Development

Eldorado Hotel - Chapel

Leila Flores-Dueñas | Professor, UNM
Latania Marr y Ortega | Coordinator, Manhattan, Ogden, Kansas USD 383

Family engagement programs often fail to examine the true treasures in the homes of the multilingual families they serve in dual language schools. Latinx researchers, who examine literacy embedded in home contexts, have found that fostering the literate identities of our parents and their bilingual children is key to creating meaningful connections for the families we serve. In this session, we will present a study on how Mexican immigrant mothers, who were enrolled in a family-engagement literacy program, co-constructed their literate identities and collaboratively fostered new approaches to assisting their children at home, which produced school improvement for students. We will discuss implications for schools as well as for teacher-education programs.

Family and Community Partnerships
Teachers, Administrators, Researchers, Community, Parents • K - 5(6) • English

Elevating Newly Immigrant Emergent Bilinguals and Their Families in Our Schools

Eldorado Hotel - DeVargas

Christina Gomez Hernández | Regional Emergent Bilingual Coach, Texas State University graduate
Brenda Gonzalez | Community Member, ImmSchools

Participants will learn how to provide an inclusive learning environment for undocumented emergent bilingual students (EBS) and parents in a dual-language setting through a community partnership. The purpose is to provide effective strategies and practices to foster inclusivity and a sense of belonging in schools for undocumented EBS and parents. These strategies include: providing resources in multiple languages, community outreach, parent pláticas, learning sessions, and exposure to higher education possibilities as a way to navigate the public school system. Plus, gather effective strategies and practices that promote parent engagement, agency and empowerment, specifically for parents and caregivers of undocumented EBs.

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

What Is High Academic Achievement In Terms of Bilingualism and Biliteracy?

Eldorado Hotel - Grand Ballroom A

Aradhana Mudambi | Founder and Chief Advocate, Language and Equity Educational Solutions

Looking at students' assessment scores through a monolingual lens leads us to misinterpret students' scores and their progress towards high academic achievement. In this session, we will first look at simultaneous bilingual students' biliteracy trajectory at the toddler and preschool level through both a monolingual and a bilingual lens to create a foundational understanding of the difference. Then, we will engage in an interactive activity to determine students' progress at the elementary level by looking at student scores through a bilingual lens and determine what steps, if any, we should take to ensure students' progress towards high academic achievement in both languages. We will frame this analysis through a Biliteracy-Based MTSS framework.

Effective Literacy: Biliteracy, Oracy, and Oral Language Development (including ELD)
Teachers, Administrators • K - 5(6) • English, I will use Spanish but it won't be the primary language of the presentation.

Friday, November 15, 2024 • 9:10 AM

Using Interactive Dialogue Journals for Literacy Development in L1 and L2

Eldorado Hotel - Grand Ballroom B

Barbara Flores | Professor, CABA
Esteban Díaz | Professor Emeritus, CSU San Bernardino
Nadeen Ruiz | Professor Emerita, CSU Sacramento
Edgar Lampkin | CEO, California Association for Bilingual Education

The power of using Interactive Dialogue Journals in Dual Immersion K-2 classrooms is unparalleled given that this tool mediates the development of the alphabetic principle in Spanish and English. This workshop will share: 1) How to organize, deliberately mediate and facilitate sociocultural teaching/learning, and assess children's developmental progress on monthly basis; 2) How the children "come to know" the alphabetic systems from their own conceptual interpretations; 3) How to name the children's conceptual interpretations using Ferreiro & Teberosky's theoretical and research knowledge of psychogenesis; and 4) Many different types of children's writing samples across a year that show growth & development.

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

Building a School Culture Where Love is our First Language

Eldorado Hotel - Piñon Boardroom

Michele Anberg-Espinosa | Assistant Professor of Education, Simpson University School of Education
Deb Wallace | Administrator, Tree of Life International Charter, Northern California

How can a diverse school community unite around Core Values and the motto "Where Love is our First Language"? Two veteran dual immersion leaders, Deb Wallace and Michele Anberg-Espinosa, will share strategies for building a school culture that fosters respect for all cultures, aligns with DLI goals, and emphasizes a Culture of Honor, PBIS, and Restorative Practices. They will highlight the role of parent involvement, student leadership, and a partnership with a local university, offering practical steps for educators to create transformative school environments.

DLE Program Development and Design—PreK 20 Implementation
Teachers, Administrators, Higher Education • K - 20 • English, Spanish

Design-Thinking Approach to Enhancing DLE Programs: A Systemic Reflection on Guiding Principles

Eldorado Hotel - Zia A

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

Dual language immersion programs have gained recognition for their effectiveness in promoting bilingualism, biliteracy, and cross-cultural competence among students. However, establishing and sustaining successful DLI programs requires a thoughtful and strategic approach that goes beyond curriculum and language instruction. This session introduces participants to Design Thinking—an innovative problem-solving framework—and its application to DLI programs. Through a series of interactive exercises and guided discussions, as well as narratives from local school sites, administrators will gain insight on establishing, improving, and expanding DLI programs.

DLE Program Development and Design—PreK 20 Implementation
Teachers, Administrators • K-12 • English

¡Conversaciones estructuradas!

First Presbyterian Church - Chapel

LoraBeth Escalante | Instructional Coach, Seidlitz Education
Featured Sponsor Presentation

Esta sesión enseña como guiar a 100% de los estudiantes a participar en conversaciones estructuradas de manera eficiente e enfocada.

Esta estrategia (conocido por su acrónimo en inglés de QSSSA) da énfasis en la importancia de la oralidad y el diálogo como procesos fundamentales para el aprendizaje del contenido y una aumentación de confianza propia. A través de los pasos y la práctica los docentes podrán planificar sus propias conversaciones estructuradas para incluir en las lecciones.

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

Friday, November 15, 2024 • 9:10 AM

Embracing Multilingual Student and Family Voices in an Innovative Assessment Research Protocol

First Presbyterian Church - Pope

Lora Snider | Teacher, Hickory City Schools, NC
Ivanna Anderson | Director, North Carolina Department of Public Instruction
Margo Gottlieb | Instructional Specialist, WIDA

The Multilingual Multimodal Science Inventory (M2-Si), in development for DL/I and non-DL/I contexts, supports formative assessments of what students know and can do in science, not just what students know and can do in science in English. Our initial research uses an innovative focus-group protocol to understand the types of information multilingual children and their families find useful to understand students' Grade 3-5 science learning progressions. Participants will learn about our focus-group process and practice using multilingual multimodal strategies included in the inventory.

Leadership: Research, Policy, and Advocacy

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

Integrating the Literacy Classroom: How a 2nd-Grade Team Navigated Policy Changes

Hilton Hotel - Canyon 1

Deb Palmer | Professor, University of Colorado, Boulder
Allarie Coleman | Student, University of Colorado, Boulder
Alexandra McGrath | Student, University of Colorado Boulder

An examination of a 2nd-grade DL team's transition from language-segregated (one-way) to integrated two-way DL classrooms sheds light on the social, political, and programmatic complexities of having Spanish- and English-dominant students learn literacy together. Integrated classrooms advance equity and inclusion, but they're complicated. Based on the experiences of this 2nd-grade team, we'll propose and workshop strategies for strong integrated DL teaching, including translanguaging pedagogies and actions toward critical consciousness.

Leadership: Research, Policy, and Advocacy

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

Strengthening Dual Language Education: Veteran-New School Collaboration for Professional Development

Hilton Hotel - Canyon 2

Katie Cardamone | Administrator, Nuestro Mundo Public Charter School
Danira Ortiz | Administrator, Nuestro Mundo Public Charter School
Julie Nora | Administrator, International Charter School

We highlight the potential of collaboration between veteran and new bilingual education programs. Leveraging the expertise of veteran educators and new perspectives of educators in new schools, schools can forge partnerships and provide high-quality professional development. Drawing on a year-long grant-funded professional learning partnership, this session offers insights into the collaborative process, highlights effective strategies for maximizing resources, and explores the profound impact of these partnerships on advancing bilingual education initiatives within diverse communities.

DLE Program Development and Design—PreK 20 Implementation

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

A Genre-Based Translanguaging Approach for Exemplary Dual Language Instruction

Hilton Hotel - Chapel

Andrés Ramírez | Associate Professor, Florida Atlantic University
Yuly Andrea González | Teacher, La Salle University

Traditionally, the Guiding Principles of Dual Language Education recommended monolingual lesson delivery or instruction in one language at a time. However, the widespread impact of translanguaging literature challenged such monolingual perspective and currently a more fluid yet strategic use of both languages if they are to be used concurrently is favored. After briefly and critically exploring translanguaging, this presentation uses actual examples from classrooms in the USA and Colombia to describe a genre-based pedagogical translanguaging approach based on the language-based theory of language proposed by Systemic Functional Linguistics that systematically and purposefully used L1 and L2 in content-based language instruction.

Academic Language Development Through Content Instruction

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

Friday, November 15, 2024 • 9:10 AM

Cultura, arte, poesía y oralidad

Hilton Hotel - Mesa Ballroom AB

Silvia Dorta Duque de Reyes | Educational Consultant, Benchmark Education
Featured Sponsor Presentation

Vengan todos a aprender cómo usar la poesía en el salón para afirmar arte, lenguaje y cultura. Se demostrarán técnicas y estrategias fáciles de implementar. Los participantes recibirán poesías sencillas llenas de pensamientos hermosos y profundos junto con actividades de arte y lenguaje basada en los estándares que promueven la oralidad, la creatividad y el desarrollo de lenguaje y la oralidad. La poesía y el arte representan unas de las mejores maneras de compartir la riqueza cultural y la biliteracidad.

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

Gathering Meaningful Data to Support and Enhance Your Dual Language Program

Hilton Hotel - Mesa Ballroom C

Rachel McCormick | Director, MC2 Education LLC
Lisa Meyer | Director of Instructional Equity, Dual Language Education of New Mexico
Jacqueline Mendez | Director, 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 especially 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, Parents, Administrators • K-12 • English

West Palm Beach School District Students Shine: A Dual Language Success Story using Okapi's Cross-Linguistic Connections

Hilton Hotel - Pecos

Vivian Pratts | Retired Educator, Sandra Mercuri Educational Consultants
Sandra Mercuri | Retired Educator, Sandra Mercuri Educational Consultants
Lisa Capra | Administrator, West Palm Beach ISd
Natalie Campillo, DL Instructional Specialist, West Palm Beach ISD
Featured Sponsor Presentation

Discover how the School District of Palm Beach boosted student comprehension and vocabulary scores through the innovative use of Okapi's Cross-Linguistic Connections. This approach empowered students to bridge languages, deepening their understanding and enhancing vocabulary in both languages. Join us to learn about this transformative journey toward biliteracy success!

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

Poetas y cultura, todo fácil y divertido con novelas educativas en español auténtico. Grados 7-12

Inn & Spa at Loretto - Chaco Ballroom - East

Adalucía Quan | Teacher, Latino Press

La poesía contenida en tres novelas multiculturales de español auténtico se identifica con el logro académico según el grado, bilingüismo y la competencia sociocultural, mediante el desarrollo del vocabulario, fluidez y escritura. Los participantes serán expuestos a obras literarias clásicas españolas y latinoamericanas de manera divertida y sencilla, con ayuda de ilustraciones disponibles en los textos. Estos títulos son una introducción a la literatura disfrazada en novelas, donde los poetas se alinean con las lecturas requeridas para cursos AP, llenando la falta de literatura hispana en los grados 7-12. Plática, discusión (Q&A) y una actividad práctica para reforzar el aprendizaje.

Academic Language Development Through Content Instruction
Teachers, Administrators, Parents, Students, Higher Education • 9 - 12 • Spanish

Friday, November 15, 2024 • 9:10 AM

Bridging and Translanguaging: Culturally Sustaining Strategies

Inn & Spa at Loretto - Chaco Ballroom - West

Angelina Doran | Dual Language/ELD/Migrant TOSA, Newberg School District

This session will provide an overview of Bridging and translanguaging along with opportunities to interact with educators and examples regarding this topic. Attendees will leave the session with a collection of strategies, resources, and ideas for planning a bridging lesson and ways to provide feedback to students in ways that are culturally sustaining and empowering. (Presentation will have elements in English and Spanish)

Academic Language Development Through Content Instruction

Teachers • K - 12 • English, Spanish

Federal Funding for Bilingual Educators Enhancing Student Academic-Language Development

Inn & Spa at Loretto - Tesuque

Berenice Pernaleté | Director, Instituto Mundo Verde

Jennifer Kouakeu | Staff, Instituto Mundo Verde

Join us for a revealing conference session where we introduce The Fellowship, a training federally funded by the U.S. Department of Education, created by Instituto Mundo Verde in collaboration with DLENM. This tailored learning solution is designed to meet the unique needs of bilingual educators nationwide, providing practical tools and strategies for academic-language development through content instruction. Ideal for lead teachers, teaching assistants, paraprofessionals, and anyone working directly with multilingual students. Explore how this flagship program incorporates research on impactful teacher training, while aligning with the goals of effective DLE programming, offering actionable insights and resources for enhancing bilingual education.

Academic Language Development Through Content Instruction

Teachers, Administrators, Researchers • K - 12 • English

Dual Language Teaching Through Wildness, Beauty, and Imagination

Inn & Spa at Loretto - Zuni Ballroom North

Dawn Wink | Director, Santa Fe Community College

This engaging presentation explores dual language teaching and learning through wildness, beauty, and imagination. Participants learn the specifics of these lenses and how to implement them in dual language curriculum and classrooms. The lens of wildness as creativity invites engaged awareness and active participation. Beauty as understood through an Indigenous worldview and expressed in Diné as hózhó--peace, balance, and harmony weaves these elements into learning. Imagination creates potential and encourages action. How can educators integrate wildness, beauty, and imagination into content and the curriculum in ways that expand and enrich multilingual academic language acquisition and development?

Academic Language Development Through Content Instruction

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

Bridging Cultures and Code: Integrating Culturally Responsive Computer Science Pedagogy

Inn & Spa at Loretto - Zuni Ballroom South

Melany Cordova | Community Member, Computer Science Alliance

Paige Prescott | Community Member, Computer Science Alliance

Melany Cordova | Community Member, Computer Science Alliance

Join us as we delve into the fundamental principles of Culturally Responsive Pedagogy and discover its profound relevance across all grade levels in computer science education. In this interactive session, workshop participants will participate in brief discussions and hands-on activities utilizing coding resources that fosters an educational environment that respects and honors each individual.

