The Harvest

The germinated seed begins its journey
Rooted in equity, the kernel will grow
The encapsulated fruit forms and builds on the stalk of life
Transformed in shape, it becomes a dimensional image of the influences cast upon it
Language, music, art, and dance
CULTURE, its “Education” if you will

Now “La Cosecha”, the harvest time has come.
Is the child developed enough to go from equity to equality and change the world’s flow?

— Tonio LeFebre, 2021
La Cosecha 2021
Hybrid Dual Language Conference
ALBUQUERQUE, NM • NOVEMBER 10-13

Programación ✴ General Schedule
sábado, el 13 de noviembre de 2021 • Saturday, November 13, 2021

Sesión plenaria • General Session
Pláticas Pandémicas: Challenges, Commitment, and Courage
7:45 am – 8:45 am

Sesiones simultáneas • Concurrent Sessions
9:10 am – 10:30 am
10:50 am – 12:15 pm

Expositores • Exhibitors
Designated Virtual Exhibit Times
8:45 am - 9:10 am
10:30 am - 10:55 am
12:00 pm - 12:30 pm

Sesión de clausura • Closing Session
12:30 pm-1:00 pm

Student Entertainment

Tierra Adentro New Mexico is a state charter school that focuses on a well-rounded education including the study of academics, art and artesanía. The dancers in the Dance Focus (grades 10-12) train every day at school, studying flamenco, cuadro, ballet, escuela bolera, jota, and castanets. Performing in the community as well as in the theater is an excellent training opportunity to further their art as well as learn about the hispanic culture, how to work as a team, respect others, and grow personally.
Bienvenida • Welcome

David Rogers
Executive Director
Dual Language Education of New Mexico

Bienvenida • Welcome

Special Guest

Dr. Kurt Steinhaus
Secretary of Education
NM Public Education Department

Our Teacher Crisis: Educators for a Multilingual Multicultural America Responds

Keynote

Dr. Michael Guerrero
University of Texas, Rio Grande Valley

Michael Guerrero, a long time proponent of dual language education, earned his doctorate in educational linguistics from the University of New Mexico in 1994. He presently teaches at the University of Texas Pan American in curriculum and instruction where he teaches undergraduate and graduate courses in the areas of the development of bilingualism and biliteracy in Spanish and English. His research agenda has revolved around matters of the academic Spanish language proficiency of bilingual education teachers and his publications have appeared in the Bilingual Research Journal, Journal of Latinos and Education, Language Testing and the Journal of Urban Education. He is presently directing a five-year federally funded professional development and research grant intended to better prepare pre-service dual language education teachers.

Dr. Joan Lachance
University of North Carolina

Joan Lachance, is an assistant professor in Teaching English as a Second Language at the University of North Carolina at Charlotte. She received her undergraduate degree in Secondary Education, Modern Languages and Linguistics from Florida International University. With Spanish as the language of program delivery, she then completed graduate coursework to earn her Master’s degree in School Counseling from Pontifical Catholic University in Ponce, Puerto Rico. Dr. Lachance completed her doctoral work in Curriculum and Instruction, with an emphasis on Urban Education, Literacy, and TESL at the University of North Carolina at Charlotte.

SAVE THE DATE!

La Cosecha 2021  Albuquerque, NM
Sustaining Teachers, Sustaining our Schools: Creating an Affirming Workplace for Dual Language Teachers
In-Person/Live Stream
Albuquerque Convention Center • Ballroom B
Elizabeth Howard | Professor, University of Connecticut
Shera Simpson | Author

In these challenging times, it’s important to create a strong workplace climate by attending to the socioemotional needs of teachers. In this session, we provide strategies for promoting teacher self-care and partner-care within a context of community care.

Strand: DLE Program Development Elementary/Secondary K-12
K - 12 | Teachers, Administrators
English

Empathy, Equity, and Inclusivity: How Can Dual Language Educators Plan for Rigorous Reading Instruction in Spanish
In-Person/Live Stream
Albuquerque Convention Center • Ballroom C
Kristina Cordero | Director, Bilingual
Valerie Butron | Bilingual

During this interactive session, the presenter will consider practical examples of how dual language educators can apply recommendations from a growing body of research that addresses ethnicity, culture, and equity to strengthen Spanish-speaking students’ cultural identity and their knowledge of and connections to the diverse and rich culture and heritage of the Spanish-speaking world through reading.

