

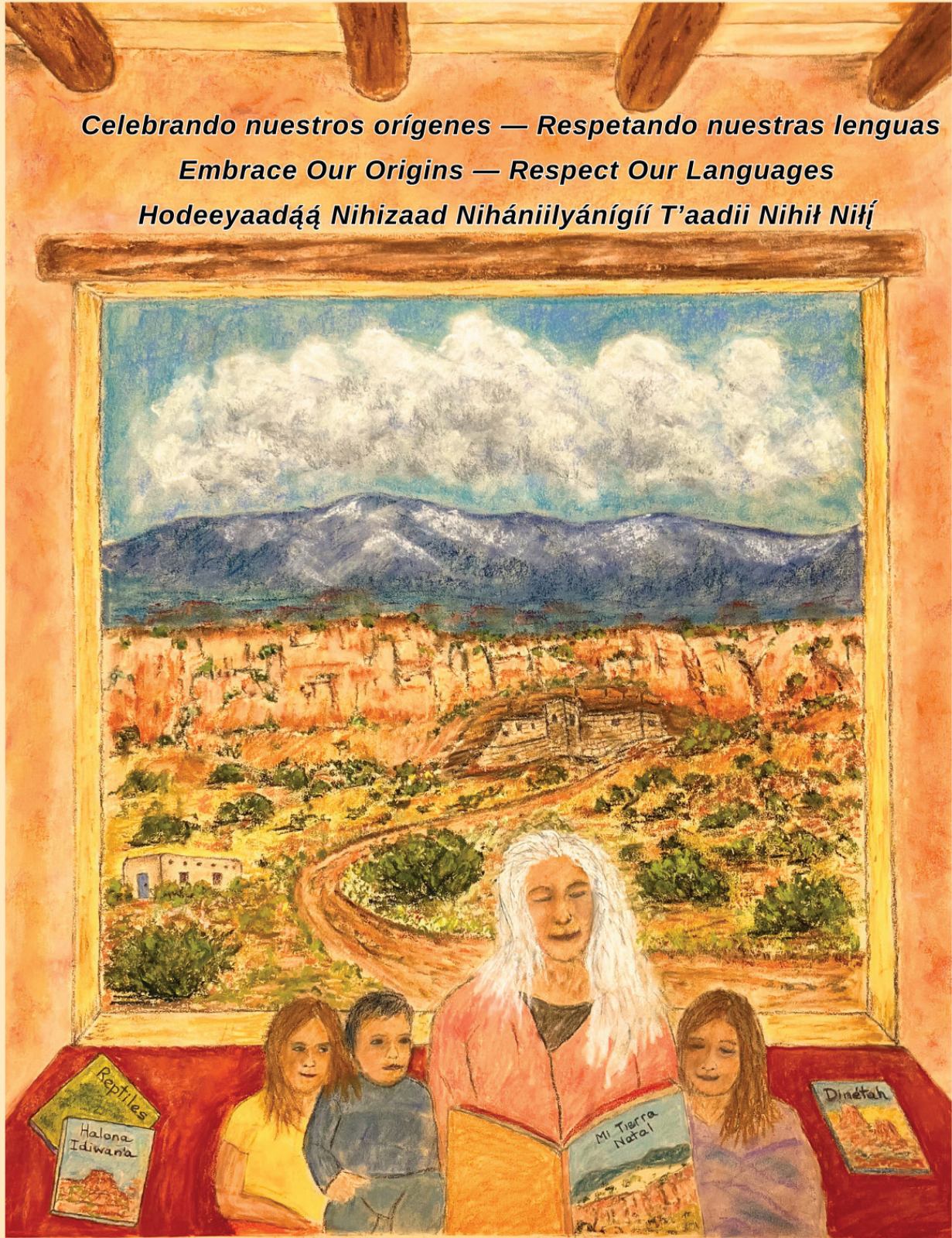


La Cosecha
Santa Fe, New Mexico USA

Celebrando nuestros orígenes — Respetando nuestras lenguas

Embrace Our Origins — Respect Our Languages

Hodeeyaadaqá Nihizaad Nihániilyánígíí T'aadii Nihit Nitj



Friday
November 15, 2024



Programación * General Schedule

viernes, el 15 de noviembre de 2024 • Friday, November 15, 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

La Cosecha 2024 Powwow

Santa Fe Community Convention Center • Sweeney Ballroom



Head Woman



Head Man

POWWOW '24

15

 November 2024
Santa Fe Convention Center

Grand Entry - 6:00 pm

**INVITING ALL DANCERS, DRUM GROUPS,
AND ROYALTIES.**



Come celebrate New Mexico's rich cultural and linguistic diversity at this FREE event!



In honor of Native American Heritage Month
La Cosecha presents
Powwow 2024!

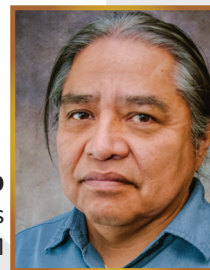
Sesión plenaria * General Session

viernes, el 15 de noviembre de 2024 • Friday, November 15, 2024

3:15 pm – 4:30 pm

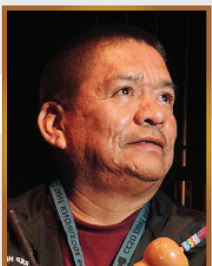
Santa Fe Community Convention Center

Opening Comments



Partric Werito

Project Coordinator of Tribal Initiatives
Dual Language Education of NM



Community Message

Dr. Joseph Chee

Diné Language Teacher
Central Consolidated Schools

Introduction of Keynote



José "Azul" Cortés

Director of Heritage Languages
Dual Language Education of NM

Keynote



Ray Taken Alive

Lakota Language and Culture Community Coordinator
Lakota Nation

Special Guest



María José Ramírez Hidalgo

Asesora técnica / Education Advisor
Education Office, Embassy of Spain
Spanish Resource Center in Albuquerque, NM

Roll Call and Housekeeping Powwow

Stay connected during
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Conference Platform!