Integrating Technology

Teachers, Administrators • K - 12 • English

Friday, November 15, 2024 • 9:10 AM

Accelerating Language Acquisition through Project Based Learning

La Fonda - Exchange

Allison Ponce | Instructional Specialist, Leander ISD
Susan Hansen | Instructional Specialist, Leander ISD
Cynthia Díaz De León | Instructional Specialist, Leander ISD

The elements of a well-designed Project Based Learning experience, such as inquiry, student voice and choice, authentic audience, critique and revision, and reflection, allow students to learn content deeply and simultaneously develop language proficiency in English and Spanish. Durante la sesión, exploraremos la conexión entre la adquisición del lenguaje y el aprendizaje a través de proyectos auténticos del mundo real. Compartiremos ideas específicas para rutinas y estructuras que guían el aprendizaje del contenido y el lenguaje al mismo tiempo.

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

Unleashing Oracy Development in the Math Classroom!

La Fonda - La Terraza

Lisbeth Bañales | Educational Consultant, Sandra Mercuri Consultants
Omaly Isaaccura | Assistant Administrator, Ridgecrest Elementary
Featured Sponsor Presentation

Are you aware that engaging in class discussions in math significantly boosts language development and constructs meaning simultaneously? In mathematics, teachers are required to teach students how to talk about, write, and explain math word problems. This presentation aims to demonstrate the significance of fostering oracy development through peer interaction within the mathematics classroom. Oral language is the foundation of comprehension in and across languages. An appropriate environment to support language production shows students actively engaged in the lessons, taking on most of the work while the teacher offers linguistic assistance.

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

The English Literacy Side of Biliteracy Instruction

La Fonda - Lumpkin Ballroom N

Dana Baum Hardt | Educational Consultant, Center for Teaching for Biliteracy

In order to meet the goals of biliteracy, dual language programs teach comprehensive literacy in each program language. This session will focus on English literacy instruction within a biliteracy program, analyzing how English differs from more transparent languages and how to attend to all components of comprehensive literacy, supporting evidence-aligned practices and simultaneous biliteracy. Bilingual teachers (one-teacher model) will come away with practical applications, and two-teacher model teams will learn important considerations for their literacy instruction collaboration.

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

A Holistic Approach to Bilingual Foundational Skills Instruction

La Fonda - Lumpkin Ballroom S

Mario Palma | Chief Equity Advocate and Founder, Palma Multilingual Solutions
Jordan Montalvo | Instructional Specialist, Highline Public Schools
Jessica Canul-Díaz | Instructional Coach, Highline Public Schools

How can we reimagine teaching students to read in two languages that reflects the Science of Reading research and a holistic bilingual approach? Learning to read bilingually does not require redundantly teaching two parallel monolingual scope & sequences. In this interactive session, we will present an integrated bilingual foundational skills (FS) scope & sequence used to authentically reflect the structures and methodologies of English and Spanish, foster metalinguistic awareness, and capitalize on transfer. Through videos, artifacts, and research, participants will learn about systems and structures necessary to engage in holistic FS instruction, resulting in higher biliteracy achievement.

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

Friday, November 15, 2024 • 9:10 AM

Unlocking the “How” of Dual Language Bilingual Education with OCDE Project GLAD®

La Fonda - New Mexico

Natalie Olague | Professional Development Coordinator, Dual Language Education of New Mexico
Diana Pinkston-Stewart | Professional Development Coordinator,, Dual Language Education of New Mexico
Kavita Krishna | Professional Development Coordinator,, Dual Language Education of New Mexico
Ruth Kriteiman, Lead Editor, Dual Language Education of New Mexico

Although the Project GLAD® framework wasn't initially tailored for dual language bilingual education (DLBE) Programs, there are significant parallels between GLAD's core concepts and the guiding principles of DLBE programming. Join us as we introduce and delve into specific GLAD strategies, showcasing how they enhance the effectiveness of DLBE curriculum and instruction. This exploration will encompass consideration of biliteracy and translanguaging, organized around the key concepts of: 1) student choice of language, 2) teacher choice for transforming output, and 3) teacher-facilitated Bridge/Bridging.

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

Empowering Students to Ask their own Questions—A Catalyst for Micro Democracy and Language

La Fonda - Santa Fe

Michele Rewold | Coordinator, Mesa County Valley School District 51

Developed by the Right Question Institute, the Question Formulation Technique, or QFT, is a structured method for generating and improving questions. It distills sophisticated forms of divergent, convergent, and metacognitive thinking into a deceptively simple, accessible, and reproducible technique. The linguistic demands of this technique are perfect for encouraging rigorous and scaffolded language development in all four domains of language. We'll share specific K-12 English and Spanish dual language classroom examples, and empower participants to use this strategy immediately with any group of students or adults.

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

8 Steps for Developing Effective Dual Language Programs

La Fonda - Stihl

Kristin Percy Calaff | Director, Washington Office of Superintendent of Public Instruction

Washington State released new guidance last year on developing and strengthening dual language programs. In this session, we will unpack 8 steps for school and district leaders to build equitable and effective programs aligned to the CAL Guiding Principles. We will also share tools and systems our state is providing to support dual language program development. If you are new to dual language or trying to improve your existing program anywhere in the country, this session is for you!

DLE Program Development and Design—PreK 20 Implementation
Administrators, Teachers • K - 12 • English

Reclaiming Our Language

Santa Fe Community Convention Center - Coronado/DeVargas

Ray Taken Alive | Lakota Language and Culture Community Coordinator, Lakota Nation

Mr. Taken Alive builds on his journey advocating and protecting data-language sovereignty from non-native entities in Indian Country to building community-driven resources and partnerships to reclaim, sustain, and revitalize the community's Indigenous language. Navigating through non-Indigenous epistemologies with culture and language in the forefront, Ray drives us to do the heart work and not wait for that grant to make things happen.

Indigenous Language Revitalization
Teachers, Parents, Community • K - 12 • English, Lakota

Friday, November 15, 2024 • 9:10 AM

Afirmando las identidades bilingües a través de translanguaging literacies

Santa Fe Community Convention Center - Milagro/O'Keefe

Maya Martinez-Hart | Assistant Director, WIDA at WCER, UW-Madison

Featured Sponsor Presentation

Afirmando las identidades bi/multilingües es una forma de valorar the hybridity of latin@ children in spaces donde no somos “ni de aquí, ni de allá”. En esta sesión exploraremos how translanguaging literacies reflect students' lived experiences y sus multiliteracidades while affirming their transculturalismo and linguistic practices.

DLE Program Development and Design—PreK 20 Implementation

Teachers, Administrators • K - 12 • English, Spanish

Learning to Read and Reading to Learn with Big Books

Santa Fe Community Convention Center - Ohkay Owingeh

Ryan Jenkins | Teacher, Washington Middle School

Is it hard for your students to learn content from reading a text? Are they bored by the readings that your curriculum provides? Consider using the OCDE Project GLAD® Teacher-Made Big Book to provide access to grade-level content and grade-level text for all students, including linguistically and culturally diverse students with IEPs, while lowering the affective filter and increasing authentic student engagement. This session will review the what, the why, and the how of creating Big Books, while also giving participants time to create their own Big Books and plan ways to differentiate the repeated uses of each Big Book to the needs of their students - especially those with learning disabilities.

Special Education for Multilingual Students

Teachers • K - 12 • English

Rutinas de instrucción para desarrollar destrezas fundamentales en español

Santa Fe Community Convention Center - Peralta/Lamy

Alejandra Benítez | Sponsor, Pacific Learning

Featured Sponsor Presentation

Únase a nosotros para discutir métodos y estrategias que ayudan a desarrollar destrezas fundamentales en español a través de una instrucción explícita y sistemática. Este método incluye técnicas y rutinas de instrucción claras y estructuradas, siguiendo una progresión de habilidades y conocimientos basados en la investigación, que son auténticos para el idioma español. También compartiremos nuestra experiencia en un entorno que sigue los lineamientos de los 3 pilares de la educación de lenguaje dual.

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

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

Advocating for Bilingual Education in New Mexico: La lucha sigue

Santa Fe Community Convention Center - Pojoaque/Nambe

Elisabeth Valenzuela | Executive Director, Association of Bilingual Education New Mexico

Berlinda Begay | Coordinator, Central Consolidated School District

Susana Ibarra Johnson | Vice President, Association of Bilingual Education New Mexico

Rosemary Carasco, Past President, Association of Bilingual Education New Mexico

Participate in a dialogue with NMABE Board Members regarding how to promote and advocate for bilingual education in your communities. What does it mean to be an advocate? What is the role of a student, parent, and educator? How can we empower all stakeholders to participate in advocacy initiatives to create model bilingual multicultural education programs throughout NM? How can we each make a difference in promoting bilingualism within our own communities? Be prepared to share what is working within your communities, and take ideas you have learned from others to try in your subsequent advocacy campaigns within your own communities.

Leadership: Research, Policy, and Advocacy

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

Friday, November 15, 2024 • 9:10 AM

The Gentrification of Dual Language Bilingual Education and How to Overcome It

Santa Fe Community Convention Center - Sweeney Ballroom

Juan A. Freire | Professor, Brigham Young University

Garrett Delavan | Professor, Georgia State University

Kate Menken | Professor, CUNY

In this interactive session we will explain the gentrification of dual language bilingual education, including how its inequities show up in many aspects of dual language bilingual programs, and what research says about its problems and solutions. We'll also share ideas, strategies, and free resources on how to overcome gentrification. Have your phone or laptop ready and join us in thinking about how to identify gentrification in your own context so you can start strategizing right away on how to help reverse it or prevent it.

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

Teachers, Administrators, Researchers • K - 12 • English

Friday, November 15, 2024 • 10:55 AM

Unlocking Diversity: An Open Door to Harmonize Inclusive Learning in the Classroom

Drury Plaza Hotel - Lamy

Lulia Sarmiento | Instructional Coach, Belvidere CUSD100

Paola Rodríguez | Teacher, Belvidere CUSD 100

This interactive session provides participants a variety of tools and resources to take steps towards the implementation of best practices in culturally responsive teaching and inclusion. Participants will be empowered to: develop cultural awareness and understanding of students' diverse backgrounds; create inclusive classroom environments by utilizing a variety of culturally responsive teaching strategies; and understand equity issues and the teacher's role in promoting social justice in the classroom. We will also share examples, artifacts, and experiences that had a positive effect on gradual transformation of classroom and school environments.

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

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

Embracing Afrolatinidad, Dismantling Hierarchies, and Fostering Critical Consciousness in DLBE

Drury Plaza Hotel - Meem

Susanne Pena | Assistant Professor, Florida International University

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

In the U.S., dual language programs embrace diverse student populations but often overlook Afrolatinx representation, perpetuating silenced or harmful narratives impacting BIPOC students. With attention to DL's principles of sociocultural responsiveness and social justice principles, this interactive session (1) explores Afrolatinidad, (2) presents practical strategies for integrating it into the classroom (e.g., word origins, language variations, music as resistance & influence), and (3) discusses intersectionality, Afrolatinidad representation, and bias dismantling.

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

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

Que el español brille

Drury Plaza Hotel - O'Keefe

Herbert Soriano | Teacher, Española Public Schools

La conferencia se basa en la difusión de el proyecto desarrollado por profesores y estudiantes participantes al club de liderazgo y español CLE de la EVHS, recolecten frases de personas que hablan español. Estas frases, significativas, inspiradoras o simplemente importantes, serán impresas en posters que serán colocados en toda la comunidad, escuelas, colegios y demás. Cada poster tendrá un código QR, si la persona que vean la frase quiere saber más de la misma, escaneará el código. Esto los llevará a un video de la persona que proporcionó la frase, donde en pocos minutos podrán ver la importancia de la frase para esa persona y una corta historia de la misma. La idea general es difundir la importancia del idioma del español para la vida de muchas personas.

Integrating Technology

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

Friday, November 15, 2024 • 10:55 AM

Fostering Bilingualism and Creativity through Alebrijes and Arduino Microcontrollers

Drury Plaza Hotel - Palace Ballroom A

Natalia Jáquez | Teacher, Santa Fe Public Schools, El Camino Real Academy
Jonathan Flannakin | Teacher, Santa Fe Public Schools

Discover an inventive bilingual STEAM endeavor for middle schoolers and beyond. We merge computational thinking and coding via Arduino microcontrollers to craft robotic Alebrijes, inspired by Mexican folk art. Students learn about these mythical creatures and apply computational concepts to fashion both code and tangible artifacts, imbued with cultural significance. Through Arduino, art, technology, and creativity converge in the creation of Alebrijes. This session showcases how this project adheres to the three pillars of dual language education and offers actionable insights for educators fostering computer science and creative learning in bilingual classrooms.

Integrating Technology

Teachers, Community, Administrators • 6 - 8 • English, Spanish

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

Drury Plaza Hotel - Palace Ballroom B

Jill Kerper Mora | Retired Educator, San Diego State University
Silvia Dorta Duque de Reyes | Administrator, 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. A rubric for the analysis of students' response to cultural elements in literature and their developing cultural proficiency will be provided.

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

Teachers • K - 8 • English, Spanish

Instrucción explícita y sistemática de conciencia fonológica y fonética

Drury Plaza Hotel - Rivera A

Elena Aldaz | Assistant Administrator, SAISD Mark Twain DL Academy
Larissa Iruegas | Teacher, SAISD Mark Twain DL Academy
Ingrid Ruiz | Teacher, SAISD Mark Twain DL Academy

La presentación se centra en proveer ejemplos de instrucción explícita y sistemática tanto en conciencia fonológica como fonética como elementos claves en el desarrollo de la lectura en español salones de educación temprana dual. El contenido incluye la necesidad de la implementación de prácticas estructuradas y la creación de documentos guías de secuencia de las destrezas de conciencia fonológica y fonética. Maestras de pre kindergarten demostrarán cómo enseñar la instrucción apropiada para estudiantes de pre kinder en un lapso de 5 a 7 minutos utilizando el suelto gradual de responsabilidad e incluso el uso de tecnología.

