

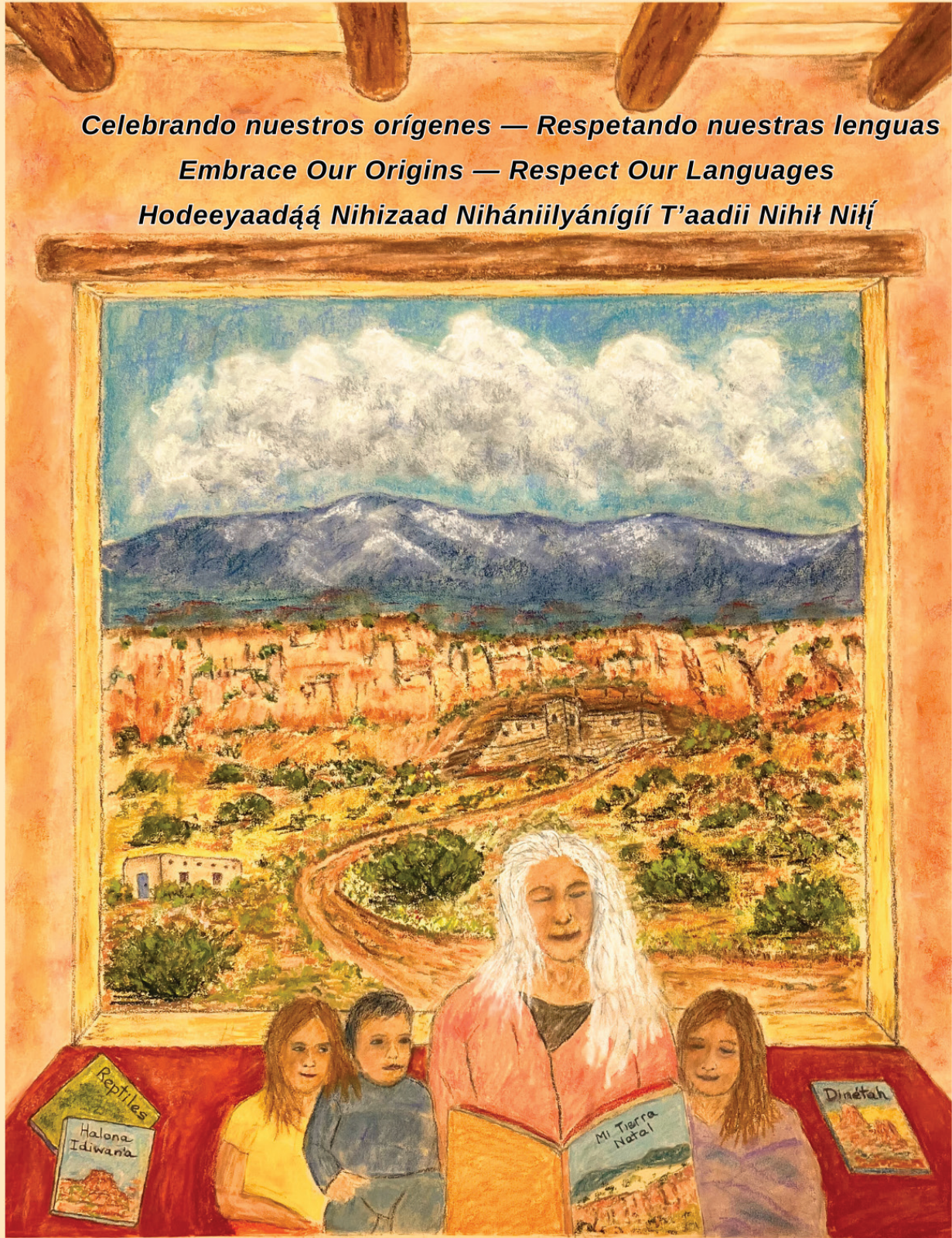


La Cosecha
Santa Fe, New Mexico USA

Celebrando nuestros orígenes — Respetando nuestras lenguas

Embrace Our Origins — Respect Our Languages

Hodeeyaadaq̄ Nihizaad Nihániilyánígíí T'aadii Nihit̄ Nit̄j



Thursday
November 14, 2024



Programación * General Schedule

jueves, el 14 de noviembre de 2024 • Thursday, November 14, 2024

Sesiones simultáneas • Concurrent Sessions

9:10 am – 10:30 am

10:55 am – 12:15 pm

Almuerzo • Lunch

Albuquerque Convention Center, Clyde, and Doubletree

12:10 pm – 1:30 pm

Sesiones simultáneas • Concurrent Sessions

1:30 pm – 2:50 pm

Sesión plenaria • General Session

Santa Fe Community Convention Center • Sweeny Ballroom
or

Eldorado Hotel • Ballroom

3:15 pm – 4:30 pm

Conference Fundraiser — Comedy Show & Dance Party

Santa Fe

NOVEMBER 14
7:00 PM

Language of Laugh

Comedy Fundraiser

\$18 CONFERENCE ATTENDEES CODE: LOL

\$30 in advance

Eldorado Hotel Grand Ballroom
lacosechaconference.com/laugh
Doors Open at 6:30 pm