PROJECT GLAD® National Training Center

The Orange County Department of Education (OCDE) is the official National Training Center (NTC) for the Project GLAD® training model. Project GLAD® is dedicated to building academic language and literacy for all students, especially Multilingual Learners.

Project GLAD® is a rigorous, research-based professional development model. Effective classroom strategies focus on an integrated approach aimed at supporting language acquisition and proficiency in grade-level content standards using six component areas:

- Focus and Motivation
- Input
- Guided Oral Practice
- Reading and Writing
- Extended Activities for Integration
- Assessment and Feedback



This comprehensive model supports the cognitive, linguistic, and emotional needs of all students and is vital for language learners.

PROFESSIONAL DEVELOPMENT

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Sesión plenaria * General Session

viernes, el 15 de noviembre de 2024 • Friday, November 15, 2024

3:15 pm – 4:30 pm

Eldorado Hotel

Opening Comments



Melanie Gatewood
Director of Operations
Dual Language Education of NM

Introduction of Keynote



Rebecca Blum Martínez
DLeNM Board Member
Professor Emerita, University of New Mexico

Keynote



Crystal Gonzales
Founder and Executive Director
English Learners Success Forum (ELSF)

Introduction of Keynote



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

Keynote



Mayra Canizales Cruz
Founding Partner
The Canizales Group

Roll Call and Housekeeping Powwow

Power Sessions

Santa Fe Community Convention Center - Kearny

8:30 am

Filling Dual Language / Multilingual Vacancies

Mimi Newton | Tutored by Teachers

Join us for an engaging power session focused on effective strategies for filling dual language/multilingual program vacancies. This interactive session will explore innovative approaches to recruiting multi-lingual educators. Participants will have the opportunity to collaborate and learn from peers, sharing successful practices and practical solutions.

9:10 am

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

Aracely Suarez and Katherine Hamilton | Ensemble Learning

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

9:50 am

Book Clubs for Middle and High Schools

Heather Robertson-Devine | President, Books del Sur

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

10:30 am

Leveraging Data to Support Newcomer Students

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

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

11:10 am

Federal Funding for Bilingual Educators Enhancing Student Academic-Language Development

Berenice Pernaete | Director, Instituto Mundo Verde, Mundo Verde

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

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

Power Sessions

Santa Fe Community Convention Center - Kearny

11:50 am

Biliteracy in the Structured Reading Environment

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

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

1:30 am

Express! Asset-Based Access to English (ELD)

Kimberly Plummer | Director of Marketing for Multilingual Learners, Benchmark

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

2:10 am

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

Dr. Sandra Mercuri & Dr. Vivian Pratts | Okapi

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

DISCOVER THE MISSING LINK in Your Dual Language Instruction!

Biliteracy para todos™ — a standards-based uniquely designed program carefully crafted for Spanish-English instruction that targets language, content, and translanguageing practices. Provide your students with the tools they need to close the achievement gap!



Shown: Early Biliteracy / Bilingualidad temprana



SUPPORT STUDENTS ACROSS THREE DEVELOPMENTAL STAGES OF BILITERACY:

- Early Biliteracy / Bilingualidad temprana
- Developing Biliteracy / Bilingualidad en desarrollo
- Advanced Biliteracy / Bilingualidad avanzada

Scan here or visit biliteracy.myokapi.com to view our Achievement Gains success story!



Contact your local Okapi representative for more information, or request your free sample lesson with books by contacting us at info@myokapi.com

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

Drury Plaza Hotel - Lamy

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

The Translingual Latinx Ethnic Studies Summer School (TLESSS) is an initiative created for Latinx bilingual/bicultural elementary students and dual language teachers in the Midwest grounded in Ethnic Studies in a translanguaging space. This project aims to fill the bilingual/bicultural educational gap at schools and teacher preparation programs to 1) implement a curriculum rooted in their cultural wealth and linguistic practices through their own histories, lives, and realities, and 2) provide training in ethnic studies to foster minoritized-language practices for Latinx bilingual teachers. Sociocultural Responsiveness, Social Justice, CRT, Educational Equity and Access Teachers, Researchers, Students, Community, Parents • K-20 • English, Spanish