Academic Language Development Through Content Instruction

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

It All Matters - Creating a Culture of Care in a Dual Language School Where Excellence is the Norm

Drury Plaza Hotel - Rivera B

Lisa Aguilar Fasel | Administrator, Hillsboro School District/W.L. Henry Elementary
Dania Chávez | Teacher, Hillsboro School District/W.L. Henry Elementary
Lindsay Garcia | Director, Hillsboro School District

As leaders, caring for our community, inclusive of staff, students, families, colleagues and ourselves, is essential to creating a strong, positive culture and climate where educators strive for excellence as the norm. In this presentation, Executive Director Lindsay García, Principal Lisa Aguilar Fasel, and Biliteracy Coach/Teacher Dania Chávez will share how to support teachers to support students' social, emotional and academic success through the implementation of a dual language articulation, structures and systems, and common agreements. Educators will have the opportunity to learn and grow together as they reflect on and share about the culture and climate of their own DL school/program and possible next steps to enhance their culture of care and excellence.

DLE Program Development and Design—PreK 20 Implementation

Teachers, Administrators • K - 12 • English, Spanish

Friday, November 15, 2024 • 10:55 AM

Hacia nuevos conocimientos y espacios lingüísticos: Challenging Barriers, Advancing Multilingualism

Eldorado Hotel - Anasazi North

Jen Stacy | Assistant Professor, University of New Mexico
Pablo Ramirez | Professor, California State University Dominguez Hills
Yesenia Fernandez | Associate Professor, California State University Dominguez Hill
Nallely Arteaga | Assistant Professor, California State University Dominguez Hill
Elexia Reyes McGovern | Associate Professor, California State University Dominguez Hill

Multilingual educators navigate tensions between longstanding, assimilatory strongholds favoring English-only and liberatory calls to advance justice within and through multilingual learning. This panel explores Project MEDALLA, a three-pronged approach to multilingual teacher education that fosters biliteracy and family-school relations through critical frameworks committed to sustaining students' identities and knowledges. MEDALLA uses a generative approach to support the development of novice and seasoned teachers' ideological clarity and to build networks of transformative educators. Teachers' resulting critical praxis advances students' and families' language and academic goals while building solidarity, dismantling hegemony, and reimagining multilingual learning.

Sociocultural Responsiveness, Social Justice, CRT, Educational Equity and Access
Teachers, Administrators, Researchers, Higher Education • K-20 • English, Spanish

Engaging Families through their Stories and Legacies

Eldorado Hotel - Anasazi South

Sandra Medrano-Arroyo | Director, Ellevation Education
Featured Sponsor Presentation

Recognizing and respecting the many ways that families support the learning and development of children is critical to the success of school-based family engagement practices. Each family we serve has a unique story, one that connects language, culture, and character to their child's personal identity. When we hear their stories, we can form strong, effective relationships and engage families so they can support learning at home. Take part in a few activities that will help support your family engagement plan and celebrate each of your students' cultural identity.

Family and Community Partnerships
Teachers • K - 12 • English

Actively Supporting Bilingualism in PreK and K

Eldorado Hotel - Chapel

Jaylene Tobar | Program Manager, SEAL (Sobrato Early Academic Language)
Charice Guerra | Director of Designs for Change, SEAL (Sobrato Early Academic Language)
Featured Sponsor Presentation

This hands-on session will provide strategies to meet the needs of young DLLs, particularly in the area of oral language development in both their home language and English. We will demonstrate how this comprehensive approach to language and literacy occurs most effectively within the context of thematic instruction. With a variety of classroom examples and strategies, we will explore the roles adults can play to foster and advance oral language skills as a foundation for biliteracy. We will share a variety of resources you can take back to your classroom to engage in this work.

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

Bilingual Seal Para Todos

Eldorado Hotel - DeVargas

Ludyvina Gómez | Instructional Coach, Los Padillas Elementary School
Angel Ronquillo | Coordinator, Los Padillas Elementary School

This presentation will outline how an elementary school has integrated the bilingual seal into its school culture. At Los Padillas Elementary School, the bilingual seal is promoted and supported throughout the school from pre-k to 5th grade. The goal is for all 5th graders to complete and present a bilingual seal portfolio. Since 2020, 50% of our 5th graders have earned the APS bilingual seal. Esta presentación describirá cómo una escuela primaria ha integrado el sello bilingüe en su cultura escolar. En la Escuela Primaria Los Padillas el sello bilingüe se promueve y se apoya en toda la escuela desde prekínder hasta 5to grado. El objetivo es que todos los estudiantes de 5to grado completen y presenten un portafolio de sellos bilingüe. Desde 2020, el 50% de alumnos de 5to grado han obtenido su sello bilingüe.

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

Friday, November 15, 2024 • 10:55 AM

Success in Dual Language K-12 Program Implementation

Eldorado Hotel - Grand Ballroom A

Robin Farup-Romero | Administrator, Salem Keizer School District
Olga Cobb | Administrator, Salem Keizer Public Schools
Mari Vasquez | Assistant Administrator, McKay High School

Salem-Keizer School District will share its journey with DLENM to expand dual language programs to 21 elementary schools, 5 middle schools, and 4 high schools across the span of 2 years. We will highlight the support structures for schools, professional development, as well as research collaboration with Dr. Susana Ibarra Johnson and our local university partners, to implement a Dynamic Bilingual Instructional Framework based in translanguaging pedagogy in MS/HS. We'll share our initial data, review the strategies and processes we utilized to identify teachers, initiate leadership structures at the district and site levels, and carry out the professional development plan. Participants will receive access to planning and support documents for implementation.

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

Cultivating the Pedagogy of Translanguaging for K-12 Transformative Education

Eldorado Hotel - Grand Ballroom B

Susana Ibarra Johnson | Assistant Professor, New Mexico State University
Minea Armino Romero | New Mexico State University
Mishelle Jurado | MA Coaching and Consulting

Are you interested in exploring innovative teaching and learning activities that foster language inclusivity, social justice, and equity in research and teaching? This session is designed with you in mind, offering a platform that delves into the exciting field of teaching through translanguaging. It showcases successful research and approaches used in classrooms with diverse backgrounds, emphasizing the inclusivity of our approach. We will explore the field of teaching through translanguaging, highlighting successful instructional approaches used in classrooms with varied backgrounds. The various chapters of the book advance the idea of cultivating a Translanguaging Stance, which encourages the collective and harmonious utilization of the language practices of bilinguals.

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

Hunting from the Elders: Creating Solid Immersion-Based Tewa Language Lessons!

Eldorado Hotel - Zia A

Samuel Villarreal Catanach | Director, Pueblo of Pojoaque Tewa Language Department
Simone Catanach | Teacher, Pueblo of Pojoaque Tewa Language Department
Jose Reyes | District Bilingual Instructional Specialist, New Mexico Highlands University
Adrian Sandoval | Director, New Mexico Highlands University

With less than 15 first-language speakers remaining within the community, the Pueblo of Pojoaque Tewa Language Department uses the Where Are Your Keys method to create new speakers and teachers out of its second-language learner staff. We “hunt” the language from first language speakers of Tewa to create immersion-based lessons that work. Find out what our approach looks like and why it’s producing results!

Indigenous Language Revitalization
Teachers, Administrators, Community • Community • English, Tiwa, Tewa, Towa

Dual Language Professional Development Cycle Incorporating the 3 Pillars of Dual Language Education

Eldorado Hotel - Zia B/C

Daniel Pastrana | Director, Santa Fe Public Schools
Suzanne Jácquez Gorman | Instructional Coach, Language and Culture Department, SFPS District
Holly Call | Coordinator, SFPS

The presentation will provide an overview of the PD Cycle Objectives: Build a clear and common understanding of what the 80/20 dual language program looks like, and understand the critical role we play individually and collectively to ensure that all students reach the goal of bilingualism, and biliteracy while achieving grade-level academic success and growing their sociocultural consciousness, and understand the (CAAP) of how our students learn in two languages and how to divide content across two languages in a consistent manner. Grow our understanding to use high-quality instructional materials to teach the priority standards at each grade level using complex texts and amplified content. A learning walk overview and time to ask questions will be provided.

DLE Program Development and Design—PreK 20 Implementation
Teachers, Administrators, Researchers, Students, Higher Education • K- 8 • English, Bilingual - English and Spanish as needed

Friday, November 15, 2024 • 10:55 AM

Unlocking Purpose: Empowering Students Through Authentic Audiences

First Presbyterian Church - Chapel

Ana Zepeda | Instructional Coach, Leander ISD
Alejandra Chaires | Teacher, Leander ISD/Bagdad Elem.
Andrea de la Torre | Teacher, Leander ISD/Bagdad Elem.

Through active listening, speaking, reading, and writing, students will engage with authentic audiences, cultivating biliteracy and sociocultural competence. By connecting language learning to real-world contexts, a deeper appreciation for bilingualism and its significance in today's global society can be fostered. In this session, participants will: understand the benefits of using authentic audiences to develop students' biliteracy and sociocultural competence, and explore various types of authentic audiences and ways to use them to enhance language learning and promote cultural understanding.

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

Teachers • K - 5(6) • English

A Multilingual Curriculum & Coaching Framework for the Dual Language Setting

First Presbyterian Church - Pope

John Hilliard | Instructional Specialist, Paridad Education Consulting
Margo Gottlieb | Instructional Specialist, WIDA

The presenters will provide real-world examples of the challenges in conceptualizing, planning, and implementing a multilingual curricular framework, as well as implementing a focused coaching model across a network of schools working towards a sustainable a dual language program. We will highlight the role of linguistic and culturally sustainable curriculum as a driver in this shift towards more equitable educational opportunities for multilingual learners. The presenters will offer their own perspective, as professional development providers, assessment experts, and researchers.

Academic Language Development Through Content Instruction

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

Unlocking Opportunities with the Seal of Biliteracy Trajectories

Hilton Hotel - Canyon 1

Karina Chapa | Director, Texas Association of Bilingual Education (TABE)
Lileana Ríos-Ledezma | Assistant Professor, University of Texas Rio Grande Valley

Explore the significance and benefits of the Texas Association for Bilingual Education's Seal of Biliteracy trajectories, discussing how it recognizes and rewards students and families for their language proficiency in both English and another language, from Prekindergarten to graduate school! Let us share innovative implementation strategies and discuss the impact of the Seal on college admissions and career opportunities with you!

Leadership: Research, Policy, and Advocacy

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

Re-energizing Dual Language Programs: Las Cruces Public Schools

Hilton Hotel - Canyon 2

Ge Ann Killgore | Coordinator, LCPS: Bilingual Education, Translation and Interpretation, and Community Outreach
Aine García-Post | Director, LCPS: Bilingual Education, Translation and Interpretation, and Community Outreach
Benjamin Serrano | Coordinator, LCPS: Bilingual Education, Translation and Interpretation, and Community Outreach

The LCPS Dual Language Think Tank is a dynamic and dedicated group of bilingual professionals and stakeholders committed to advocating, expanding, and elevating our dual language programs. This session will explore the implementation efforts of this forward-thinking community of engaged educators. We will recount the story of our ongoing journey to establish strong and consistent dual language programs, Pre-K through 12, that provide continuous opportunities for academic, linguistic, and personal growth for all stakeholders. Participants in this collaborative workshop will begin to map goals and next steps on their journey. ¡El futuro es bilingüe!

DLE Program Development and Design—PreK 20 Implementation

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

Friday, November 15, 2024 • 10:55 AM

Language Identities and Ideologies: An Asian-American Chinese Heritage Speaker Teacher in DLBE

Hilton Hotel - Chapel

Vashti Lee | Doctoral Student, Michigan State University

The increasing presence of Chinese-speaking U.S. households and Chinese DLBE programs demonstrate a need for greater understanding of heritage language learner and teacher identities in Chinese DLBE. Recognizing issues of DEI faced by Chinese communities, scholars (e.g. Wong & Tian, 2022) call for research examining topics like language ideologies and race in Chinese DLBE. This study examines the identities and ideologies of an Asian-American heritage speaker DLBE teacher, the unique ways his heritage inspires his teaching, and the support needed from his Chinese DLBE school community to thrive.

Leadership: Research, Policy, and Advocacy
Administrators, Researchers, Teachers • K - 5(6) • English

Honoring Students' Identity and Knowledge through Translanguaging Practices

Hilton Hotel - Mesa Ballroom AB

Elizet Moret | Educational Consultant, Dr. Elizet Moret Educational Consulting, LLC

Participants will explore their own identity and together we will learn the crucial role that we serve as bilingual advocates of emergent bilingual students. This session will provide examples for instructional translanguaging spaces in which we value, acknowledge, and embrace the identity and language repertoire of our students and families.

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

El próximo nivel: Dual Language and Multilingual Programs at the Middle School

Hilton Hotel - Mesa Ballroom C

Ryan Zak | Director, Mundelein Elementary School District 75

Serving a PreK-8th student population, Mundelein Elementary School District 75 offers two-way immersion Dual Language programs and Co-Taught Multilingual programming at the Middle School level. Come join us as we share "El próximo nivel: Dual Language and Multilingual Programs at the Middle School" This session is guaranteed to leave you feeling empowered about "el próximo nivel" with your own Dual Language and Multilingual programming.

DLE Program Development and Design—PreK 20 Implementation
Teachers, Administrators, Parents • 6 - 8 • English, Spanish

The Science of the Bilingual Reading Brain

Hilton Hotel - Pecos

Alexandra Guilamo | Director, Taju Educational Solutions

Featured Sponsor Presentation

So, what has research revealed about the science of reading for dual language programs that's been excluded from the reading wars? In this session, participants will reflect on actions that reflect decades of research on the bilingual reading brain. Participants will also interact with evidence-based shifts needed to implement the Science of Reading in ways that accelerate and more accurately ensure students achieve biliteracy and bilingualism.