Strand: Cultural and Linguistic Responsiveness/Equity
6 - 8 | Teachers, Administrators, Researchers
English

Leading for Equity In Dual Language Immersion Programs
In-Person/Live Stream
Albuquerque Convention Center • Kiva Auditorium
Silvia Romero-Johnson | Administrator, Velasquez Press
Marina Castro | Administrator, UW-Madison

Dual language schools provide spaces where equity can grow and be nurtured. However, this is not something that occurs naturally. This session will focus on positioning equity at the heart of DLI programs. Participants will use tools to critically evaluate their program from an equity lens and plan for actions to enhance it.

Strand: Leadership Policy and Advocacy
K - 12 | Teachers, Administrators
English

Word Study and Writing Games in the Dual Language Classroom
In-Person/Live Stream
Albuquerque Convention Center • Ballroom A
Irene Zamora | Instructional Specialist, Participate Learning
Murielle Hutchens | Assistant Director, Participate Learning
Jake Henry | Director, Participate Learning

This interactive presentation will focus on equipping teachers to design vocabulary and writing activities and games including scaffolds, always promoting and maximizing oral practice and oral communication as a first step towards language development. Presenters will focus on guiding these games with participants actively participating in them, so that they can understand the importance of scaffolding while they experience it first hand.

Strand: Biliteracy, Oracy, and Oral Language Development
K - 5 | Teachers, Administrators
English/Spaish
Level UP! with Language Learners
In-Person/Recorded
Hyatt Regency • Fiesta I & II
Christi Schmitt, Teacher, The St. Paul Public Schools
Level UP! with Language Learners is a WIDA-based instructional practice designed to empower multilingual learners in reaching their Spanish and English academic language proficiency goals. Level UP! strategies increase speaking and writing skills among racially, culturally, and linguistically diverse students. Multilingual learners identify and set language goals through engaging and interactive word, sentence, and discourse activities.
Strand: Academic Language Development
K - 12 | Teachers, Administrators
English

Contextualized Learning with CLAVES™: Affirming the Identify of our Students
In-Person/Recorded
Hyatt Regency • Enchantment A/B
Natalie Olague, Coordinator, Dual Language Education NM
Join us for an engaging session where we will focus on affirming students’ identities by acknowledging and validating the assets of your students as you build relationships and a classroom community that ensures that students see themselves in the curriculum, and share ideas on how to celebrate and learn from one another. We’ll share the 8 Pathways from DLeNM’s Contextualized Learning for Access, Validation, Equity, and Success (CLAVES™) Framework.
Strand: Cultural and Linguistic Responsiveness/Equity
K - 12 | Teachers, Administrators, Parents
English

Laying the Foundation: Creating a School-Improvement Plan that Encompasses the Three Pillars of Dual Language
In-Person/Recorded
Hyatt Regency • Enchantment C/D
Dawn Little, Staff, Montgomery County Public Schools
Dr. Amy Alonso, Administrator, Montgomery County Public Schools
Jacqueline Hernandez, Assistant Administrator, Montgomery County Public Schools
A successful dual language program is built on the foundation of the three pillars: academic achievement, bilingualism/biliteracy, and sociocultural competence while simultaneously providing space for equity. Pulling all the pieces together can be challenging. This session will provide a framework for developing a School Improvement Plan that purposefully creates space to cultivate the three pillars on the foundation of critical consciousness.
Strand: Leadership Policy and Advocacy
K - 5 | Teachers, Administrators
English

Comprehensive Read Alouds for Dual Language Literacy
In-Person/Recorded
Hyatt Regency • Grand Pavilion I
Heather Robertson-Devine, Books del Sur
Dual language programs are challenged to meet the three pillars of dual language education due to scarce resources. In an effort to create equitable resources for SLA, Books del Sur has curated 100 authentic, bilingual, and translated grade level read-aloud books organized by themes to promote biliteracy, oracy, and conversations. During the interactive workshop, you will see how this collection is adaptable to your local literacy framework.
Strand: Biliteracy, Oracy, and Oral Language Development
K-6 | Teachers, Administrators
English
Digital, Interactive, English Language online Learning Technology

In-Person/Recorded
Hyatt Regency • Fiesta III & IV
Kathleen (Kat) Green | Instructional Specialist, NEEPO TECH INC/English Language eLearning

Instruction Specialist, Kat Green, will be explaining the power of digital, interactive eLearning software in teaching the English language effectively and efficiently in today’s international, educational system. It will include the use of LMS, such as the one NEEPO TECH INC uses for its e-course, TalentLMS, and will show how it organizes eLearning courses for teachers who want to utilize online learning.