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

Drury Plaza Hotel - Meem

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

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

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

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

Drury Plaza Hotel - O'Keefe

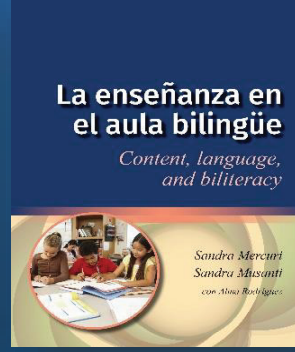
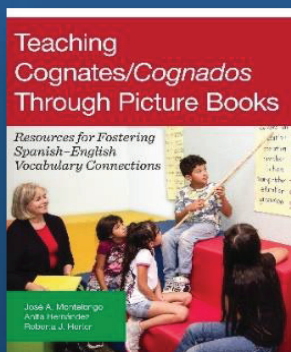
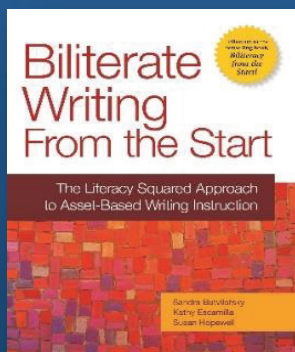
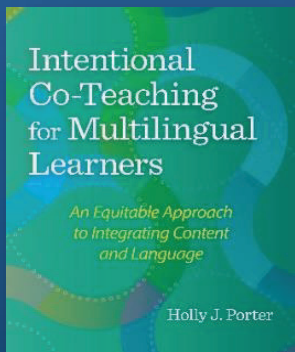
Christie Baird | Coordinator, OCDE Project GLAD® and Multilingual Academic Services

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

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

Practical Resources for Multilingual Education

Evidence-based teaching practices that support equity



Stop by our booth to explore our newest titles and SAVE 10% + FREE shipping!

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

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

Drury Plaza Hotel - Palace Ballroom A

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

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

Integrating Technology

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

Creating Connections: Storytelling and Identity

Drury Plaza Hotel - Palace Ballroom B

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

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

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

Teachers, Community • K - 12 • English, Spanish

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

Drury Plaza Hotel - Rivera A

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

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

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

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

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

Drury Plaza Hotel - Rivera B

Paul Parkerson | Instructional Coach, Denton ISD
Leticia Mcrary | Teacher, Denton ISD, Texas
Ricardo González-Carriedo | Doctor, University of North Texas, Denton
Jorge Ordóñez | Teacher, Plano ISD, Texas

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

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

Teachers • K - 12 • English, Spanish

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

Eldorado Hotel - Anasazi North

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

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

Leadership: Research, Policy, and Advocacy

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

In recognition of Native American Heritage Month
La Cosecha Conference
Presents:

INDIGENOUS LANGUAGE EDUCATION INSTITUTE

NOV | 15th | 2024

8:30 AM - 3:30 PM
Coronado SFCC
Santa Fe, NM



November 13 - 16, 2024

La Cosecha

Featured Speakers:



Ray Taken Alive
Lakota Language and
Culture Community Coordinator



Melissa Candelaria
Education Director and Attorney
NM Center on Law and Poverty



Wilhelmina Yazzie
Community Advocate



Dr. Joseph Chee
Diné Language Teacher
Career Prep High School
Central Consolidated School District

Tribal communities face the tremendous challenge of preserving their community language while supporting their young learners to be successful academically. This Institute will showcase Indigenous language leaders and the work they are doing in support of language preservation and revitalization.

Presented by:



Dual
Language
Education of
New Mexico

www.DLeNM.org



Diné Language
Teachers Association

www.LaCosechaConference.org

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

Valuing the Linguistic and Cultural Identities of Multilingual Learners

Eldorado Hotel - Anasazi South

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

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

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

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

Eldorado Hotel - Chapel

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

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

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

Elevating Newly Immigrant Emergent Bilinguals and Their Families in Our Schools

Eldorado Hotel - DeVargas

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

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

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

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

Eldorado Hotel - Grand Ballroom A

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

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

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

Using Interactive Dialogue Journals for Literacy Development in L1 and L2

Eldorado Hotel - Grand Ballroom B

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

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

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

Building a School Culture Where Love is our First Language

Eldorado Hotel - Piñon Boardroom

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

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

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

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

Eldorado Hotel - Zia A

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

Dual language immersion programs have gained recognition for their effectiveness in promoting bilingualism, biliteracy, and cross-cultural competence among students. However, establishing and sustaining successful DLI programs requires a thoughtful and strategic approach that goes beyond curriculum and language instruction.

This session introduces participants to Design Thinking—an innovative problem-solving framework—and its application to DLI programs. Through a series of interactive exercises and guided discussions, as well as narratives from local school sites, administrators will gain insight on establishing, improving, and expanding DLI programs.

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

¡Conversaciones estructuradas!

First Presbyterian Church - Chapel

LoraBeth Escalante | Instructional Coach, Seidlitz Education
Featured Sponsor Presentation

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

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

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

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

First Presbyterian Church - Pope

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

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

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

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

Hilton Hotel - Canyon 1

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

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

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

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

Hilton Hotel - Canyon 2

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

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

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

A Genre-Based Translanguaging Approach for Exemplary Dual Language Instruction

Hilton Hotel - Chapel

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

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

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

Semillas y Raíces Family & Community Institute



Tecnología, identidad,
y nuestro futuro

Technology, Identity,
and Our Future

viernes, 15 de noviembre de, 2024
Friday, November 15, 2024
8:30 am - 4:30 pm
Hotel Santa Fe



www.LaCosechaConference.org

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

Cultura, arte, poesía y oralidad

Hilton Hotel - Mesa Ballroom AB

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

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

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

Gathering Meaningful Data to Support and Enhance Your Dual Language Program

Hilton Hotel - Mesa Ballroom C

Rachel McCormick | Director, MC2 Education LLC
Lisa Meyer | Director of Instructional Equity, Dual Language Education of New Mexico
Jacqueline Mendez | Director, MC2 Education