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

Friday, November 15, 2024 • 10:55 AM

Restorative Justice for Latinx Dual-Language Immersion Parents: Intergenerational Language Recovery

Inn & Spa at Loretto - Chaco Ballroom - East

Lillian Gorman | Associate Professor, University of Arizona
Nancy Dominguez-Fret | Parent, Northern Illinois University

This paper presents the results of a year-long research collective of Latina-women scholars in Chicago and a Latina-led research initiative in northern New Mexico that centers the Latinx dual-language parent knowledge gained from neighborhood language workshops, parent language and education surveys, and recorded parent interviews and focus groups in Chicago and New Mexico. Our on-going analysis is focused on the language experiences of Latinx parents who have experienced linguistic dispossession and the ways in which the dual language education of their children has impacted intergenerational and familial language recovery. The paper emphasizes the need to put distinct regions into dialogue with each other and to highlight Latinx parent language experiences.

Family and Community Partnerships

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

Unlocking Potential: Empowering SLIFE Learners Across Languages

Inn & Spa at Loretto - Chaco Ballroom - West

Fernanda Kray | Researcher, American Institutes for Research
David Valade | Language Acquisition Support Lead, OLA, Massachusetts Department of Elementary and Secondary Education
Michael Gary | ELD Teacher, Quinn Middle School, Hudson, MA, MABE

Unsure how to best serve students with interrupted schooling (SIFE/SLIFE)? Gain insights developed through a Community of Practice of 50+ districts. Access a robust toolkit of resources that can be immediately applied in dual language settings. Dive into real-world scenarios and co-create solutions. Together, we'll navigate the complexities of SLIFE education, addressing critical areas such as instruction, linguistic and cultural needs, program supports, and family/community engagement. Don't miss this opportunity to join a dynamic learning community committed to transforming SLIFE education!

Academic Language Development Through Content Instruction

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

Verso, perla, pluma y son

Inn & Spa at Loretto - Tesuque

Yolanda Lucero | Retired Educator, Independent
Rosa González-Rogers | Teacher, Mary Ann Binford

Cantar, rimar y contar historias son parte de todas las culturas. Cuando los padres y maestros cantan y riman con los niños, mantienen vivas las tradiciones y les enseñan a articular palabras, practicar el tono, el volumen y el ritmo de su lengua materna y desarrollar las habilidades de escucha y concentración esenciales para el desarrollo del cerebro y la memoria. Estas habilidades se transfieren al desarrollo del aprendizaje de una segunda lengua. El taller mostrará y compartirá poemas y canciones que desarrollan habilidades del lenguaje oral que se pueden utilizar con sus alumnos cuando regresen al aula.

Academic Language Development Through Content Instruction

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

STEAM in Dual Language: Yes, it's doable!

Inn & Spa at Loretto - Zuni Ballroom North

Marialuisa Di Stefano | Associate Professor, UMass Amherst
Amnerys Cuevas Doñé | Western Massachusetts Bilingual Hub Project Manager, UMass Amherst

Teachers will learn how to integrate content knowledge in the STEAM (Science, Technology, Engineering, Arts, and Mathematics) field with language objectives using a curriculum unit template developed by and for dual language teachers. Administrators will learn how to strengthen dual language programs by integrating STEAM contents with biliteracy development in English and the partner language. The session aligns with the content of "Integrando STEAM: A Guide for Elementary Bilingual and Dual Language Programs" (Velázquez Press) and recognized with the 2024 Book of the Year award by the American Association of Hispanics in Higher Education in the Edited book category.

Academic Language Development Through Content Instruction

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

Friday, November 15, 2024 • 10:55 AM

Dynamic Formative Assessment Processes for Multilingual Teaching and Learning

Inn & Spa at Loretto - Zuni Ballroom South

Veronica Torres McLane | Assistant Director, Center for Equity for English Learners (CEEL), Loyola Marymount University
Gisela O'Brien | Instructional Specialist, Center for Equity for English Learners

Participants will deepen their knowledge of formative assessment processes centered on multilingual language learners. Participants will explore student oral and written language samples using the California ELD standards-aligned Look-Fors Tool to construct meaningful feedback. Participants will discuss their experiences through this process and will take home a grade-span-specific Look-Fors Tool developed to enhance and maximize focused classroom observations to support student growth and learning in dual language contexts.

Academic Language Development Through Content Instruction
Teachers, Administrators • K - 12 • Could be in English or Spanish

Enseñando literacidad y oralidad en 1er grado durante grupos pequeños honrando el español

La Fonda - Exchange

Mariana Sánchez | Doctoral Student, University of Maryland- College Park
Sandra Gutiérrez | Student, University of Maryland

Enfocándonos en las características lingüísticas particulares del español, según una revisión de la literatura, creamos un protocolo para la enseñanza de la literacidad a grupos pequeños. En esta sesión, los participantes analizarán las partes del protocolo que prioriza el desarrollo de la oralidad y la comprensión en lugar de solo enfocarse en la decodificación. Demostraremos cómo, con el apoyo de las sesiones de coaching, la maestra utilizó y rediseñó el protocolo para adaptarlo a las necesidades de sus estudiantes de 1er grado. Culminaremos explorando el cambio en la participación, entusiasmo y aprendizaje de los estudiantes, y lo que aprendimos como maestras, coaches e investigadoras.

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

Designing a Multilingual Global Society: Ideologies, Policies, and Future Directions

La Fonda - La Terraza

Cristina Alfaro | Administrator, San Diego State University

This featured presentation frames multilingual-global education from an ideologically and critically conscious stance. The purpose is to construct a research-based discourse grounded in historical and current research, ideologies, policies, and practice. It will review the K-20 current state of knowledge, overview of trends, research, applications to policy, pedagogy, and future directions.

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

Getting Into Grammar: Content-Embedded Strategies to Connect Spanish and English Beyond Cognates

La Fonda - Lumpkin Ballroom N

Barbara Kennedy | Owner/CEO, GlobalLingo Ed Consulting, LLC
Featured Sponsor Presentation

The benefits of providing structured opportunities for students to make cross-language connections is clear in the research. But how do we move beyond the simplistic level of identifying cognates? In this session, a variety of engaging, interactive strategies will be shared that guide students (K–Grade 6) to notice similarities and differences in grammatical structures in Spanish and English and challenge them to apply newly acquired grammar skills in authentic oracy and literacy activities. Join us, and be ready to work your bilingual/biliterate brain, and have fun doing it!

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

Friday, November 15, 2024 • 10:55 AM

Utilizing the WIDA Language Development Frameworks: Units, Lessons, and Standards

La Fonda - Lumpkin Ballroom S

Samuel Aguirre | Director, WIDA at WCER, UW-Madison
Maya Martínez-Hart | Assistant Director, WIDA at WCER, UW-Madison
Featured Sponsor Presentation

Implementing standards frameworks for bilingual development requires key planning at the unit level. Drawing on the WIDA language development standards frameworks for English and Spanish, this session will support bilingual educators in unpacking the Language Expectations and using the Language Functions and Features to drive unit and lesson plans. Educators will walk away with actionable strategies to drive instruction via the use of both Marco DALE and ELD 2020. DLE Program Development and Design—PreK 20 Implementation
Teachers, Parents • K-12 • English, Spanish

A Comprehensive View of Critical Literacy/Biliteracy Development for Multilingual Learners

La Fonda - New Mexico

Rubí Flores | Director, California Association for Bilingual Education
Natalie Núñez | Instructional Specialist, California Association for Bilingual Education

Literacy and biliteracy development is a complex process. There is no "one size fits all" model for effective literacy/biliteracy instruction. In current conversations about literacy models, much of the research excludes our linguistically diverse students. CABE presents a Comprehensive View of Critical Literacy/Biliteracy Pedagogy for Multilingual Learners that includes the research-based factors, skills, components, and instructional practices that must be implemented to ensure literacy/biliteracy achievement for multilingual learners. Join us in exploring this dynamic, teacher driven model!

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

Using Thinking Routines To Honor, Build, and Deepen Students' Funds of Knowledge

La Fonda - Santa Fe

Yerania Carrasco | Instructional Specialist, San Antonio Independent School District

In this session we will go over how to create a classroom culture that builds on students' funds of knowledge through thinking routines used in *Making Thinking Visible: How to Promote Engagement, Understanding, and Independence for All Learners* (Ritchhart, Church, & Morrison, 2011). We will present strategies, effective questioning, listening, and structures to help facilitate and promote these thinking routines that both honor and build upon student's funds of knowledge through oracy.

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

Teaching Spanish a la Spanish: Authentic Literacy in Dual Language

La Fonda - Stiha

Rocío del Castillo | Administrator, Freeport School District
Julia Cloat | Administrator, Freeport School District

Tailored specifically for teaching reading in Spanish within a dual language classroom, this session offers a structured framework for teaching Spanish literacy, the Spanish Reading Tapestry. Participants will delve into a practical analysis of key linguistic differences between Spanish and English, enabling them to leverage cross-linguistic connections effectively. Attendees will engage in hands-on activities, play with language, and apply linguistically authentic strategies. They will leave equipped with practical tools and ready to effectively teach Spanish literacy skills a la Spanish.

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

Friday, November 15, 2024 • 10:55 AM

Has the Yazzie/Martínez Lawsuit Increased Support for Native Language Learning in New Mexico?

Santa Fe Community Convention Center - Coronado/DeVargas

Melissa Candelaria | Education Director and Attorney, NM Center on Law and Poverty
Wilhelmina Yazzie | Community Advocate, NM Center on Law and Poverty

This session will have one of the plaintiffs and a lawyer who assisted in this important lawsuit, Yazzie/Martínez v. State of New Mexico, present their understanding of the case and the resulting actions of the state. This lawsuit challenged the state's failure to provide equitable education as required by state laws and policies for low-income, Native American, English language learner (ELL), and students with disabilities. In July 2018, Judge Sarah Singleton ruled in favor of the plaintiffs stating that all New Mexico students have a right to be college and career ready. Since the case emphasized the importance of Native language instruction to Native American students' success, the two speakers will share what has happened since this ruling and whether the decision has increased support for Native language learning in New Mexico schools.

Indigenous Language Revitalization

Teachers, Parents, Community • K - 12 • English

Special Education Pre-Referral Process for Multilingual Learners

Santa Fe Community Convention Center - Ohkay Owingeh

Julián Cortés | Director, Lake Washington School District

In this session, we will cover our district's current practice along with recommendations on a pre-referral process for multilingual learners. The session includes a recommended process, information to gather, and suggested training for pre-referral/MTSS teams. Proceso de prerremisión a educación especial para estudiantes multilingües

En esta sesión, cubriremos la práctica actual de nuestro distrito junto con recomendaciones sobre un proceso de prerremisión antes de remitir a un estudiantes multilingüe a los servicios de educación especial. La sesión incluye un proceso recomendado, información a recopilar y capacitación sugerida para los equipos de prerremisión /MTSS.

Special Education for Multilingual Students

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

Diversify Your Core Curriculum Resources with Literature

Santa Fe Community Convention Center - Peralta/Lamy

Heather Robertson-Devine | President, Books del Sur

Featured Sponsor Presentation

Are your students disengaged and uninterested in your Spanish language arts lessons? We know that core curriculum resources are written for a generalized population of students. However, literature provides windows, mirrors, and sliding glass doors for students that the core curriculum cannot. We will share collections of books that pair well with the core curriculum so that you can ignite the love of reading and writing in your classroom. During this workshop presentation, you will have the opportunity to review literature, and together we will discover the possibilities to enhance your dual language classrooms.

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

Teachers, Administrators • K-8 • English, Spanish

Friday, November 15, 2024 • 10:55 AM

Dyslexia in a Dual Language Setting

Santa Fe Community Convention Center - Pojoaque/Nambe

Hector Caddell | Instructional Specialist, Seguin Independent School District

Language transfer (linguistic interference) from L1 to L2, may have a negative or positive effect. Children are classified with a language-related disorder due to a negative transfer if proper intervention/instruction is not provided. Since Spanish and English share Latin/Roman commonalities, alphabetic knowledge and principle may fail to be acquired in our Implicit memory. It is during this time where negative interference effects are viewed as language deficits, dyslexia, or other impairments (speech/oral concerns). Thus, my presentation provides an awareness of symbolic phonological association for Spanish speakers in order to help bridge the coding from L1 to L2 'positively' in order to minimize language-related phonological deficits among bilinguals.

Special Education for Multilingual Students

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

Cross-Language Connections within Paired Literacy

Santa Fe Community Convention Center - Sweeney Ballroom

Sue Hopewell | Associate Professor, University of Colorado Boulder

Claudia Norez | Student, University of Colorado Boulder

Jody Slavick | Director, Literacy Squared

The Literacy Squared team looks forward to sharing about effective biliteracy instruction that capitalizes on making cross-language connections. Paired literacy requires us to design and deliver language, literacy, and content within a holistic biliteracy framework that is coordinated and connected without being duplicative. Instruction in one language builds upon concepts learned in the other while promoting metalinguistic and metacognitive skills. While some of our students will naturally see and connect concepts and skills across languages, many do better when we explicitly help them to understand how everything known in one language informs thinking and learning in the other. Join us to consider how to plan instruction that leverages students' bilingualism.

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

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

Friday, November 15, 2024 • 1:30 PM

Leveraging Student Talk in Mathematics for Multilingual Learner Success

Drury Plaza Hotel - Lamy

Katherine Hamilton | Director, Ensemble Learning
Featured Sponsor Presentation

Student talk is a powerful tool for mathematics learning, especially for multilingual students. Students can engage in sense-making, academic language development, and build up their mathematical mindset to feel that they are a “math person.” Learn structured student talk routines and their application in math class to support multilingual learners thrive as mathematicians.

Academic Language Development Through Content Instruction
Teachers, Administrators • K-20 • English

Tales from the Pre-K: Taking Students on Expedition to the Galápagos

Drury Plaza Hotel - Meem

Jennifer Anderson | Teacher, El Camino Real Academy/Santa Fe Public Schools

Information will be shared about National Geographic's Grosvenor Teacher Fellowship. Having the opportunity to go on an expedition to the Galapagos islands awakened a sense of wonder of awe in me and therefore in my Pre-K students. I used this opportunity to leverage student interest as they became involved in all the facets of the expedition. Students then became explorers as they also went on a virtual expedition to the Galápagos. Through videos, pictures, and questions, students led the inquiry to create the Galápagos in the classroom through learning about the wildlife and geography by using Preschool GLAD® strategies. Student work, culminating activities, and family engagement will be shared.