Presented by:

José Maestas
 Sammy Anzer
 Rusty Rutherford
 Isabel Madley
 Tyler Lovely
 Carlos Medina

Join us for an evening of comedy and dance for a fundraiser supporting education! Proceeds from the evening event will benefit the Janet Montoya Schoeppner Memorial Scholarship — helping to ensure a bilingual future for our New Mexico students!

After Party Dance!

FEATURING Projecto Cumbion

Sesión plenaria * General Session

jueves, el 14 de noviembre de 2024 • Thursday, November 14, 2024

3:15 pm – 4:30 pm

Santa Fe Community Convention Center

Opening Comments & Introduction of Keynote

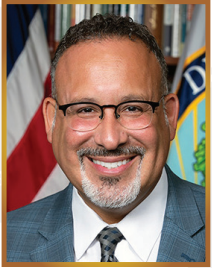


Michael Rodríguez
Executive Director
Dual Language Education of NM



Keynote

Montserrat Garibay
Deputy Assistant Secretary
U.S. Department of Education, English Language Acquisition



Special Message

Dr. Miguel Cardona
United States Secretary of Education

Introduction of Keynote



Dr Sylvia Martinez
DLeNM Board Member
Retired Dual Language Administrator
Consultant for PA on English Learner Plans



Keynote

Dr. Susana Ibarra Johnson
Assistant Professor
New Mexico State University

Roll Call and Housekeeping

Conference Fundraiser – Comedy Show & Dance Party • Eldorado Hotel
Musical Peña • Inn & Spa at Loretto

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





The Future is Multilingual!

SEAL is proud to *Embrace Our Origins and Respect Our Languages* at La Cosecha Conference

SEAL is a nonprofit with a powerful research and evidence-based approach to advancing the educational outcomes of multilingual learners. We are honored to partner with La Cosecha Conference in our commitment to develop the language skills, literacy skills and content knowledge for all students.

See you at our booth and interactive sessions!

Sesión plenaria * General Session

jueves, el 14 de noviembre de 2024 • Thursday, November 14, 2024

3:15 pm – 4:30 pm

Eldorado Hotel

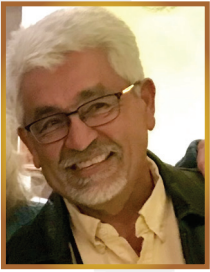
Opening Comments



Lisa Meyer

Director of Instructional Equity
Dual Language Education of NM

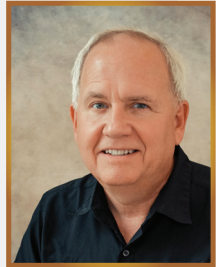
Community Message



Lorenzo Sánchez

La Cosecha 2024 Poster Artist

Introduction of Keynotes



David Rogers

Senior Consultant
Dual Language Education of New Mexico

Keynotes



Kimberly Strong

Assistant Professor
New Mexico State University



Shelly Spiegel-Coleman

Strategic Advisor, Californians Together



Kathy Escamilla

Professor Emerita, Bueno Multicultural
Education Center, UC Boulder



Martha Hernández

Retired Educator
Consultant for PA on English Learner Plans

Roll Call and Housekeeping
Conference Fundraiser – Comedy Show & Dance Party • Eldorado Hotel
Musical Peña • Inn & Spa at Loretto

Power Sessions

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

Join us for an enlightening Summit K12 session where we delve into how Summit K12 can support Newcomer instruction. We will explore how to effectively support students who are new to the language and culture of their learning environment. In this session, we will explore strategies, resources, and Summit K12 product and professional learning updates designed to empower educators in their mission to provide inclusive and impactful instruction for all emergent bilingual students. Whether you're a seasoned teacher or just beginning your journey in supporting newcomer students, this session promises valuable insights and practical solutions to help you navigate the complexities for newcomer education with confidence and proficiency.