Strand: Integrating Technology in Virtual Instruction
K - 12 | Teachers
English

Effective DLL Instruction & Progress Monitoring Using EdTech in PK-2nd Grade In-Person

In-Person/Recorded
Hyatt Regency • Enchantment E/F
Natalya Seals | Administrator, Founder & CEO of Little Sponges®
Sandra Daniel | Language Coordinator, The Globe Academy

Understanding how to use dual language technology to deliver effective language and content instruction and measure student progress is more important than ever! This session is designed to give PK-2nd-grade educators practical tips and tools for success. They will learn the best practices for EdTech implementation to develop vocabulary, teach content, and track progress in L1 & 2 (Spanish, English, French, Chinese, German, Russian, and Arabic).

Strand: Integrating Technology in Virtual Instruction
K - 5 | Teachers, Administrators, Parents, Researchers
Spanish and English

Comprehensible Input Leads to Comprehensible Output

Virtual Live Stream
Anna Harvin | Teacher, Alexandria City Public Schools

How can we as teachers adjust our instruction to increase comprehensible student output? Whether teaching online, in person, or in a hybrid setting, we must intentionally plan for student output opportunities. Project GLAD® strategies are designed to make sure our lessons are comprehensible and student opportunities for rigorous output are built into the design. You will come away with doable strategies that lead to increased output.

Strand: Academic Language Development
K - 12 | Teachers
English

El desarrollo de la lectoescritura en español: Teoría y práctica

Virtual Live Stream
David Nieto | Associate Professor, Northern Illinois University

En esta sesión hablaremos sobre las diferentes teorías del desarrollo de la lectoescritura en español y las implicaciones que tienen en la planificación de estrategias en el aula bilingüe. También explicaremos cómo estas teorías están conectadas con el desarrollo de la lectoescritura en inglés.

Strand: Biliteracy, Oracy, and Oral Language Development
K - 12 | Teachers, Administrators, Parents
Spanish
Cultural Responsiveness and the Intersectionalities of Boys of Color

Virtual Live Stream
Pavel Escobedo Garcia | Assistant Administrator, Anacapa Middle School / Ventura Unified School District

There are critical realities that adversely shape the school experience of Hispanic/Latino boys from the time they first step foot on a school campus. This session will help participants explore the experiences and various intersectionalities, including language, of Hispanic/Latino boys and how to create safe and dynamic learning spaces. This session will discuss language and program strategies to support Hispanic/Latino boys.

Strand: Cultural and Linguistic Responsiveness/Equity
6 - 8 | Teachers, Administrators, Students
English/Spanish

El nuevo sendero: Incorporating Critical Consciousness in the Classroom a través de Nueva Trova

Virtual Live Stream
Victor Lozada | Teacher, Texas Woman’s University
Jorge Figueroa | Associate Professor, Texas Woman’s University

Join Lozada and Figueroa as they demonstrate how to use Nueva Trova (protest music from Latin America) to foster cross-cultural competence and critical consciousness, the new fourth goal of critical consciousness (Palmer et al., 2019). Multimodal examples, implications for the multilingual classroom, and student experiences will be shared.

Strand: Cultural and Linguistic Responsiveness/Equity
K - 12 | Teachers, Administrators, Researchers
Bilingual - English and Spanish

Escribir para leer y aprender en un programa bilingüe de doble inmersión

Virtual Live Stream
Esmeralda Orozco | Coordinator, International Leadership of Texas
Dr. Doris Luft Baker | Associate Professor, The University of Texas at Austin

Esta sesión presenta estrategias efectivas basadas en la investigación para el desarrollo de la lectoescritura en programas bilingües de doble inmersión en español e inglés. Investigaciones sugieren que ciertas técnicas de escritura y estrategias de instrucción mejoran la comprensión lectora y la escritura de los estudiantes (Blancarosa & Snow, 2004). Se demostrarán actividades y estrategias específicas para el desarrollo de la lectoescritura.