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

Operationalizing Sociocultural Competence in Dual Language Bilingual Education

Drury Plaza Hotel - O'Keefe

Angela Palmieri | Director, Institute for Multilingual Education

This presentation will introduce six pedagogical practices and methodologies to operationalize sociocultural competence (SC) in dual language immersion (DLI) classrooms. These practices, which arose through Palmieri's (2021) research on teacher perceptions of SC, include: 1) Culturally Responsive Pedagogy, 2) teacher identity development, 3) student identity development, 4) critical consciousness, 5) target culture/s development, and 6) student empathy development and cultural awareness. SC is the least addressed pillar in DLI because teachers do not know how to operationalize it through instruction, and therefore this presentation will allow participants to learn tangible strategies to implement the third pillar in DLI spaces.

Sociocultural Responsiveness, Social Justice, CRT, Educational Equity and Access
Teachers, Administrators, Parents, Researchers, Students, Higher Education, Community • K-20 • English

An Emerging Collaboration between a Borderlands University and DLBE School

Drury Plaza Hotel - Palace Ballroom A

Dan Heiman | Assistant Professor, University of Texas at El Paso
Michelle Corral | Administrator, Frederick Douglass Elementary School

Our bilingual presentation and dialogue with attendees will focus on an emerging collaboration between a borderlands DLBE teacher preparation program and a DLBE elementary school in a working-class Latinx community serving primarily racialized bilinguals. We will discuss the process of coming together, challenges, and hopeful moments with/in the collaboration, and highlight the importance of researchers/bilingual teacher educators/future DLBE teachers listening critically to and historicizing DLBE schools and communities. We posit that overcoming gentrification and DLBE's proximity to whiteness (Martínez & Massingale, 2024) calls on researchers to collaborate with DLBE communities serving primarily racialized bilinguals.

Sociocultural Responsiveness, Social Justice, CRT, Educational Equity and Access
Teachers, Administrators, Researchers, Higher Education, Students • K-20 • English, Spanish

Friday, November 15, 2024 • 1:30 PM

Leer es pensar: El poder de la auténtica alfabetización en español

Drury Plaza Hotel - Palace Ballroom B

Silvia Dorta Duque de Reyes | Sponsor, Velasquez Press

Vanessa Mangual | Sponsor, Velasquez Press

Featured Sponsor Presentation

Vengan todos a disfrutar del poder de la enseñanza de lectura y lenguaje a través de poemas, rimas y canciones. Se presentará la importancia de usar el enfoque silábico para la lectura inicial en español y se demostrará una secuencia de instrucción efectiva y divertida. El pensamiento, la lectura y la escritura son procesos transformativos profundamente integrados. Presentaremos estrategias alineadas con los estándares para la lectura inicial en español que cultivan el amor por el lenguaje y la cultura. ¡Aprendamos juntos a sembrar semillas de alfabetización y cultura con alegría que florecerán en estudiantes lectores y pensadores de por vida!

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

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

Explorando voz e identidad a través de la poesía

Drury Plaza Hotel - Rivera A

Rebecca Heneise | Administrator, City Language Immersion Charter (CLIC)

Cristina Paul | Teacher, UCLA Lab School

This hands-on workshop en español will provide you with opportunities to explore your own identity through poetry. Participants will write poetry in Spanish/ English (translanguaging is welcomed!). We will explore language, vocabulary acquisition, social justice, identity, and culturally sustaining literature and teaching points. You'll leave the session understanding the importance of identity work to build students' sociocultural competence. Participants will be ready to empower writers to meet differentiated learning goals with joy and confidence.

Academic Language Development Through Content Instruction

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

Ambitious Dual Language Instruction: A Bilingual Inquiry & Action Project

Drury Plaza Hotel - Rivera B

Kyri Sierra | Teacher, Academy for Global Citizenship

Our dual language school, Academy for Global Citizenship, engages students through our yearly "Inquiry & Action Project." This is a student-driven research project around such real-work topics as women in the media, human rights, climate and sustainability, art as activism, ethics and technology, and more. These bilingual inquiry projects culminate in exciting forms of community engagement. In this session, we will explore the ways in which this Inquiry & Action project ignites student passions, affirms their identities, inspires meaningful action, and brings the real world into the classroom.

DLE Program Development and Design—PreK 20 Implementation

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

Diné Language Mentor and Apprentice Programs: Collaborative Approaches between NISN & Charter Schools

Eldorado Hotel - Anasazi North

Geneva Becenti | Director, NISN Director of the Diné Language Mentor and Apprentice Program

Melvin Chico | Teacher/Mentor, SDIS Diné Language

Nadine Chatto | Dream Diné Head Administrator, Dream Diné

Shawna Nez | NACA Diné Language Teacher and NISN Apprentice, Diné

Chael Moore | NISN Diné Language Program Coordinator., NACA

The NISN aims to increase Diné language teachers in New Mexico. The NMPED-Indian Education Division awarded grantees to recruit and retain language teachers in public and charter schools. Grantees organized information sessions with state and tribe by identifying issues and planned prep workshops for non-certified Diné language teachers. Many language teachers have retired and moved on to other professions. The grantees will share the planning process with community, speakers, educators, administrators, tribal governments, and state requirements.

Indigenous Language Revitalization

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

Friday, November 15, 2024 • 1:30 PM

Equity Educates Everyone

Eldorado Hotel - Anasazi South

Carmen Ayala | Retired Educator

We are all on our own individual equity journey. Our students/schools/districts/organizations are also on their own journey. During this time together we will reinforce that passion and persistence are the flames that keep equity work going. But, being intentionally systemic in our approach can create the sustainable strategies and intentions that will keep equity work moving. Accountability and transparency keeps us all grounded in our purpose and focus. This continuously brings us back to our passion and hence persistence. How can we build/support/sustain better and increased access for ALL students to become bilingual/biliterate?

Sociocultural Responsiveness, Social Justice, CRT, Educational Equity and Access
Teachers, Administrators, Parents, Students, Community • K-20 • English, Spanish

Characteristics of a Successful and Sustainable Secondary DL Program

Eldorado Hotel - Chapel

Kris Nicholls | Administrator, Educator

Characteristics of a successful and sustainable secondary DL program (6-12), based on the Guiding Principles for Dual Language Education, 3rd Edition, will be shared. The characteristics have been organized into a reflection tool that includes a focus on DL leadership, community engagement, course/curriculum planning, student and teacher recruitment, professional learning, and systems to support the sustainability and success of the program. This tool can guide and support the development of a secondary DL program or be used to reflect upon the program's alignment with the Guiding Principles.

DLE Program Development and Design—PreK 20 Implementation
Teachers, Administrators, Researchers • 3 -12 • English

Niha'áłchíní bił /Juntos con Jóvenes: Supporting Youth Advocacy with YPAR

Eldorado Hotel - DeVargas

Laura Meinzen | Doctoral Student, University of Colorado - Boulder
Revaline Nez | Student, University of Colorado - Boulder

Do you want to support more multilingual youth advocacy, voice, and inquiry in your dual language program, district or university? Are you already doing work to support youth advocacy in your role and want to network with others doing similar work? We invite you to learn about two Youth Participatory Action Research projects with multilingual Latinx and Diné youth in Boulder, CO, and Cuba, NM, respectively. Collaborate in a multilingual workshop space and use design-thinking structures to dream together about how to better center multilingual youth advocacy and voice in each of our contexts.

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

Espacios for Micro-Dual Language in High School Classrooms

Eldorado Hotel - Grand Ballroom A

Bianca Parra | Teacher, Manteno High School/Lewis University
AnnMarie Kraus | Teacher, Romeoville High School/Lewis University
Elvira Pichardo | Professor, Lewis University

High schools in the United States are becoming increasingly diverse and are typically monolingual. How do we ensure that multilingual students are academically successful and critically conscious? We propose the implementation of micro-dual language settings in the classroom to create a space in which students can use their full language repertoire through translanguaging and peer discussions. We demonstrate how Literacy Squared methods (Escamilla, 2014) can be used in 9-12 social studies and language arts classrooms. This presentation will focus on creating translanguaging espacios through cultivating collaborative classrooms centered on languaging (Espinoza and Ascenzi-Moreno, 2021). Strategies explored include TheDictado, shared writing, and diverse poetry.

Effective Literacy: Biliteracy, Oracy, and Oral Language Development (including ELD)
Teachers, Administrators, Higher Education, Researchers • 9 - 12 • English

Friday, November 15, 2024 • 1:30 PM

Transborder and Translinguistic Visual Inquiries: NMSU Graduate-Student Panel

Eldorado Hotel - Grand Ballroom B

Minea Armino Romero | Professor, New Mexico State University

Adriana Cardenas | Student, New Mexico State University

This session is led by New Mexico State University students presenting their dissertation research through the lens of "Transborder and Translinguistic Visual Inquiries." In this student-led panel, offers unique perspectives on cultural exchange and communication in the context of bilingual teacher practice and language development. Throughout the session, our student panelists will guide you through an examination of how language dynamics are manifested and redefine boundaries. The current research brings in a borderlands context that is multilayered and multilingual, each presentation serves as a testament to the power of visual-linguistic narratives.

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

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

El sello de bilingüedad en la educación y sus beneficios profesionales y académicos.

Eldorado Hotel - Zia A

Raúl Villagrana | Administrator, Santa Teresa High School

El sello de bilingüedad impacta positivamente la preparación académica y competencia cultural de los estudiantes previo a sus estudios universitarios y carreras profesionales. Durante este taller, impartido por un administrador de escuela preparatoria, se compartirán descripciones, procesos, beneficios, implementaciones y características del sello de bilingüedad que actualmente se ofrecen en bachilleratos de todo el país. Así mismo, los participantes aprenderán cómo este programa apoya los principios de la educación dual.

DLE Program Development and Design—PreK 20 Implementation

Teachers, Administrators, Parents, Researchers, Students, Higher Education, Community • 9 - 12 • Spanish

Building Bilingual Champions: A Data-Powered Playground for Thriving DLE Programs (PreK-8)

Eldorado Hotel - Zia B/C

Olimpia Bahena | Chicago Public Schools

Tired of generic DLE program design? Unlock the power of data to build a thriving dual language program (PreK-8) that cultivates bilingual and biliterate champions! Join us on a journey pioneered by the Chicago Public Schools' Office of Multilingual-Multicultural Education (OMME). We'll unveil a game-changing observation tool aligned with the Guiding Principles for Dual Language Education. Analyze real classroom data (PreK-K & 1st-8th) to design and refine your DLE program for guaranteed success.

DLE Program Development and Design—PreK 20 Implementation

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

Biliteracy Brilliance: Using Your Biliteracy Lens to Drive Instruction in the Dual Language Class

First Presbyterian Church - Chapel

Zasil Perez | Coordinator, Klein ISD

Kathy Vergara | Director, Klein ISD

This presentation is a deep dive into the art and science of leveraging biliteracy data to steer instruction effectively within dual language classrooms. Participants will explore how to use data to determine biliteracy zones and effectively utilize data points to meet students' linguistic and literacy needs. Join us on this journey as we harness the power of the biliteracy lens to drive transformative instruction in the dual language classroom.

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

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

Friday, November 15, 2024 • 1:30 PM

Multilingual Education Leadership, Access, and Equity

First Presbyterian Church - Pope

Cristina Alfaro | Administrator, San Diego State University
Saul Maldonado | Associate Professor, SDSU
Elva De Baca | School Administrator, SDSU-Project LEAL
Izela Jacobo | Senior Director of Multilingual Education, San Diego County Office of Education (SDCOE)

Innovative and inter-institutional approaches are necessary to employ and foster sustainable multilingual educator leadership development. Key innovations shared will include the collaborative establishment of criteria for determining effective leadership development for multilingual education that meets the needs of educators, students, families, and communities. These critical collaborative innovations include examples of how universities, county offices of education, and school districts work together to elevate multilingual education leaders, at all levels. This includes a roadmap for acquiring the historical and current research and competencies needed to become effective and impactful leaders with a pathway to a Masters or Doctoral degree in Multilingual Education Leadership.

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

Empowering Educators and Multilingual Learners through Innovative Technology

Hilton Hotel - Canyon 1

J. Taylor Tribble | President, EduSkills
Featured Sponsor Presentation

In this session, Dr. J. Taylor Tribble, founder of EduSkills and a former educator, will explore how technology can revolutionize the way we support bilingual education, dual language immersion, and multilingual learners. EduSkills, an educational technology platform, is designed to simplify compliance and enhance instructional practices, making it easier for educators to meet the diverse needs of their students. This presentation will cover practical strategies for implementing individualized language-acquisition plans, tracking student progress, and fostering meaningful family engagement—all while aligning with compliance requirements in addition to the Guiding Principles for Dual Language Education. Join us to explore how EduSkills can help you align with the Guiding Principles for Dual Language Education and create a thriving, inclusive environment for your multilingual learners.

Integrating Technology
Administrators • K-12 • English

Exploring Literacy Rhetoric from a Child's Perspective in a DLBE Elementary School

Hilton Hotel - Canyon 2

Rosie Ojeda | Assistant Professor, Cal Poly SLO
Veronica Valdez | Professor, University of Utah

This qualitative ethnographic research proposal explores the perspectives of 10 third-grade students attending a DLBE school. The study seeks to understand how these young learners perceive their educational environment, particularly in terms of language acquisition, literacy development, and overall learning experiences. Through interview analysis, the research aims to uncover student perspectives on their own learning in a dual language setting, which sheds light on the complexities of bilingual education from a child's perspective. By examining students' voices and experiences, this research contributes to a deeper understanding of the effectiveness and impact of DLBE programs on young learners' academic development.

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

Un programa basado en investigación para apoyar Spanish-English bilingual teacher candidates

Hilton Hotel - Chapel

Peter Vigil | Professor, Metropolitan State University of Denver
Lina Martin-Corredor | Associate Professor, Metropolitan State University of Denver
Ivan Espinosa-Orozco | Instructional Specialist, Metropolitan State University of Denver

Given the extensive research about the long-term efficacy of dual language programs, the substantial increase in the number of these programs nationally comes as no surprise. According to the American Councils Research Center, there were about 1,000 dual-language programs in US public schools in 2010, and more than 3,600 such programs in 2021. Regrettably, the quantity and quality of bilingual teachers has not kept pace with the demand. This presentation will share the research-based efforts of one university to nurture bilingual teacher candidates to the successful completion of their licensure program. Session will include the opportunity for participants to share common obstacles and solutions from their respective institutions.