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

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

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

Hilton Hotel - Pecos

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

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

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

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

Inn & Spa at Loretto - Chaco Ballroom - East

Adalucía Quan | Teacher, Latino Press

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

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

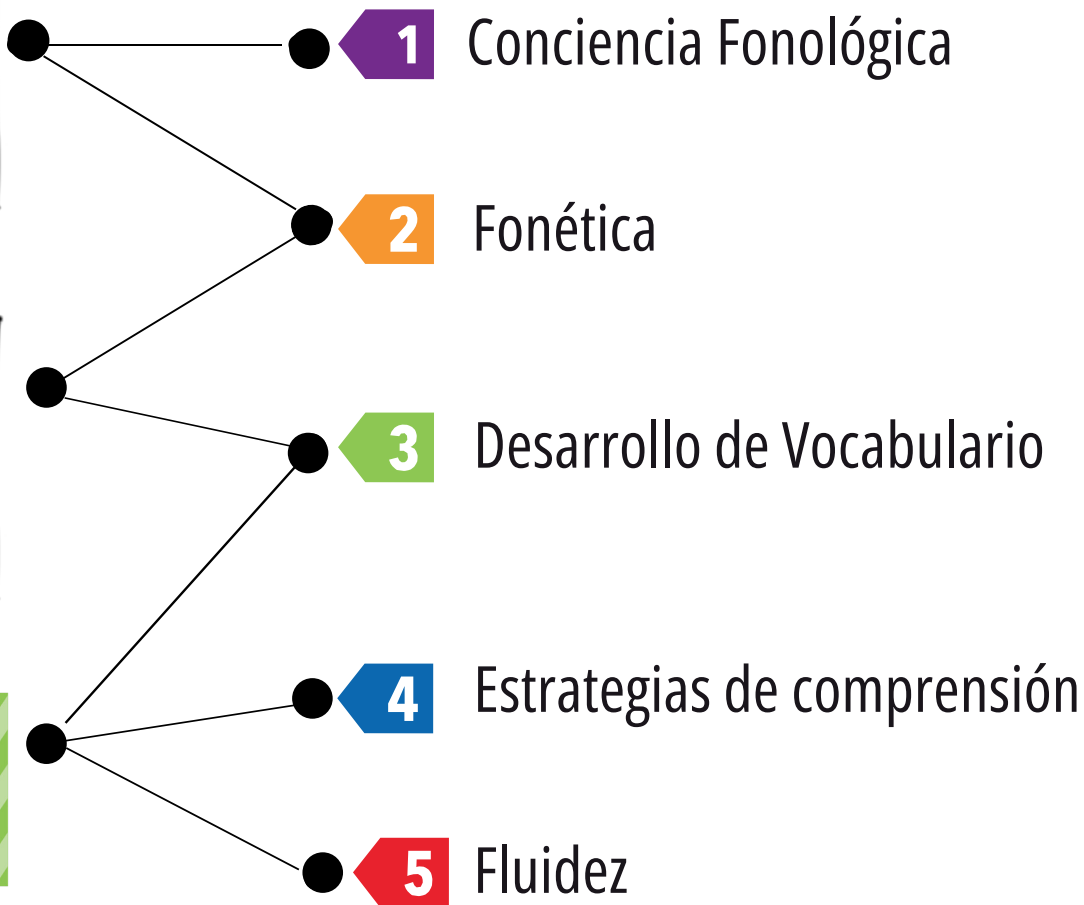
Recursos en ESPAÑOL Para Lectoescritura



5 Componentes Esenciales de la Instrucción en Lectoescritura



El Sistema de la Intervención de Lectura



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

Bridging and Translanguaging: Culturally Sustaining Strategies

Inn & Spa at Loretto - Chaco Ballroom - West

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

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

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

Federal Funding for Bilingual Educators Enhancing Student Academic-Language Development

Inn & Spa at Loretto - Tesuque

Berenice Pernaleté | Director, Instituto Mundo Verde
Jennifer Kouakeu | Staff, Instituto Mundo Verde

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

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

Dual Language Teaching Through Wildness, Beauty, and Imagination

Inn & Spa at Loretto - Zuni Ballroom North

Dawn Wink | Director, Santa Fe Community College

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

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

Bridging Cultures and Code: Integrating Culturally Responsive Computer Science Pedagogy

Inn & Spa at Loretto - Zuni Ballroom South

Melany Cordova | Community Member, Computer Science Alliance
Paige Prescott | Community Member, Computer Science Alliance
Melany Cordova | Community Member, Computer Science Alliance

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

Integrating Technology
Teachers, Administrators • K - 12 • English

Accelerating Language Acquisition through Project Based Learning

La Fonda - Exchange

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

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

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

Unleashing Oracy Development in the Math Classroom!

La Fonda - La Terraza

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

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

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

The English Literacy Side of Biliteracy Instruction

La Fonda - Lumpkin Ballroom N

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

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

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

A Holistic Approach to Bilingual Foundational Skills Instruction

La Fonda - Lumpkin Ballroom S

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

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

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

Afirmando las identidades bilingües a través de translanguaging literacies

Santa Fe Community Convention Center - Milagro/O'Keefe

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

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

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

Learning to Read and Reading to Learn with Big Books

Santa Fe Community Convention Center - Ohkay Owingeh

Ryan Jenkins | Teacher, Washington Middle School

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

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



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MISSION

To strengthen educational environments so that multilingual learners have access to equitable opportunities to learn, contribute, and thrive.