Strand: Biliteracy, Oral, and Oral Language Development
K - 5 | Teachers
Spanish

Learning to Disrupt Deficit Thinking About Multilingual Learners and Families

Virtual Live Stream
Susan Atkins | Teacher, University of Michigan School of Education

This session focuses on how educators can learn to recognize and respond to problematic statements and misconceptions about multilingual students and their families, and begin to disrupt deficit-based thinking. Categories of disruption are introduced, and resources are offered so that participants can practice responding to problematic statements in simulated scenarios. Video and materials from a university-based ELD methods class will be shared.

Strand: Cultural and Linguistic Responsiveness/Equity
K - 12 | Teachers, Administrators, Researchers
English
You are invited to

STAND UP
GET UP!
FOR YOUR
BILITERACY &
MULTILINGUAL
RIGHTS!

You are invited to

STAND UP
GET UP!
FOR YOUR
BILITERACY &
MULTILINGUAL
RIGHTS!

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DECEMBER 9, 2021

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ONLINE BY
FEBRUARY 3, 2022

STAY CONNECTED WITH CABE
Historia de México: 500 años de resistencia

**Virtual Live Stream**

Italibith Marcelino I Teacher, CILAC FREIRE

El 13 de agosto de 1521 la gran Tenochtitlan finalmente fue tomada por los españoles. Inicia el mestizaje y el proceso de colonización. A 500 años ¿Fue bueno o fue malo? Comentaremos en esta charla algunas de las miradas que han determinado la historia de México desde los pueblos originarios asi como las manifestaciones culturales de este acontecimiento.

Strand: Academic Language Development

Teachers, Parents, Students I Teachers, Parents, Students

Spanish

¡Hagamos juegos didácticos de mesa en español!

**Virtual Live Stream**

Luz Roth I Retired Educator, Istation

Viviana Hall I Dual Language Subject Expert, Istation

Los educadores, administradores y padres están interesados en proveer apoyo a estudiantes de un segundo idioma usando prácticas basadas en la investigación. Esta sesión mostrará una gran variedad de centros enfocados en estrategias de puente que promueven una transferencia exitosa de lenguaje del L1 al L2, ya sea del español al inglés o viceversa.

Strand: DLE Program Development Elementary/Secondary K-12

K - 5 I Teachers, Administrators, Parents

Spanish

Nowhere to go, but Math

**Virtual Live Stream**

Kari Keith I Director, CCSD15-Palatine

Kelly DeRosa I Teacher, CCSD15-Palatine

Renee Urbanski I Administrator, CCSD15-Palatine

Get ready to be inspired by a teacher who ensured brilliant bilingual students’ strengths were summoned and self-agency was developed in an all virtual classroom. Using data analysis, creative and innovative integration of technology, and a targeted approach to academic language development within mathematics, an after-school program was developed. Amidst a pandemic, it gave the students purpose, recognition, and joy as burgeoning mathematicians.

Strand: Integrating Technology an Virtual Instruction

K - 5 I Teachers, Administrators, Researchers, Parents

English

Más allá de la tarea: Acompañamiento virtual durante COVID-19

**Virtual Live Stream**

Daniel Heiman I Associate Professor, University of North Texas

María Ortiga I Student, University of North Texas

En la sesión platicamos sobre una colaboración entre dos universidades y el departamento de lenguaje dual de un distrito escolar que reúne futuros maestros bilingües y estudiantes bilingües emergentes en plataformas virtuales en respuesta a COVID-19. Aunque el enfoque original era ofrecer apoyo en las tareas, la colaboración se ha transformado en un espacio de acompañamiento virtual (Sepúlveda, 2011).