Leadership: Research, Policy, and Advocacy

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

Friday, November 15, 2024 • 1:30 PM

Best Practices in Sustaining & Growing a Secondary Ed DLE Program

Hilton Hotel - Mesa Ballroom AB

Mary Carmen Moreno | Coordinator, Back of the Yards College Prep
Nancy Compean | Coordinator, Back of the Yards College Prep

Follow a school's journey to recalibrate and reenergize a high school dual language program, while simultaneously orchestrating schoolwide shifts to transform learning spaces for all multilingual learners. Participants will review and discuss the testimonios of two educators who leveraged each other's areas of expertise to lead schoolwide understanding of policies, practices, and systems that build teacher capacity, strategically target language development needs, and maximize community and family support. Presenters will share tools and frameworks used to orchestrate strategic leadership moves, including the Guiding Principles of Dual Language Education, the use of learning walks, and ideas for vision recalibration.

DLE Program Development and Design—PreK 20 Implementation
Teachers, Administrators, Researchers, Parents • 9 - 12 • English, Spanish

Collaborative Study of Biliteracy Instruction

Hilton Hotel - Mesa Ballroom C

Joanne Klein | Administrator, Kelly Elementary School
Alma Pezo | Administrator, Chelsea Public Schools

The goal of this presentation is to share the goals, content, and outcomes from a dual language learning community implemented at an urban school district with a Spanish/English dual language program - kindergarten, elementary and middle school levels. Teachers and coaches engaged in a collaborative study of biliteracy instruction using the principles and key points identified in Strand 3 of the Guiding Principles. Together, teachers built a shared understanding of biliteracy practices including integrating language and content instruction, using pedagogical strategies to increase comprehension for bilingual learners, bridging language and content across and within classrooms, and developing students' metacognitive awareness.

DLE Program Development and Design—PreK 20 Implementation
Teachers, Administrators, Researchers • K- 8 • English, Spanish

Leadership for Equitable Grouping Practices: What Does the Research Say?

Hilton Hotel - Pecos

Heidi LaMare | Coordinator, NorthWest Educational Service District 189
Jennifer Johnson | Instructional Specialist, Education Northwest

Does pull-out plague your system? When we as leaders look at dual language classrooms do we see student grouping that supports equitable access to content and language instruction and has a research-based foundation? Participants in this session will examine new findings on grouping configurations and take an objective and fresh look at the structures and practices in their setting. This interactive session will help leaders develop their stance and talking points around a research-based approach to grouping.

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

Project Infinity: Desarrollo del lenguaje, contenido y discurso estudiantil

Inn & Spa at Loretto - Chaco Ballroom - East

Patricio Poblete | Teacher, Garnet Patterson STAY

Teaching content to Multilingual Learners can be challenging, especially for newcomers or students with literacy deficiencies. Amidst these challenges, we have been able to develop successful procedures and strategies that have encouraged students to attend school and grow as people and curious learners.

With a focus on student discourse and community-oriented activities, the session will cover how high expectations, routines, and student ownership of the content lead to a successful learning experience. In this session, the audience will participate in interactive tasks that will offer exemplars and materials that our students have completed throughout the school year, succeeding in their ACCESS test and academic confidence.

Academic Language Development Through Content Instruction
Teachers, Researchers • 9 - 12 • English, Spanish

Friday, November 15, 2024 • 1:30 PM

Moving Students Forward Using Authentic Assessment

Inn & Spa at Loretto - Chaco Ballroom - West

Amanda Kathleen Salgado | Teacher, La Promesa Elementary, Belen

Join us for an interactive workshop where you'll master the Project GLAD® assessment strategy, ELD/SLD Group Frame. Learn how to effectively use this strategy as we dive into real student assessments and brainstorm mini-lesson ideas to support diverse learning needs. You'll leave with a solid understanding of this no-prep, 10-minute authentic assessment, and a creative toolkit of mini-lessons ready to use with your students.

Effective Literacy: Billiteracy, Oracy, and Oral Language Development (including ELD)
Teachers • K - 12 • English

Corridos As Method

Inn & Spa at Loretto - Tesuque

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

On the fringes and on both sides of the U.S.-Mexico border exists a musical genre that has evolved throughout the centuries of Mexican and Chicana/o/x history, telling stories of La Raza in ways that are accessible and profound. Briefly stated, a corrido is a famous musical genre narrative, metrical tale, and poetry that forms a ballad. Corridos play an important role in Mexican and Chicana/o/x culture. This workshop will provide historical context through the use of corridos as a method for academic engagement and achievement that taps into the collective consciousness of Chicana/o/x and Raza youth.

Sociocultural Responsiveness, Social Justice, CRT, Educational Equity and Access
Teachers, Administrators, Parents, Researchers, Students, Higher Education, Community • K - 12 • English, Spanish, Caló/Chuco

Diving Into Mathematical Routines: Fostering Student Discourse

Inn & Spa at Loretto - Zuni Ballroom North

Erin Mayer | Teacher, Janet Kahn Elementary, Co-Creator AIM4S³™
Lisa Meyer | Director of Instructional Equity, Dual Language Education of New Mexico

During this session, we will collaboratively work through math routines that increase student engagement, reasoning, and problem-solving while taking a deeper look at supporting mathematical discussions. Participants will leave with a better understanding of how to increase student output for their dual language students.

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

Fearless Writers: Building ELL Confidence through Strategic Writing Practice

Inn & Spa at Loretto - Zuni Ballroom South

Linda Varela | Director, Language & Cultural Equity
Mike Biglan | Instructional Specialist, LearningWrite
Benjamin Reyes | LCE Bilingual Resource Teacher, Language & Cultural Equity

This workshop will deliver strategies and activities to support academic language development by engaging multilingual learners in English writing. The session will explore best practices for creating an open classroom atmosphere in which writing is practiced frequently and fearlessly, boosting bilingual students' confidence and skills. Topics will include positive approaches to shaping writing skills; ideas for infusing variety and real-world relevance into writing activities; and how technology tools like Automated Writing Evaluation systems can help streamline practice and feedback.

Academic Language Development Through Content Instruction
Teachers, Administrators • 6 - 8 • English, Spanish

Friday, November 15, 2024 • 1:30 PM

Building Multicultural School and Classroom Libraries for Biliteracy/Dual/Bilingual classrooms.

La Fonda - Exchange

Piedad Kaye | Administrator, Mannheim School District 83
Katy Boehm | Instructional Specialist, Mannheim District 83
Jenny Lizarraga | Instructional Specialist, Mannheim District 83

This project is an enriching endeavor that fosters diversity, inclusion, equity, and language development. Attendees will walk away with great understanding of how to: find a diverse selection of authentic voices and curate a wide range of books that represent various cultures, languages, and experiences; include literature from different countries, authors, and illustrators; search for stories that reflect the backgrounds of our students and introduce them to new perspectives; find authentic voices that provide deeper insights into cultural nuances and experiences; share effective experiences in looking for authentic literature, where authors share the same cultural background or identity as the characters in their books; involve all district stakeholders in the process.

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

Collaborative Assessment for Multilingual Learners and Dual Language Teachers

La Fonda - La Terraza

Joan Lachance | Associate Professor, UNC Charlotte
Margo Gottlieb | Gottlieb, WIDA
Andrea Honigsfeld | Instructional Specialist, Molloy University

Collaborative assessment in dual language settings is complicated! It involves multiple data sources, multiple audiences, and multiple languages in multiple settings. This session centers on strategies for promoting collaboration between multilingual learners and their teachers that, in partnership, produce examples of strong evidence for learning in two languages. We share assessment tools that foster access, equity, and interaction as students and teachers co-construct learning targets, design activities, and engage in classroom assessment. Throughout this session, participants have opportunities to exchange ideas to enhance their dual language toolbox through collaborative shared leadership with their colleagues and students.

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

Educational Leaders Executing in the Achievement of Multilingual Learners

La Fonda - Lumpkin Ballroom N

Bibiana Bermúdez-Stosberg | Savvas Learning Company
Featured Sponsor Presentation

Low literacy has multiple causes in our multilingual learners. Ending the disconnect between what we have learned from research on reading and language acquisition and what happens in the dual language classroom and the craft of teaching children to read in two languages. Effective strategies that will help educational leaders build capacity by linking teacher education and instructional practices in biliteracy and language acquisition. Executing leadership practices that promote the integration of oracy, written language, and cross-linguistic contrastive analysis of language across the learning community by creating a clear articulation of implementation, instruction, and a real pulse of culture!

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

Friday, November 15, 2024 • 1:30 PM

Assets not Deficits - Empowering Newcomers by Leveraging their Strengths to Improve Student Outcomes

La Fonda - Lumpkin Ballroom S

Jessica Villalobos | Literacy Engagement Specialist, Vista Higher Learning

Juan Aragon | Teacher, APS/ West Mesa High School

Featured Sponsor Presentation

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

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

In a Time of Structured Literacy, a Biliteracy Scope & Sequence Is Not a Choice; It's Essential!

La Fonda - New Mexico

Julie Melgosa Benmellah | Teacher, Angevine Middle School

Structured literacy is rapidly being imposed nationwide. DL teachers ask: How does this fit into DL? Which skills should be taught in each language? When do I teach them? In the absence of a blueprint for the systematic, direct instruction of foundational BILITERACY skills, we must shape the discourse and align research on reading instruction with best practices for teaching MLs in DL programs, as schools cannot continue to teach MLs to decode & encode with scope & sequences designed for monolingual students. Learn about the development of our K-5 Foundational Skills Biliteracy Scope & Sequence.

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

Making Cross-Linguistic Connections through Teacher Collaboration: Constraints and Facilitators

La Fonda - Santa Fe

Ester de Jong | Professor, University of Colorado at Denver

Zach Coulter | Teacher, University of Florida

The concept of transfer (conceptual, linguistic, cultural) is foundational in dual language bilingual education (DLBE). How teachers plan for transfer across languages is less clear. This qualitative case study used interviews, document analysis, and observations to examine how one third-grade teacher tandem approached the process of planning for cross-linguistic connections in English and Spanish. The data analysis showed the important role that the curriculum played in defining the nature of cross-linguistic connections and where and how these occurred in lesson planning. Moreover, it constrained the possibilities that the tandem explored, resulting in missed opportunities for students.

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

Routines, Instruction & Action! Implementing Lectoescritura in Dual Language for Young Learners

La Fonda - Stiha

María Carreras | Instructional Specialist, Orange County Public Schools, FL

Katiria Cintrón | Instructional Specialist, Orange County Public Schools, FL

Cristina Camacho | Administrator, Orange County Public Schools, FL

Our educational landscape is increasingly diverse, with dual language programs emerging as a vital component of fostering multilingualism, academic achievement, and multicultural competence in students. This session presents a combination of strategies for implementing morning routines and preliteracy instruction in dual language programs for learners in the grades Prekindergarten and Kindergarten. By leveraging gestures, play, music, videos, and the Language Experience Approach (LEA), educators can create dynamic learning environments that cater to the needs of diverse learners while promoting language development and literacy skills in both languages of instruction. We will engage in interactive activities and modeling.

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

Friday, November 15, 2024 • 1:30 PM

Using Navajo Traditional Diné Songs for Student Wellness and Life - Indigenous Ed Institute

Santa Fe Community Convention Center - Coronado/DeVargas

Joseph Chee | Teacher, CCSD
Jorge Ordonez | Teacher, CCSD

This session will provide significant information on Navajo traditional social-emotional thinking for our future generation using traditional Navajo teaching methods integrated with Navajo traditional values. This powerful information is a strong mental-health support for young audiences. Navajo traditional songs will be used to help understand the uniqueness of setting goals from a Navajo traditional perspective. The positive affirmations and quotes become very effective towards individual goal setting when totally comprehended in the Navajo language. This then fosters and molds a young aspiring individual with strong mental health. When a positive environment is reached, healing begins and productivity becomes evident for everyone.

Indigenous Language Revitalization
Teachers, Parents, Administrators, Students, Community • K-20 • English, Diné (Navajo)

Biliteracy Mapping through the Cross-Linguistic Co-Planning Process

Santa Fe Community Convention Center - Milagro/O'Keefe

Elizabeth Howard | Associate Professor, University of Connecticut
Shera Simpson | Administrator, Outside the Box

Dual language teachers are expected to provide language arts instruction through both program languages, but they aren't given twice as much time to do it. Using a four-step process for cross-linguistic co-planning, English and partner-language teachers can work together to identify what needs to be taught in each language, what can be distributed across the two languages, and how to help students make cross-linguistic connections either way. Participants will leave the session with practical tools and strategies to support biliteracy mapping and cross-linguistic co-planning in the other content areas.

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

Navigating Dual Language in Baltimore City: A Tale of Two Schools

Santa Fe Community Convention Center - Ohkay Owingeh

Erin Lowry | Instructional Coach, Baltimore City Public Schools
Larisa Avellaneda | Instructional Specialist, Baltimore City Public Schools
Gabi Salas | Instructional Specialist, Baltimore City Public Schools

Over the last decade, Baltimore City Public Schools has successfully launched two dual language immersion strand programs to target the linguistic and sociocultural needs of our growing Multilingual Learner population. This session offers participants the opportunity to hear perspectives from school and district dual language leaders on how to overcome planning and implementation challenges. ¡Anímate a lanzar tu propio programa!

DLE Program Development and Design—PreK 20 Implementation
Teachers, Administrators • K- 8 • English, Spanish

Effective Literacy Practices for Multilingual Learners

Santa Fe Community Convention Center - Peralta/Lamy

Amy Mosquera | Adelante Educational Specialists
Jody Slavick | Director, Literacy Squared
Featured Sponsor Presentation

With the buzz in the field around the “science of reading” it can be challenging to decipher best practices for multilingual learners. Join us for this interactive session where we will focus on effective practices for robust evidence-based literacy instruction that centers the cultural and linguistic needs of multilingual learners. In addition to discussing the essential literacy components that must be in place, we will model ways to modify phonics instruction to meet the linguistic needs of our students.