EVIDENCE OF NEED

There are more than 5.1 million students identified as English learners

A growing body of evidence indicates multilingual learners:

- ✓ Have less access to trained teachers
- ✓ Are provided poorer instructional materials
- ✓ Are offered easier courses with less technical language
- ✓ Graduate at a rate much lower than their English-only counterparts (63% vs. 82%)

MAJOR ACHIEVEMENTS

- **2019 - 2022:** US Dept. of Ed SEED Grant: 4-year grant scaling to over 100 schools (Over 50% of SEED participants transitioned to fee-for-service partners)
- **2021 - 2026:** US Dept. of Ed NPD Contract: 5-year, \$3 million grant to improve dual language programs across Texas

CORE SERVICES

- ✓ Strategic Planning and Data Analysis
- ✓ Professional Development
- ✓ Instructional Coaching
- ✓ Leadership Coaching
- ✓ Transitioning Schools to Dual Language

IMPACT AND REACH METRICS

Over 200 schools and 100,000 students served nationwide since 2019.

SCHOOL REACH:

- **School Year (22-23):** 18 Districts/CMOs and 46 Schools Supported
Educator Reach: 1,380
Student Reach: 24,150
- **School Year (23-24):** 15 Districts/CMOs and 54 Schools Supported
Educator Reach: 1,620
Student Reach: 28,350

- ✓ Texas
- ✓ California
- ✓ Colorado

TEAM DIVERSITY AND EXPERTISE

- 66% of teammates, including our CEO, identify as people of color
- 83% live in the communities they serve
- 83% are former educators and school leaders
- 92% have advanced degrees; over half are multilingual

Rutinas de instrucción para desarrollar destrezas fundamentales en español

Santa Fe Community Convention Center - Peralta/Lamy

Alejandra Benítez | Sponsor, Pacific Learning

Featured Sponsor Presentation

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

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

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

Advocating for Bilingual Education in New Mexico: La lucha sigue

Santa Fe Community Convention Center - Pojoaque/Nambe

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

Berlinda Begay | Coordinator, Central Consolidated School District

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

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

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

Leadership: Research, Policy, and Advocacy

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



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- The ability to assign individual students separate Spanish and English reading levels to accurately assess and support where they are on their path to biliteracy.

Join Us For the Session:

Motivating Language Learners With Comics and Graphic Books

Presented by

Mónica (Mo) Darnall

National Curriculum Consultant, Learning A-Z

Thursday, November 14, 2024, 9:10 a.m.

Room: Milagros



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

La Fonda - New Mexico

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

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

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

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

La Fonda - Santa Fe

Michele Rewold | Coordinator, Mesa County Valley School District 51

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

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

8 Steps for Developing Effective Dual Language Programs

La Fonda - Stiha

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

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

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

Reclaiming Our Language

Santa Fe Community Convention Center - Coronado/DeVargas

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

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

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

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

Santa Fe Community Convention Center - Sweeney Ballroom

Juan A. Freire | Professor, Brigham Young University
Garrett Delavan | Professor, Georgia State University
Kate Menken | Professor, CUNY

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

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

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

Drury Plaza Hotel - Lamy

Lulia Sarmiento | Instructional Coach, Belvidere CUSD100
Paola Rodriguez | Teacher, Belvidere CUSD 100

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

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

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

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

Drury Plaza Hotel - Meem

Susanne Pena | Assistant Professor, Florida International University
Kimberley Kennedy | Associate Professor, Our Lady of the Lake University

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

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

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

Que el español brille

Drury Plaza Hotel - O'Keefe

Herbert Soriano | Teacher, Española Public Schools

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

Integrating Technology

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

Fostering Bilingualism and Creativity through Alebrijes and Arduino Microcontrollers

Drury Plaza Hotel - Palace Ballroom A

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

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

Integrating Technology

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

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

Drury Plaza Hotel - Palace Ballroom B

Jill Kerper Mora | Retired Educator, San Diego State University
Silvia Dorta Duque de Reyes | Administrator, Benchmark Education