Strand: Integrating Technology an Virtual Instruction

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

Spanish
FE Activities for Building Learning Connections at School and at Home

Family & Community
Albuquerque Convention Center • Anasazi
Ronald (Ron) Yoder | Teacher, Atrisco Heritage Academy High School
Loretta Sandoval | Teacher, Atrisco Heritage Academy High School
Jeremy Wood | Teacher, Atrisco Heritage Academy High School
Priscilla Valdez | Director, Atrisco Heritage Academy High School

Discover some fun, engaging, and empowering ways for bilingual students to grow their learning patterns. We model game-proven activities that build growth mindset and encourage linguistic growth. These include NUMBO, Crazy Charts, editable posters, and Phrases and Idioms games. Take-aways are game materials and ideas to blend into your own learning spaces and seed your own culturally diverse Family Math and Language Game Nights.

Strand: Family/Community Partnerships
9 - 12 | Teachers, Parents, Students, Administrators
English

Native American Student Achievement Data Insights: Pre- and Post-Pandemic Implications

In-Person/Live Stream
Albuquerque Convention Center • Ballroom B
Jorge Navarro | Vice President, Curriculum Associates
Claudia Salinas | Director, Curriculum Associates

Understanding the pandemic’s impact on learning is crucial. Preexisting inequalities were only exacerbated for First Nations students over the last 18 months. This session presents i-Ready test data from over 140,000 Native American students across the country during the 20-21 school year. Since the data points towards a strong need for increased culturally and linguistically responsive teaching, the presenters will also discuss best practices.

Strand: Research
K - 12 | Teachers, Administrators, Researchers
English
Benchmark Hello! An Exemplary and Innovative Program for Newcomers
In-Person/Live Stream
Albuquerque Convention Center • Kiva Auditorium
Silvia Dorta-Duque de Reyens | Administrator, National Biliteracy Consultant, Author
We invite you to explore and examine Benchmark Hello! a newcomer program designed to strengthen the academic, socio-emotional, cultural and linguistic potential of newcomers through engaging content knowledge and language development. Benchmark Hello! offers asset-oriented print, digital, and distance ready resources that affirm primary language and culture as it promotes linguistic, social and metacognitive skills ensuring access and engagement.
Strand: Approaches to English Language Development: Targeted and/or Integrated
6 - 8 | Teachers, Administrators
English

Systemic Racism: The Commonalities Between Our Fight for Dual Language Education and the Civil Rights Movement
In-Person/Live Stream
Albuquerque Convention Center • Ballroom A
Aradhana Mudambi | Director, Framingham Public Schools
In this workshop, we will explore systemic racism and how it relates to our fight for dual language education. We will establish common terminology and explore our own understanding of systemic racism as it relates to dual language education. We will then compare our fight to the work of Civil Rights leaders during the desegregation movement of the 1950’s through the 1980’s, looking for similarities and differences.
Strand: Cultural and Linguistic Responsiveness/Equity
K - 12 | Teachers, Administrators, Parents, Researchers, Students
English

Seals of Biliteracy, Who Gets to Be Bilingual?
In-Person/Live Stream
Albuquerque Convention Center • Ballroom C
Lisa Harmon-Martinez | Director, Future Focused Education
The requirements to earn a Seal of Biliteracy vary widely from state to state. This presentation will include research about the assessments used to award seals across the country, applying the principles of translanguaging to better understand the opportunity and equity for emerging bilinguals to earn the seal. Tools for developing and assessing a holistic, portfolio grounded in translanguaging will also be offered.
Strand: Leadership Policy and Advocacy
9 - 12 | Teachers, Administrators, Parents, Researchers, Students
English

Llegando a la Meta with Cross-Linguistic Strategies for Metalinguistic Awareness
In-Person/Recorded
Hyatt Regency • Fiesta I&II
Tamara Agosto-Walker | Instructional Specialist, The School District of Osceola County
Danae Garcia Hill | Dual Language Program Specialist, The School District of Osceola County
Presenters will model a bridging lesson immersing the participants in Spanish Language Arts. Attendees will engage in a PLC planning to practice cross-linguistic strategies observed in Spanish and transfer to English. Presenters will use the planning to model an English Language Arts lesson. Reflecting upon this instruction will lead educators to expand their knowledge in metalinguistic awareness to promote academic achievement and biliteracy.
Strand: Biliteracy, Oracy, and Oral Language Development
K - 5 | Teachers, Parents, Administrators
Bilingual
How Albuquerque Public Schools has Benefited from an Equity-focused Math Initiative that Integrates with Core Curriculum