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

Friday, November 15, 2024 • 1:30 PM

Empowering Neurodiverse Bilinguals: Parents and Teachers Supporting Intersectionality

Santa Fe Community Convention Center - Pojoaque/Nambe

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

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

The session delves into our research on parents, teachers, and administrators' experiences in the dual language bilingual education (DLBE) program. Focused on serving and raising neurodiverse children, stakeholders discuss grappling with the DLBE program and embracing bilingualism in neurodiverse students. Drawing on intersectionality, we unveil relationships between social categories, marginalized identities, and oppressive structures. Facilitated discussions encourage attendees to draw parallels to their experiences, promoting deeper understanding. Through hands-on activities and dialogue, we aim to empower individuals to apply our findings in their spheres of influence.

Special Education for Multilingual Students

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

Leveraging Biliteracy and Structured Literacy to Promote Linguistically Responsive Instruction

Santa Fe Community Convention Center - Sweeney Ballroom

Susana Ibarra Johnson | Assistant Professor, New Mexico State University

Elisabeth Valenzuela | Assistant Professor, New Mexico Highlands University

Mary Fahrenbruck | Professor, New Mexico State University

This session is designed to provide a comprehensive understanding of how bilingual teachers navigate the complex terrain of implementing biliteracy and structured literacy/LETRS instruction in bilingual multicultural education programs. We will share their experiences and insights, gained through action research, on how to effectively integrate these two mandates. Our aim is not to take a stance or express an opinion on structured literacy or biliteracy but to appreciate the ingenuity of these teachers and understand their negotiation of both. By the end of this workshop, you will feel prepared and capable to implement these strategies in your own classrooms.

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

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

Saturday, November 16, 2024 • 9:10 AM

Lesson Study for Rural Dual Language Educators

Drury Plaza Hotel - Lamy

Lydia Sollenberger | Doctoral Student, University of Colorado Boulder

Lesson Study (LS) played a pivotal role in delivering training to rural educators obtaining their Culturally and Linguistically Diverse (CLD) Education and Special Education Generalist (SEG) endorsements. Through LS sessions, dual language teachers integrated Second language acquisition (SLA) features into their instruction. These included enhancing language self efficacy, comprehensible input/output, abstract and concrete schemata and language transfer. This session offers information on the LS process and how our team of teacher educators made this tool accessible to dual language teachers in rural areas.

DLE Program Development and Design—PreK 20 Implementation
Teachers, Administrators, Researchers, Higher Education • K - 5(6) • English, Spanish

Connecting with Nuestras Familias

Drury Plaza Hotel - Meem

Carmen Hernandez | Teacher, Berino Elementary School
Brenda Villalobos-Gonzales | Teacher, Berino Elementary School
Rosa Carnevale | Administrator, Berino Elementary School

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

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

Language is a Culture, Language is an Asset; A School District's Journey Expanding Dual Language Programs

Drury Plaza Hotel - Palace Ballroom A

Toshiko Maurizio | Administrator, Beaverton School District
Jason Greenburg Motamedi | Director, Education Northwest

The Beaverton School District has a goal of expanding dual language programs so that students, if they choose, will have an opportunity to be bilingual/multilingual. In preparation for this expansion, the district collaborated with Education Northwest to engage in a multi-year study on the impact of dual language programs on student achievement. The study spanned over 15 years and was peer reviewed by key researchers in the field of dual language education. Presenters will share key findings of the study that aligns with external studies in the field that may be used for policy-making.

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

Social Emotional Mental Health (SEMH) Concerns for Newcomers and SLIFE

Drury Plaza Hotel - Palace Ballroom B

Denise Furlong | Associate Professor, Georgian Court University

Dual language educators across the country are experiencing an increase in our newcomer student population. In this session, participants will unpack the unique social-emotional mental-health needs of newcomer students and students with interrupted formal education. We will explore various protocols, routines, and strategies that can foster a healthy learning environment in which our students can THRIVE!

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

Saturday, November 16, 2024 • 9:10 AM

Academic Discourse for Language Learners

Eldorado Hotel - Anasazi North

Victoria Lim | Program Specialist, Orange County Public Schools

Cristinia Comacho | Curriculum and Instruction Senior Administrator, Orange County Public Schools

Statistics show that while ELLs have experienced small gains in core academic subjects, their performance still lags far behind their non-ELL peers. Our session on academic discourse will help teachers to implement instructional routines to help language learners develop critical thinking skills, and deepen their understanding of content and various perspectives to communicate effectively in a two-way dual language classrooms.

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

Estrategias de enseñanza que involucran a los estudiantes activamente en el aprendizaje bilingüe

Eldorado Hotel - Anasazi South

Gabriela Río Hernández | Teacher, Charles M. Burke

Learn about effective, active, and motivating teaching strategies to engage and promote language acquisition in bilingual environments for elementary students. I will be sharing my professional experience motivating my students to be active participants in their learning process, making them the main characters in the story of learning.

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

50 Years of Conceptualizing, Measuring, and Imagining Equity in Multilingual Education

Eldorado Hotel - Grand Ballroom A

Kara Viesca | Professor, University of Nebraska-Lincoln

This session presents the results of a large-scale literature review exploring the research findings related to multilingual students' experiences in schools over the past 50 years, since the Lau v Nichols decision (1974-2024). Specifically, we document the conceptualizations of equity occurring across different eras of multilingual education. Grounded in collective notions of care and community, which is necessarily varied, complex, responsive, and deeply transformative, our review strives to articulate where we've been historically and where we are now as a field in order to cultivate multilingual community thriving. Our proposed review weaves together our findings from the trends and shifts in conceptualizations, measurements, and imaginings of equitable education.

Sociocultural Responsiveness, Social Justice, CRT, Educational Equity and Access
Teachers, Administrators, Parents, Researchers, Students, Higher Education, Community • K - 12 • English

Implementing Dual Language in an English-Only State: Arizona

Eldorado Hotel - Grand Ballroom B

Beatriz M Árias | Professor, Arizona State University

Eric Dueppen | Administrator

Arizona is an English Only state yet several districts have initiated dual language programs. We will share the results of focus groups conducted with parents, teachers, and students regarding their perceptions of the program, its advantages, challenges, and importance. We will discuss the dual language model implemented, teacher professional development, parental involvement, and the commitment of school leadership to bilingualism.

Leadership: Research, Policy, and Advocacy
Teachers, Administrators, Parents, Researchers, Students, Higher Education, Community • K-8 • English, Spanish

Saturday, November 16, 2024 • 9:10 AM

Sembrando semillas matemáticas: Oportunidades de aprendizaje avanzado

Eldorado Hotel - Zia A

Carlota Loya Hernández | Instructional Specialist, Boulder Valley School District

Esta presentación incluye una discusión de la secuencia de aprendizaje de los conceptos fundamentales en las matemáticas en los grados K-5 con estrategias para el desarrollo avanzado y profundo del razonamiento matemático. Incluye actividades y lecciones para apoyar el desarrollo del conocimiento de los patrones numéricos y las relaciones claves en los estándares de las matemáticas. Finalmente, habrá una discusión sobre la evaluación del logro académico para apoyar a cada alumno a alcanzar su potencia y cómo se puede proveer y apoyar a la educación STEM (ciencias, tecnología, ingeniería y matemáticas).

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

Embedding Translanguaging Practices in ELD Instruction

Eldorado Hotel - Zia B/C

Amanda Vanessa Noriega | Instructional Specialist, California Association for Bilingual Education
Natalie Núñez | Instructional Specialist, California Association for Bilingual Education

This session will analyze the essential components of an effective English Language Development (ELD) instructional plan that incorporates translanguaging practices in multilingual settings. Participants will learn how to strategically plan across languages and engage in a model lesson cycle that demonstrates critical pedagogical competencies, equitable teaching practices, and transformative pedagogy within a translanguaging framework.

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

Fomenta la lectoescritura con una rama del Proyecto GLAD®

La Fonda - Lumpkin Ballroom N

Sofía Meléndez Contreras | Coordinator, Alexandria City Public Schools

Estrategias que se complementan en la Rama de Construcción de Oraciones apoyan la integración de la enseñanza del lenguaje y del contenido en aulas de lenguaje dual. Ven a experimentar y practicar estrategias que aumentarán la producción y el aporte de lenguaje comprensible en tu aula junto con una entrenadora del Proyecto GLAD®. Esta presentación será en español, sin embargo, damos la bienvenida y honramos nuestro bilingüismo al hacer de este un espacio seguro para hacer preguntas y participar en tu idioma de preferencia.

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

Connecting Classrooms - SLA and ELA in Middle School

La Fonda - Lumpkin Ballroom S

Alexandra Gorodiski | Instructional Coach, Northwood Middle School

After prioritizing standards for both English and Spanish Language Arts, it is challenging to connect the separate instructional environments in a middle school setting where students move from classroom to classroom throughout the day. In this session, work with colleagues to determine next steps for how to connect the SLA, ELA, and other content area settings after hearing about how one Illinois middle school is working to shift their collaborative structures to engage teachers across content and programs. Using our standards as a guide, participants will walk away with the start of an action plan that supports program leaders and teachers in creating collaborative practices in middle schools that allow for more connections between our SLA and ELA environments.

DLE Program Development and Design—PreK 20 Implementation
Teachers, Administrators • 45451 • English, Spanish

Saturday, November 16, 2024 • 9:10 AM

7000 Languages: Hacia la creación de material en línea gratuito de aprendizaje de idiomas para todos

Santa Fe Community Convention Center - Coronado/DeVargas

Kayleigh Jeannette | Coordinator, 7000 Languages

7000 Languages es una organización sin ánimo de lucro cuya misión es capacitar a las comunidades para que enseñen, aprendan y mantengan sus lenguas en peligro de extinción. Desarrollamos de forma cooperativa materiales gratuitos de aprendizaje en línea con comunidades indígenas, minoritarias y de refugiados para apoyar su trabajo lingüístico.

En este taller enseñaremos a los asistentes a crear una lección de lengua utilizando nuestro software gratuito. Al final del taller, los participantes dispondrán de un enlace URL a su lección de lengua que podrán compartir como deseen. También podrán utilizar el software y seguir creando otros materiales de aprendizaje después de la conferencia.

Indigenous Language Revitalization

Teachers, Parents, Students, Community • English, Spanish

Creating Systems of Opportunity to Exceed Expectations for Reclassification and Biliteracy

Santa Fe Community Convention Center - Kearney

Amelia Larson | Director, SUMMIT K-12

Sponsored Presentation

Research has shown much about how students learn to read, but this science often doesn't align with literacy materials or classroom practices, particularly for multilingual learners (MLLs). This session will explore how to achieve better outcomes through a culturally and linguistically responsive approach to multiliteracy. Participants will discover how to integrate effective language and foundational skills routines while maintaining time for developing spoken and written language, building knowledge, expanding vocabulary, and enhancing comprehension. Join us to see how research, practices, and materials can be harmonized with the diverse languages and cultures in our classrooms, and experience a model lesson that exemplifies this integration.

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

Teachers, Administrators • K - 12 • English

Excellent Writers in a Dual-Language Classroom/ Escritores excelentes en el salón de language dual

Santa Fe Community Convention Center - Milagro/O'Keefe

Ksenia Mendez | Teacher, Mark Twain Dual Language Academy

Maribel Faz | Teacher, Mark Twain Dual Language Academy

During our presentation, we'll provide strategies to coach students to master short and extended constructed responses in a dual language classroom. We'll go over rubrics, revising, editing, and conferencing checklists in English and Spanish, as well as outlines that help students structure their writing into a coherent essay.

Durante nuestra presentación, compartiremos las estrategias para guiar a los estudiantes a través del proceso de escritura en un salón de lenguaje dual. Presentaremos rúbricas, listas de revisión y corrección en inglés tal como en español, y organizadores gráficos.

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

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

Walk-n-Roll to Save the Planet/ Caminamos y rodamos para salvar al planeta

Santa Fe Community Convention Center - Ohkay Owingeh

Gary Bass | Teacher, Chaparral Elementary

Santa Fe Public Schools has a district-wide initiative to get more kids walking or riding a bike to school. Safe Routes to Schools is a grant-funded program that does just that. This workshop will present information on this program and how it is being implemented across the district and how funding can be procured.

Las Escuelas Públicas de Santa Fe tienen una iniciativa en todo el distrito para que más niños caminen o anden en bicicleta a la escuela. Safe Routes to Schools es un programa financiado con subvenciones que hace precisamente eso. Este taller presentará información sobre este programa y cómo se está implementando en todo el distrito y cómo se puede obtener fondos.

Family and Community Partnerships

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

Saturday, November 16, 2024 • 9:10 AM

Funds of Passion

Santa Fe Community Convention Center - Peralta/Lamy

Connie Walinski | Teacher, International Charter School
Analisa Pereira | Teacher, International Charter School
Arellys Figuereo | Teacher, International Charter School

Based on the Funds of Knowledge work of Luis Moll, et al, 5th grade teachers started a family engagement project inviting families back into the classroom to share their passions. This project embraces the diverse origins of our families, respects their languages, and treats them as rich sources of school learning experiences. It also allows students to imagine new passions for themselves. Participants will learn how the project was structured, view family presentations, and read children's reflections on what they learned and experienced through these rich interactions.

Family and Community Partnerships
Teachers, Administrators • K - 5(6) • English, Spanish, Portuguese

Enseñar bilingüedad a través de la novela.

Santa Fe Community Convention Center - Pojoaque/Nambe

Miguel Aguirre | Teacher, Deming Public Schools

Mi interés es mostrar cómo se puede enseñar los dos idiomas del inglés y el español a través de novelas apropiadas para estudiantes de primaria. El taller de bilingüedad a través de la novela es para aquellos maestros interesados en enseñar literatura en los dos idiomas, analizar literatura, mejorar el vocabulario, promover el pensamiento crítico en los dos idiomas y apoyar la comprensión y la fluidez de la lectura. Este taller será interactivo pues permitirá a la audiencia planear una unidad utilizando una novela.

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

Bring in the Music!