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

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

Teachers • K- 8 • English, Spanish

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

Instrucción explícita y sistemática de conciencia fonológica y fonética

Drury Plaza Hotel - Rivera A

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

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

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

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

Drury Plaza Hotel - Rivera B

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

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

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

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

Eldorado Hotel - Anasazi North

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

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

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

Engaging Families through their Stories and Legacies

Eldorado Hotel - Anasazi South

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

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

Family and Community Partnerships
 Teachers • K - 12 • English

Actively Supporting Bilingualism in PreK and K

Eldorado Hotel - Chapel

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

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

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

Bilingual Seal Para Todos

Eldorado Hotel - DeVargas

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

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

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

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

Success in Dual Language K-12 Program Implementation

Eldorado Hotel - Grand Ballroom A

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

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

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

Cultivating the Pedagogy of Translanguaging for K-12 Transformative Education

Eldorado Hotel - Grand Ballroom B

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

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

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

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

Eldorado Hotel - Zia A

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

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

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

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

Eldorado Hotel - Zia B/C

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

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

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

Unlocking Purpose: Empowering Students Through Authentic Audiences

First Presbyterian Church - Chapel

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

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

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

A Multilingual Curriculum & Coaching Framework for the Dual Language Setting

First Presbyterian Church - Pope

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

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

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

Unlocking Opportunities with the Seal of Biliteracy Trajectories

Hilton Hotel - Canyon 1

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

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

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

Re-energizing Dual Language Programs: Las Cruces Public Schools

Hilton Hotel - Canyon 2

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

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

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

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

Hilton Hotel - Chapel

Vashti Lee | Doctoral Student, Michigan State University

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

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

viernes, el 15 de noviembre de 2024 • Friday, November 15, 2024

Morning Concurrent Sessions — 10.55 am - 12:15 pm

Honoring Students' Identity and Knowledge through Translanguaging Practices

Hilton Hotel - Mesa Ballroom AB

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

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

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

Teachers, Administrators • K - 12 • English, Spanish

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

Hilton Hotel - Mesa Ballroom C

Ryan Zak | Director, Mundelein Elementary School District 75

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

DLE Program Development and Design—PreK 20 Implementation

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

The Science of the Bilingual Reading Brain

Hilton Hotel - Pecos

Alexandra Guilamo | Director, Taju Educational Solutions

Featured Sponsor Presentation

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

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

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



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

Inn & Spa at Loretto - Chaco Ballroom - East

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

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

Family and Community Partnerships

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

Unlocking Potential: Empowering SLIFE Learners Across Languages

Inn & Spa at Loretto - Chaco Ballroom - West

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

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

Academic Language Development Through Content Instruction

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

Verso, perla, pluma y son

Inn & Spa at Loretto - Tesuque

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

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

Academic Language Development Through Content Instruction

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

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

Inn & Spa at Loretto - Zuni Ballroom North

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

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

Academic Language Development Through Content Instruction

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

Dynamic Formative Assessment Processes for Multilingual Teaching and Learning

Inn & Spa at Loretto - Zuni Ballroom South

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

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

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

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

La Fonda - Exchange

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

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

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

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

La Fonda - La Terraza

Cristina Alfaro | Administrator, San Diego State University

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

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

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

La Fonda - Lumpkin Ballroom N

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

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

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

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

La Fonda - Lumpkin Ballroom S

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

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

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

La Fonda - New Mexico

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

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

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

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

La Fonda - Santa Fe

Yerania Carrasco | Instructional Specialist, San Antonio Independent School District

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

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

Teaching Spanish a la Spanish: Authentic Literacy in Dual Language

La Fonda - Stiha

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

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

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

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

Santa Fe Community Convention Center - Coronado/DeVargas

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

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

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

Special Education Pre-Referral Process for Multilingual Learners

Santa Fe Community Convention Center - Ohkay Owingeh

Julián Cortés | Director, Lake Washington School District

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

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

Special Education for Multilingual Students

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

Diversify Your Core Curriculum Resources with Literature

Santa Fe Community Convention Center - Peralta/Lamy

Heather Robertson-Devine | President, Books del Sur

Featured Sponsor Presentation

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

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

Teachers, Administrators • K-8 • English, Spanish

Dyslexia in a Dual Language Setting

Santa Fe Community Convention Center - Pojoaque/Nambe

Hector Caddell | Instructional Specialist, Seguin Independent School District

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

Special Education for Multilingual Students

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

Cross-Language Connections within Paired Literacy

Santa Fe Community Convention Center - Sweeney Ballroom

Sue Hopewell | Associate Professor, University of Colorado Boulder

Claudia Norez | Student, University of Colorado Boulder

Jody Slavick | Director, Literacy Squared

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

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

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

Leveraging Student Talk in Mathematics for Multilingual Learner Success

Drury Plaza Hotel - Lamy

Katherine Hamilton | Director, Ensemble Learning
Featured Sponsor Presentation

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

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

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

Drury Plaza Hotel - Meem

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

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

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

Operationalizing Sociocultural Competence in Dual Language Bilingual Education

Drury Plaza Hotel - O'Keefe

Angela Palmieri | Director, Institute for Multilingual Education

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

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

An Emerging Collaboration between a Borderlands University and DLBE School

Drury Plaza Hotel - Palace Ballroom A

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

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

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

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

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

Drury Plaza Hotel - Palace Ballroom B

Silvia Dorta Duque de Reyes | Sponsor, Velasquez Press

Vanessa Mangual | Sponsor, Velasquez Press

Featured Sponsor Presentation

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

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

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

Explorando voz e identidad a través de la poesía

Drury Plaza Hotel - Rivera A

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

Cristina Paul | Teacher, UCLA Lab School

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

Academic Language Development Through Content Instruction

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

Ambitious Dual Language Instruction: A Bilingual Inquiry & Action Project

Drury Plaza Hotel - Rivera B

Kyri Sierra | Teacher, Academy for Global Citizenship

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

DLE Program Development and Design—PreK 20 Implementation

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

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

Eldorado Hotel - Anasazi North

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

Melvin Chico | Teacher/Mentor, SDIS Diné Language

Nadine Chatto | Dream Diné Head Administrator, Dream Diné

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

Chael Moore | NISN Diné Language Program Coordinator., NACA

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

Indigenous Language Revitalization

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

Equity Educates Everyone

Eldorado Hotel - Anasazi South

Carmen Ayala | Retired Educator

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

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

Characteristics of a Successful and Sustainable Secondary DL Program

Eldorado Hotel - Chapel

Kris Nicholls | Administrator, Educator

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

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

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

Eldorado Hotel - DeVargas

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

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

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

Espacios for Micro-Dual Language in High School Classrooms

Eldorado Hotel - Grand Ballroom A

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

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

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

Transborder and Translinguistic Visual Inquiries: NMSU Graduate-Student Panel

Eldorado Hotel - Grand Ballroom B

Minea Armino Romero | Professor, New Mexico State University
Adriana Cardenas | Student, New Mexico State University