**In-Person/Recorded**

**Hyatt Regency • Enchantment A/B**

Aneye Laud I Director, ClassHero
Ted Feller I Director, ClassHero
Jessica Villalobos I Director, Albuquerque Public Schools

Teaching K-8 Math at a diverse district such as Albuquerque Public Schools (APS) presents a wide array of challenges: Students come with a wide range of Math proficiency, English language proficiency, and a range of ‘Math anxiety’. APS launched an equity-focused Math initiative that has demonstrated high engagement among teachers & students (>70% classes) and significant gains in Math achievement, based on independent benchmark assessment data.

**Strand**: Cultural and Linguistic Responsiveness/Equity

**K - 12 Administrators**

**English**

Integrating Research with Practice: Maximizing Literacy Learning for Bilingual Learners

**In-Person/Recorded**

**Hyatt Regency • Grand Pavilion I**

Elena Sada I Director, Boston College, TWIN-CS

This session will review some of the most relevant bodies of research on how to maximize literacy development for elementary bilingual learners; these are: the Science of Reading (several neurolinguistic analyses), the 2017 Report from the National Academies, and Claude Goldenberg’s Reading Wars, Reading Science, and English Learners. These summaries converge to support literacy frameworks used by Herrera, Perez and Escamilla (2013), and others

**Strand**: Research

**K - 5 Teachers, Parents**

**English**

El pensamiento relacional en las relaciones matemáticas (Relational Thinking in Mathematical Relationships)

**In-Person/Recorded**

**Hyatt Regency • Fiesta III & IV**

Magdalena Pando I Associate Professor, New Mexico State University
Zeraida Aguirre-Munoz I Professor, University of California Merced

This session will provide in-service elementary teachers with instructional design aimed at supporting student thinking about mathematics. In Cognitively Guided Instruction (Carpenter et al., 2014), teachers are encouraged to teach students about mathematical relationships. The presenters will model several ways in which teachers can support English language learners’ academic language by supporting their relative thinking while learning math.

**Strand**: Academic Language Development

**K - 5 Teachers, Parents, Researchers**

**English**

Dual Language Boot Camp

**In-Person/Recorded**

**Hyatt Regency • Enchantment C/D**

Adrienne Navarro I Teacher, La Habra City School District
Rosamaria Murillo I Administrator, La Habra City School District

Is your dual language program growing and are you wondering how to foster a common understanding of the principles of DL within your school community? As our program continues to grow, it has been necessary to provide differentiated professional development. This session will focus on our DL Bootcamp. Provided resources will show how we meet the professional development needs of new teachers and provide support to more experienced teachers.

**Strand**: DLE Program Development Elementary/Secondary K-12

**K - 6 Teachers, Administrators**

**English**
How to Interpret and Utilize Data To Form Intervention Groups and Differentiate Instruction

In-Person/Recorded
Hyatt Regency • Enchantment E/F
Lina Flores I Teacher, GADSDEN ISD/MESQUITE ELEM.
Gracie Moreno I Instructional Specialist, GISD

We will show teachers how to interpret iStation scores using the MLSS tier system and how use this data to form intervention groups by skill level. We will discuss the different levels of each sub-section of the iStation test and how to disseminate this information in narrowing down what areas to focus on. We will also analyze ACCESS scores and go into depth on how to group students based on their language proficiency level.

Strand: Approaches to English Language Development: Targeted and/or Integrated
K - 6 I Teachers, Administrators
English

Matemáticas en el High School con AIM4S™

Virtual Live Stream
Juan Piorno-Campo I Teacher, Santa Fe Public Schools

AIM4S™ es una metodología para aprender matemáticas en todos los niveles K-12, que garantiza el éxito, incluso con los alumnos que luchan para entender los conceptos. En un entorno bilingüe, los estudiantes utilizan gráficos para entender de manera visual las matemáticas y aprenden a resolver los ejercicios paso a paso. Los asistentes a la ponencia aprenderán a realizar esquemas matemáticos eficientes para sus alumnos.