Santa Fe Community Convention Center - Sweeney Ballroom

Andrés Salguero | 123 Andrés
Christina Sanabria | 123 Andrés

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

Grading for Equity through a Multiple-Pathway Dual Language Lens: Native and Heritage Spanish

Drury Plaza Hotel - Lamy

Morgan De Pree | Teacher, Atrisco Heritage Academy (APS)
Sarai Maldonado Rivas | Teacher, Atrisco Heritage Academy High School
Caitlin Hein | Teacher, Atrisco Heritage Academy High School

Through a multigrade level and Spanish-language pathway towards bilingual seals, AP and college credit acquisition, this presentation focuses on the third pillar of dual language with a focus in sociocultural responsiveness by advocating for equity and a shared journey implementing grading for equity practices; sharing triumphs, struggles and next steps. Through conversations, collaborations, and engaging authentically with our data (student testimonials, department/schoolwide collaboration, AP and heritage data, bilingual seals, STAMP exam, etc.) this presentation aspires to intersect the GFE movement in a dual language education programs and settings.

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

Saturday, November 16, 2024 • 9:10 AM

Implementar metodologías activas mediadas por las TIC

Drury Plaza Hotel - Meem

Rafaela Albitar | Teacher, Delavan-Darien School District

The presentation will delve into the techno-pedagogical models employed in inclusive and intercultural education, emphasizing the integration of active methodologies. These models prioritize accessibility and diversity, leveraging technology to foster engagement and accommodate various learning styles. Components such as curriculum design, assessment strategies, and teacher-student interaction will be explored, highlighting their role in creating inclusive and culturally sensitive learning environments. Attendees will gain insights into effective practices for promoting equity and embracing cultural diversity through innovative educational approaches.

Integrating Technology

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

Como el coaching holístico permitió que una líder escolar latina afirme y movilice su identidad

Drury Plaza Hotel - Palace Ballroom A

Sandra Gutiérrez | Doctoral Student, University of Maryland

Astrid Sierra | Student, University of Maryland

Para lograr alcanzar las metas de la educación bilingüe, en particular la meta que fomenta la conciencia crítica en los maestros y estudiantes, necesitamos líderes de escuela que sean conscientes de sus identidades y estén comprometidos con la justicia. Pero ¿cómo apoyamos a estos líderes? Esta sesión explica como un estilo de coaching o acompañamiento holístico, inspirado por teorías feministas chicanxs/latinxs, permitió que una líder latina afirme y movilice su identidad cultural para comenzar a transformar su estilo de liderazgo. Los participantes analizarán partes de una sesión de coaching y se llevarán consigo ideas para implementar un acompañamiento más holístico en sus propias escuelas.

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

Teachers, Administrators, Researchers • K - 12 • Spanish

Elevate your Dual Language Program: Tools for Continuous Improvement

Drury Plaza Hotel - Palace Ballroom B

Sandra Villagómez | Other, Education Service Center, Region 20

Learn how the Program Implementation Tools developed by state agencies can help elevate your dual language program. In this session, we will examine the five levers to effectively implement your DLI program and share resources that support all stakeholders: administrators, educators, parents, and families. In addition, administrators and educators will learn about DLI resources and explore ways to support parents and families. Don't miss out on all that has been developed at the state agency level to ensure a successful and sustainable dual language program!

DLE Program Development and Design—PreK 20 Implementation

Teachers, Administrators • K - 12 • English

Using Interdisciplinary Native Science Lessons as Vehicle for Connecting the DLI Pillars.

Eldorado Hotel - Anasazi North

Joan Silvestrini | Teacher, Atlanta Public School

Dr. Sue Kasun | Professor, Georgia State University

Dr. Margaret McKenzie | Administrator, Atlanta Public Schools

Join us in exploring this collaboration between Georgia State University, scientists in Mexico, and DLI teachers and district administrators in Atlanta Public Schools, who have connected the pillars of DLI to enhance education outcomes. This collaborative team of professors, scientists, administrators, and DLI teachers view Native science through the interconnectivity of all beings to deepen the understanding of diverse scientific perspectives, language, and content while fostering self-discovery to build sociocultural competence and critical consciousness in English learners.

Academic Language Development Through Content Instruction

Teachers, Administrators • K - 8 • English, Spanish

Saturday, November 16, 2024 • 9:10 AM

Advancing Language Development for Emergent Bilingual Students through Engaging Instruction

Eldorado Hotel - Anasazi South

Jeremy Padilla | Teacher, Jean & Betty Schmalz Elementary School

This session will provide participants an overview of how instruction in a DLE classroom can advance the development of language for emergent bilingual students through engaging instruction, strategies, activities, conversation, and games. The participants will have an opportunity to create a take-home mini journal with instruction ideas and tips, strategies, conversation starters, and a list of games that they can use with their students. Participants will be given opportunities to ask questions and share their experiences in the DLE classroom.

Leadership: Research, Policy, and Advocacy

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

Transformative Translanguaging In a Third-Grade Dual Language Classroom

Eldorado Hotel - Grand Ballroom A

Mitch Ingram | Assistant Professor, Texas State University

Dr. Kathryn Henderson | Associate Professor, The University of Texas in San Antonio

This presentation provides a snapshot into a third-grade dual language bilingual education (DLBE) classroom to demonstrate transformative translanguaging pedagogy in action through a whole class interaction. The attendees will watch a 3-minute video where Mitch Ingram, co-presenter, introduces a math problem to his predominantly Latin@ bilingual students. The short interaction sheds light on five distinct reasons why the educator shifted fluidly between Spanish and English with his students: (1) stating the classroom language policy, (2) redirecting a student's comments, (3) mirroring a student's language choice, (4) switching for a newcomer from Honduras, and (5) teaching vocabulary across languages. Discussion about translanguaging pedagogy will follow.

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

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

Navigating Two Separate Sets of Goals of Reclassification and DLBE ¡Tenemos que hablar!

Eldorado Hotel - Grand Ballroom B

Claudia Cabrera | Assistant Director, The University of Texas at San Antonio

David García | Principal, Mark Twain Dual Language Academy

Are you a dual language teacher or administrator who is struggling with navigating what the federal law mandates for emergent bilingual students to reclassify as English proficient, while developing bilingual and biliterate students? If so, join us for a discussion in understanding our perceptions, beliefs, and thoughts about the reclassification process. This presentation will provide teachers, principals, and administrators an opportunity to find ways to look at it through an equitable lens not an English-only lens.

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

Teachers, Administrators, Researchers • K - 12 • English

Going Beyond the Talk: Sustainable Systems for Teacher Leadership

Eldorado Hotel - Zia A

Carolina Rodríguez | Instructional Coach, Downtown College Preparatory

Are you feeling alone in advocating for your emerging multilingual students? Want to enhance multilingual support in your school/district authentically and feasibly? Join us to learn about the sustainable impact of focused coaching, teacher leadership investment, and strategic partnerships on students and campus culture. Carolina Rodríguez, a former science teacher, observed newcomers often overlooked at school. Over 5 years, she documented collaborative phases, aiding cross-department goal setting, professional development, and holistic data collection for English Learners beyond test scores. Join us to explore how to make a lasting difference in multilingual education.

Leadership: Research, Policy, and Advocacy

Teachers, Administrators, Researchers • K - 12 • English

Saturday, November 16, 2024 • 9:10 AM

Indigenous Mindfulness Meditation in the Classroom

Eldorado Hotel - Zia B/C

Carlotta Martza | Teacher, Zuni/Santa Fe Indian School

A practice that addresses three major needs for students: a holistic approach to student wellness (body, mind, and spirit); developing focus skills for engaged learning between student and teacher; and creating a classroom culture of mutual respect. Native languages carry multitudes of meanings and students have to be prepared with being present and respectful in order to learn and retain their ancestral language. With mind and heart prepared to the teachings, student learning and understanding becomes richer and more valuable by nurturing understandings, meanings of everyday life experiences, stories and ways of thinking and knowing.

Indigenous Language Revitalization

Teachers, Administrators, Parents, Students • 45547 • English, Zuni

Engaged Interdisciplinary (Bi)Literacy: Weaving Cognitive Research with Critical Pedagogies

La Fonda - Lumpkin Ballroom N

Callie Lowenstein | Teacher, Dual Language Public School Teacher (most recently in DC, currently on sabbatical/maternity leave)

Content-literacy integration is a powerful, well-established dual language (DL) practice. But all too often practical constraints and curricular shortcomings undermine the implementation of content-literacy in DL settings, shortchanging students of translanguaging opportunities while multiplying bilingual teacher workload. In this session, participants will unpack the Engaged Interdisciplinary (Bi)Literacy (EI(B)L) approach (featured in the presenter's forthcoming book, *The Science and Social Justice of Reading*). We will explore common pitfalls and critical lenses to supercharge content-literacy integration in dual language contexts, while deepening knowledge of the cognitive research and culturally sustaining and critical pedagogies that support the EI(B)L model.

DLE Program Development and Design—PreK 20 Implementation

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

Dual Language Leadership Matters. Designing Sustainable Dual Language Systems

Santa Fe Community Convention Center - Coronado/DeVargas

Brenda Menchaca | Director, Donna ISD/TNTP

Olivia Hernández | Director, Donna ISD/TNTP

Angela Dominguez | Administrator, Donna ISD

A principal or district leader can make or break a dual language program. This session will empower educators and administrators in setting up coherent systems to implement an effective and sustainable dual language program. This session will share the unique Donna ISD journey, including: challenges and opportunities when establishing systems; setting up systems for equity; and strategies for collaboration and communication between educators, administrators, parents, and community members. Participants will leave this session with practical strategies to begin or enhance their own dual language programs.

DLE Program Development and Design—PreK 20 Implementation

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

Saturday, November 16, 2024 • 9:10 AM

Language Fun: Engaging Students with Games and Music for Language Acquisition

Santa Fe Community Convention Center - Kearney

Jean P. Van Deryds | Teacher, Gallup McKinley County Schools

Join us for "Fun with Language: Using Games and Music for Elementary School Language Acquisition," a dynamic workshop tailored for elementary school educators. This interactive session offers practical strategies for incorporating games and music into language lessons to boost student engagement and proficiency. Participants will explore the benefits of these creative approaches, discover a variety of language games, and learn innovative ways to use music for vocabulary building and pronunciation practice. Additionally, educators will gain insights into effectively integrating these tools into their curriculum and assessing student progress. This workshop promises to make language learning both enjoyable and effective for young learners.

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

First-Grade Bilingual Children Exploring & Wondering Mathematics Creatively via Shadows Expressions

Santa Fe Community Convention Center - Milagro/O'Keefe

Carlos Lopez Leiva | Associate Professor, University of New Mexico

Joaquin Arguello | Student, University of New Mexico

Lizbeth Sanchez Garcia | Student, University of New Mexico

Sponsored Presentation

This academic presentation highlights the brilliance of a group of bilingual (Spanish & English) first graders exploring concepts of geometric shapes through shadows. Facilitation lessons of this work will be shared along with data on how assemblages of wonder formed among children, objects, their shadows, and adults embedded in the process of physically and discursively making sense of shapes. The audience will actively engage. Participants will actively consider applications of these ideas into their own practices by exploring an expansion of their roles and recognizing the knowledge that lives within students expressed through cultural and linguistic manifestations beyond bilingualism.

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

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

Estrategias de instrucción y recursos efectivos para el desarrollo del lenguaje

Santa Fe Community Convention Center - Ohkay Owingeh

Eloyda Lopez | Instructional Coach, MSD Lawrence Township

Claudia Gambetta | Instructional Specialist, MSD Lawrence Township

Through our experience as teachers, leaders and currently as coaches in the area of instruction and literacy within a Dual Program, we have observed the challenge that teachers face in the application of strategies, resources and practices that help students develop academic language through content instruction. But at the same time we have also been able to verify in our practice that using the correct strategies, activities and resources planned with intention in our classes has helped us be successful within our program, being an example and inspiration for other districts and teachers.

Academic Language Development Through Content Instruction

Teachers • Pre-K - 2 • Spanish

Saturday, November 16, 2024 • 9:10 AM

Holistic Dual Language Education: Empowering Communities for Success

Santa Fe Community Convention Center - Peralta/Lamy

Christopher Culver | Administrator, Western Heights ISD / Oklahoma City University
Kelly Forbes | Administrator, University of Central Oklahoma

This comprehensive session addresses all seven strands of dual language education, providing practical strategies and resources. Through a blend of hands-on activities, lectures, and discussions, participants will explore program structure, curriculum development, instructional best practices, assessment and accountability measures, staff quality, family and community engagement, and support resources. Emphasis will be placed on aligning with the Guiding Principles for Dual Language Education, fostering cultural understanding, and promoting equitable outcomes for all learners. Attendees will leave with actionable ideas and tools to strengthen their dual language programs, empower their communities, and support diverse student populations effectively.

DLE Program Development and Design—PreK 20 Implementation

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

Bridging the DL Pathway from Elementary to Secondary: Implementation for Success

Santa Fe Community Convention Center - Pojoaque/Nambe

Mónica Medina | Coordinator, KIPP Texas Public Schools
Mishelle Camacho | Instructional Specialist, SAISD

Get on board with dual language! A variety of frameworks for dual language exist, but what is most essential to the success of Emergent Bilingual students as they transition through elementary and secondary? We will equip dual language leaders seeking guidance with structure for their elementary and secondary dual language programs. In this session, leaders will walk away with an awareness of DL program design and implementation, instructional best practices, and culture. Navigate how to sustain a viable linguistically and culturally relevant dual language program through an asset-based mindset and implementation of the three pillars.

DLE Program Development and Design—PreK 20 Implementation

Teachers, Administrators • K - 12 • English, Spanish

¡Luces, música, acción!

Santa Fe Community Convention Center - Sweeney Ballroom

Diana Villagrana | Teacher, Gadsden Independent School District
Graciela Pérez | Teacher, Gadsden Independent School District
Claudia Salido | Teacher, Gadsden Independent School District
Shawna Nez | NACA Diné Language Teacher and NISN Apprentice, NACA
Chael Moore | NISN Diné Language Program Coordinator, NACA

La música es una herramienta poderosa y efectiva para llegar a los corazones y a las mentes de todos. En este taller conocerás más sobre las ventajas y las áreas del cerebro bilingüe que son estimuladas para generar destrezas que apoyan la literacidad, pensamiento crítico, la imaginación, lógica y vocabulario académico, entre otros. De la misma manera, se compartirán cantos que han sido compuestos y utilizados por docentes en lecciones y clases bilingües de educación básica.

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

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