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

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

viernes, el 15 de noviembre de 2024 • Friday, November 15, 2024

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

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

Eldorado Hotel - Zia A

Raúl Villagrana | Administrator, Santa Teresa High School

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

DLE Program Development and Design—PreK 20 Implementation

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

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

Eldorado Hotel - Zia B/C

Olimpia Bahena | Chicago Public Schools

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

DLE Program Development and Design—PreK 20 Implementation

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

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

First Presbyterian Church - Chapel

Zasil Perez | Coordinator, Klein ISD

Kathy Vergara | Director, Klein ISD

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

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

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



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Multilingual Education Leadership, Access, and Equity

First Presbyterian Church - Pope

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

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

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

Empowering Educators and Multilingual Learners through Innovative Technology

Hilton Hotel - Canyon 1

J. Taylor Tribble | President, EduSkills
Featured Sponsor Presentation

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

Integrating Technology
 Administrators • K-12 • English

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

Hilton Hotel - Canyon 2

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

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

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

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

Hilton Hotel - Chapel

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

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

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

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

Best Practices in Sustaining & Growing a Secondary Ed DLE Program

Hilton Hotel - Mesa Ballroom AB

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

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

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

Collaborative Study of Biliteracy Instruction

Hilton Hotel - Mesa Ballroom C

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

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

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

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

Hilton Hotel - Pecos

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

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

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

Project Infinity: Desarrollo del lenguaje, contenido y discurso estudiantil

Inn & Spa at Loretto - Chaco Ballroom - East

Patricio Poblete | Teacher, Garnet Patterson STAY

Teaching content to Multilingual Learners can be challenging, especially for newcomers or students with literacy deficiencies. Amidst these challenges, we have been able to develop successful procedures and strategies that have encouraged students to attend school and grow as people and curious learners. With a focus on student discourse and community-oriented activities, the session will cover how high expectations, routines, and student ownership of the content lead to a successful learning experience. In this session, the audience will participate in interactive tasks that will offer exemplars and materials that our students have completed throughout the school year, succeeding in their ACCESS test and academic confidence.

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

Moving Students Forward Using Authentic Assessment

Inn & Spa at Loretto - Chaco Ballroom - West

Amanda Kathleen Salgado | Teacher, La Promesa Elementary, Belen

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

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

Corridos As Method

Inn & Spa at Loretto - Tesuque

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

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

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

Diving Into Mathematical Routines: Fostering Student Discourse

Inn & Spa at Loretto - Zuni Ballroom North

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

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

Academic Language Development Through Content Instruction

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viernes, el 15 de noviembre de 2024 • Friday, November 15, 2024

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

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

La Fonda - Exchange

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

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

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

Collaborative Assessment for Multilingual Learners and Dual Language Teachers

La Fonda - La Terraza

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

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

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

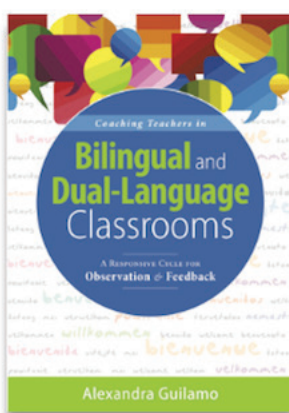
Educational Leaders Executing in the Achievement of Multilingual Learners

La Fonda - Lumpkin Ballroom N

Bibiana Bermúdez-Stosberg | Savvas Learning Company
 Featured Sponsor Presentation

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

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



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Assets not Deficits - Empowering Newcomers by Leveraging their Strengths to Improve Student Outcomes**La Fonda - Lumpkin Ballroom S**

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

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

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

In a Time of Structured Literacy, a Biliteracy Scope & Sequence Is Not a Choice; It's Essential!**La Fonda - New Mexico**

Julie Melgosa Benmellah | Teacher, Angevine Middle School

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

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

Making Cross-Linguistic Connections through Teacher Collaboration: Constraints and Facilitators**La Fonda - Santa Fe**

Ester de Jong | Professor, University of Colorado at Denver
Zach Coulter | Teacher, University of Florida

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

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

Routines, Instruction & Action! Implementing Lectoescritura in Dual Language for Young Learners**La Fonda - Stihl**

María Carreras | Instructional Specialist, Orange County Public Schools, FL
Katiria Cintrón | Instructional Specialist, Orange County Public Schools, FL
Cristina Camacho | Administrator, Orange County Public Schools, FL

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

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

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

Santa Fe Community Convention Center - Coronado/DeVargas

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

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

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

Biliteracy Mapping through the Cross-Linguistic Co-Planning Process

Santa Fe Community Convention Center - Milagro/O'Keefe

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

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

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

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

Santa Fe Community Convention Center - Ohkay Owingeh

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

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

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

Effective Literacy Practices for Multilingual Learners

Santa Fe Community Convention Center - Peralta/Lamy

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

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

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

Empowering Neurodiverse Bilinguals: Parents and Teachers Supporting Intersectionality

Santa Fe Community Convention Center - Pojoaque/Nambe

Briseida Tijerina | Doctoral Student, The University of Texas in San Antonio
 Kathryn Henderson | Associate Professor, The University of Texas in San Antonio

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

Special Education for Multilingual Students

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

Leveraging Biliteracy and Structured Literacy to Promote Linguistically Responsive Instruction