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.

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



Power Sessions

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.

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TOWARD PROFICIENCY IN LANGUAGES

Pave the Way to Proficiency with the AAPPL

As the **official** ACTFL test for Grades 3-12, only the AAPPL issues **official ACTFL ratings**, offering a **true** measure of DLI learners' performance toward proficiency.

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

Eldorado Hotel - Zia A

Catalina Sánchez | Coordinador, 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

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 Ramírez | 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



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Moving districts forward to improve academic achievement for multilingual learners



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

Eldorado Hotel - Chapel

Melody Wharton | Instructional Specialist, Center for Teaching for Bilingual Literacy

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

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 Dáádiikah 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 Dobberfuhl 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

Are your students disengaged and uninterested in the Spanish language arts lessons?

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 have collections to engage your students!



Visit our Booth

- Learn about our collections aligned to core resources
- Register for our Free Author Talk & Book Giveaway
- Attend Our Presentation: **Diversify Your Core Curriculum Resources with Literature**

Friday, November 15, 2024 • 1:30 PM

SANTA FE COMMUNITY CONVENTION CENTER - Peralta/Lamy

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

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

jueves, el 14 de noviembre de 2024 • Thursday, November 14, 2024

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

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

Data Gets Funding

Dual Language programs are under more pressure than ever to demonstrate effectiveness through student proficiency.

Avant STAMP tests are used for language proficiency benchmarking as early as K-1 and trusted by educators to provide accurate and reliable results. This data supports decisions on where to invest time, energy, and funding.



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info@avantassessment.com



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



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

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

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

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

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

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There is a full program of cultural events including lectures, film screenings, book launches, theater and exhibitions. As a general rule, the events are free.

We partner with the Spanish Resource Center, also located at the National Hispanic Cultural Center. Where you can find books, CD and films among other resources in Spanish. The library's facilities are available to all, although you must be a member in order to borrow items.

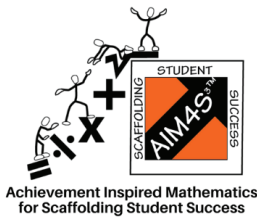
Instituto Cervantes in El Paso

We offer general Spanish courses, special courses such as medical, art and culture, and business. On-line Spanish courses are also available. A full program of cultural events is also offered: lectures, film screenings, book presentations, theater and exhibitions.

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Full-Service Professional Development Offerings

DLeNM is committed to supporting schools and districts in meeting the social, emotional, and academic needs of our multilingual learners. As a non-profit founded by teachers and administrators, DLeNM understands the unique needs of students, families, and educators in diverse linguistic and cultural settings.



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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 bilingüe 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

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
 Minea 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

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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

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

"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 Univeristy

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

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

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

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

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

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

Santa Fe Community Convention Center - Ohkay Owingeh

Laura Londoño | 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 Fluency

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

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

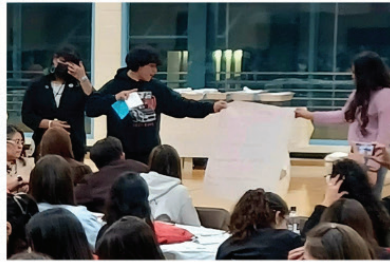
Leveraging New Mexico's New Graduation Capstones and the Seal of Biliteracy

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



ROOTS TO RESILIENCE: NAVIGATING CHALLENGES, NURTURING IDENTITY, AND EMBRACING LEADERSHIP

NOVEMBER 15, 2024
7:30 am - 4:30 pm
SANTA FE, NM

SLI Mission:

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

- embrace language, culture, and history as a source of power and responsibility;
- embrace their power and responsibility as an invitation to lead; and to
- embrace their invitation to lead as an incentive to build partnerships amongst each other in order to prepare for a future of advocacy and the betterment of our diverse communities.

SLI

2024



SLI WILL FEATURE:

- COMMUNITY LEADERSHIP
- PLANNING WORKSHOPS
- BREAKOUT SESSIONS
- GUEST SPEAKERS
- NETWORKING TERTULIAS

SLI 2024 will bring together linguistically and culturally diverse students to focus on issues of identity, leadership, and the development of an asset-based perspective related to their diverse backgrounds.



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
 Xigríd 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

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

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

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

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

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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

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

Semillas: Growing a Community with Families of Dual language Students

La Fonda - Lumpkin Ballroom N

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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 Biliteracy, 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



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jueves, el 14 de noviembre de 2024 • Thursday, November 14, 2024

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

“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

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