Strand: Academic Language Development
K - 12 I Teachers, Administrators, Researchers, Students, Parents
Spanish

Estrategias para promover el español académico

Virtual Live Stream
Delia Carrizales I Texas Tech University
Denise Lara I

Esta presentación didáctica se enfocará en estrategias para promover y expandir el español académico en docentes y estudiantes bilingües. El taller estará compuesto de actividades interactivas diseñadas para incluir los cuatro componentes del lenguaje.

Strand: Academic Language Development
Higher Education I Teachers, Researchers, Students
Spanish

Translanguaging for Engagement and Meaning-Making

Virtual Live Stream
Analleli Munoz I Director, WIDA

Through critical dialogue and shared exploration, participants will explore practical applications of the intentional use of translanguaging pedagogy. This Spanish/English bilingual session will connect current research to educator practice in the teaching and learning of bi/multilingual learners. Participants will explore how translanguaging supports engagement, collaborative learning, and students’ bi/multilingual identities.

Strand: Biliteracy, Oracy, and Oral Language Development
K - 12 I Teachers, Administrators
Spanish
OCDE Project GLAD® Foundations Certification Training
Part 1: 2-day Virtual Research and Theory Workshop:
December 2 - 3, 2021
Part 2: Two options for the 4-day
Virtual Classroom Demonstration
Elementary Level - February 1 - 2 and 15 - 16, 2022
Secondary Level - January 20 - 21 and February 3 - 4, 2022
8:00 am - 3:30 pm MST (with breaks and lunch)
$1090 (includes the cost of shipping the GLAD® Learning Guide)
Registration closes November 19, 2021
Local educators: Registration will be extended to November 28 and arrangements will be made to pick up the GLAD Learning Guide from our Albuquerque office.

Infusing Project GLAD® with Inquiry-Based Learning
Are you struggling to bring inquiry-based learning into your life science lessons? Come and explore how to integrate inquiry-based learning and Project GLAD® strategies with Explora Science Center and Dual Language Education of New Mexico. Participants will receive a kit of materials to use doing the workshop.

Spring 2022
Dates TBD
Cost: $150 (includes the cost of a kit that will be mailed to participants)
Professional learning opportunity in collaboration with DLeNM and the Explora Science Center
Target Audience: Educators using Project GLAD®, but all are welcome!

What is Project GLAD®? (Guided Language Acquisition Design)
The OCDE Project GLAD® framework is owned by the National Training Center out of the Orange County Department of Education. Dual Language Education of New Mexico has the honor of being a GLAD® Regional Training Center. We provide Project GLAD® Foundations Trainings, Customized GLAD® trainings (in-person and virtual), and Trainer Certification trainings to districts, schools, and individuals in New Mexico and across the country.
For more information visit www.glad.dlenm.org.
Adapting Virtual & Hybrid PD for Teachers of Multilingual Learners

Virtual Live Stream
Cristin Lasser | Professor, Regis University
Teresa Bruno | Professor, CUNY

The 2020-2021 school year required adaptability and resilience from students, teachers, and teacher educators alike. In this session, two university faculty will discuss their experience providing virtual PD to K-12 CLD teachers in an ex-urban, high-need district, with a diverse population of language learners. Participants will learn about best practices based on real-life examples and the literature, challenges, and implications for future work.

Strand: Approaches to English Language Development: Targeted and/or Integrated
K - 12 | Teachers, Administrators, Researchers
English

Digital Bilingual 5th Grade Portfolios

Virtual Live Stream
Samantha Schmitz | Instructional Specialist, Los Padillas Es
Cesar Hernandez | Administrator, Los Padillas Elementary School

All of the 5th graders at Los Padillas Elementary School complete a bilingual portfolio, following the guidelines for the Albuquerque Public Schools bilingual seal. The Covid pandemic pushed us to move from physical binders and in-person presentations to digital portfolios and online presentations. Join us to learn about the process we used to create the digital portfolios, and walk away with editable templates to use with your own students.

Strand: Integrating Technology in a Virtual Instruction
K - 5 | Teachers, Administrators, Parents
both

Empowering Student Learning with Authentic Communication

Virtual Live Stream
Jeff Zwiers | Teacher, Stanford

This presentation highlights the value and power of encouraging and helping students communicate during all learning tasks, with an emphasis on supporting their development of language, social skills, and academic agency. Participants will engage in activities and analyze videos that show examples of communication-rich tasks and ways to enhance all of the literacy and oral language activities that we use to help students grow.