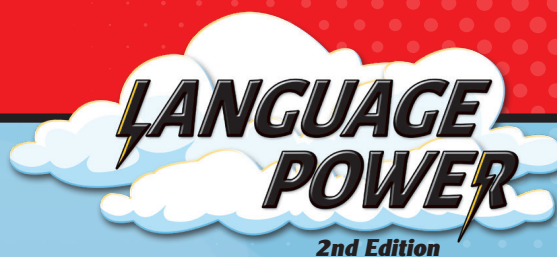
Santa Fe Community Convention Center - Sweeney Ballroom

Susana Ibarra Johnson | Assistant Professor, New Mexico State University
 Elisabeth Valenzuela | Assistant Professor, New Mexico Highlands University
 Mary Fahrenbruck | Professor, New Mexico State University

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

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

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



Build English Language Proficiency

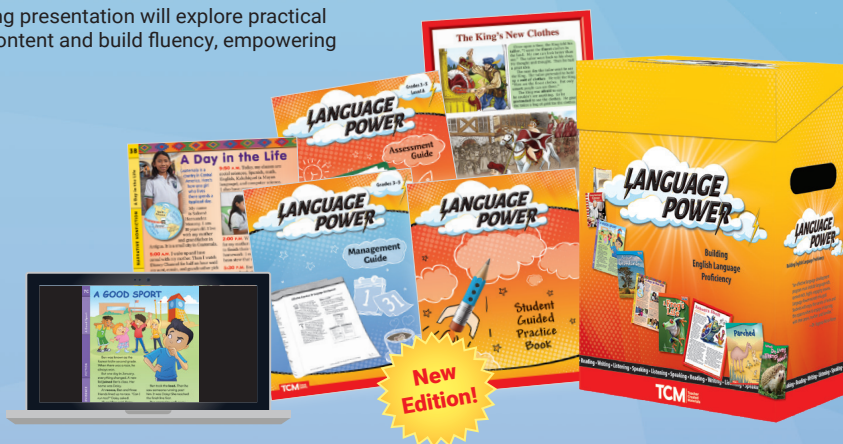
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Join our session on **Making Content Accessible for Multilingual Learners: From Access to Fluency**, presented by Stephanie Dewing, Ph.D., Associate Professor of Clinical Education at USC and TCM Education Consultant. This engaging presentation will explore practical strategies for helping multilingual learners access content and build fluency, empowering them to succeed in the classroom and beyond!

Thursday, November 14th at 10:55 am

See program for location details.

Drop by our table L 11 for more information and to be entered to win a new *Language Power, 2nd Edition* kit!



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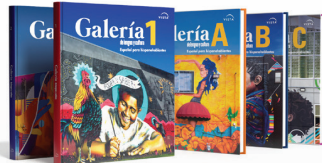
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SPANISH LITERACY



Grades K-5



Grades 6-12

DL SUPPLEMENTAL LITERACY SOLUTION

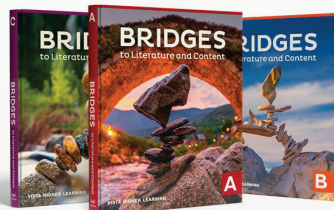


Grades K-8

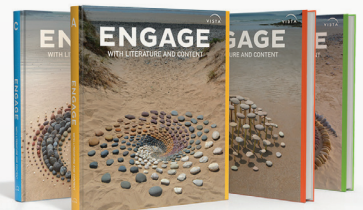
ELD AND ENGLISH LITERACY



Grades K-6



Grades 6-8



Grades 9-12

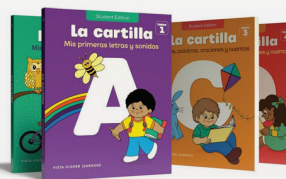
NEWCOMER & BEGINNER PROGRAMS



Grades 1-6

Grades 6-12

PHONICS PROGRAMS (ENGLISH/SPANISH)



Grades K-1



Grades K-3

Learn more about our dual language solutions





Head Woman



Head Man

POWWOW '24

15 November 2024
Santa Fe Convention Center

Grand Entry - 6:00 pm

**INVITING ALL DANCERS, DRUM GROUPS,
AND ROYALTIES.**

Contest Dance Categories

TEENS - Ages 13-17 • JUNIORS - Ages 7-12 • ADULTS - Ages 18+

Golden Age Women 60 and over (Combined)

Golden Age Mens 60 and over (Combined)

Adult Women and Teen Girls Dance Categories:

- Jingle Dress, Fancy Shawl, Northern Trad. and Southern Trad.

Adult Men and Teen Boys Dance Categories:

- Grass, Fancy, Northern Trad. and Southern Straight

Junior Girls Dance Categories:

- Jingle Dress, Fancy Shawl, Northern/Southern (Combined)

Junior Boys Dance Categories:

- Grass, Fancy, Northern/Southern (Combined)

Tiny Tots sponsored LC Powwow Committee

Special by Head Man:

- Northern Traditional 3 places with 4 consolations

Special by Head Woman:

- Mother and Daughter



November 13 - 16, 2024

La Cosecha

Santa Fe, New Mexico USA



Head Staff

MC: Boye Ladd, Ho-Chunk/Zuni

Arena Director: Aaron Fry, Cherokee/Chickasaw

Northern Drum: Iron Star, San Felipe Pueblo

Southern Drum: Southern Tribe, Cochiti Pueblo

Head Man: Louis Valencia, San Felipe Pueblo

Head Woman: Keira Sandoval, Diné/San Felipe



Presented by:



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Mexico

www.DLeNM.org

www.LaCosechaConference.org