Strand: Academic Language Development
K - 5 | Teachers
English

Findings from a Study of Dual Language Schools in Albuquerque

Virtual Live Stream
Rachel McCormick | Director, Abt Associates
Jacqueline Mendez | Staff, Abt Associates
David Rogers | Director, DLeNM
Elizabeth Howard | Professor, University of Connecticut
Michael Rodríguez | Director, DLeNM

This panel will report on a study of dual language charter schools in Albuquerque conducted by a partnership of researchers and practitioners including Dual Language Education of New Mexico. We will present study findings including results of site visits; surveys of principals; English Language Arts performance in 5th grade; mobility and outcomes amongst English learners; and more.

Strand: Research
K - 5 | Teachers, Administrators, Parents, Researchers, Students
English
CARLA’s Professional Development for Dual Language/Immersion Educators

The Center for Advanced Research on Language Acquisition (CARLA) at the University of Minnesota serves immersion educators through professional development, research, and practical resources.

Workshops & Presentations

Unveiling New DLI-Specific Rubrics to Support Teacher Development
Saturday, December 4, 2021
10–11:30 a.m. (Central Time)
Online via Zoom
Presenters: Diane (Dee) Tedick and Cory Mathieu
FREE! Registration required.
More information: carla.umn.edu/presentations/

Summer Institutes

Teaching for Proficiency in Dual Language Immersion
July 19–21, 2022
Online via Zoom
Instructors: Kerrie Neu, Fernando Rubio, and Johanna Watzinger-Tharp
Offered in collaboration with the Second Language Teaching and Research Center (L2TReC)

Secondary Dual Language and Immersion:
Achieving the Promise of Continuation Programs
July 25–29, 2022
In-Person at the University of Minnesota
Instructors: Cory Mathieu and Sarah Hutton
More information: carla.umn.edu/institutes/

Resources

Dual Language and Immersion Family Education
The newly launched DLI Family Education website includes resources for family education professionals to expand the skills, strategies, and knowledge of parents and families to enhance their engagement and support their children's learning in DLI programs. The website also offers resources for families in English, Hmong, and Spanish.

More information: carla.umn.edu/immersion/parentinfo
Las ideologías lingüísticas sí son importantes: Developing Critical Consciousness for the Bilingual Classroom

**Virtual Live Stream**

Deborah Palmer | Associate Professor, UC Boulder
Kathryn Henderson | Associate Professor, University of Texas at San Antonio

Language ideologies have consequences that shape how we think about our students and how we make decisions. Para avocar por nuestros estudiantes, es importante reconocer nuestras creencias sobre lenguaje y los que circulan alrededor, y a traves de esto tratar de entender y desmontar los que son problemáticos. Interrogando language ideologies supports critical consciousness. We’ll talk about some of the language ideologies in our society, our communities and ourselves.

Strand: Cultural and Linguistic Responsiveness/Equity
K - 12 | Teachers, Administrators
bilingual English/Spanish

**Teaching Language through Reading**

**Virtual Live Stream**

Tita Matamoros | Coordinator, Plano ISD

Come learn how to take advantage of reading times to work on English language development. You will receive a list of strategies to implement into your reading activity in your classroom, whether it's Language Arts, Science or Social Studies. Help your students deconstruct a paragraph for better understanding as you teach them metalinguistic strategies.

Strand: Approaches to English Language Development: Targeted and/or Integrated
K - 6 | Teachers, Administrators, Researchers, Students
English

**Enacting School/University Partnerships to Advance and Support Dual Language Education**

**Virtual Live Stream**

Melody Zoch | Associate Professor, University of NC at Greensboro
Analia Wells | Instructional Specialist, Guilford County Schools

A DL curriculum facilitator and university teacher-educator will share their partnership of the last three years as a new DL program, the only one in their city, was created. The presenters will explain how the Guiding Principles have been incorporated into their work. Using interactive activities and discussion, the attendees will consider ways to initiate, plan, and use partnerships to strengthen their DL programs and broaden their community participation.

Strand: Family/Community Partnerships
K - 6 | Teachers
English

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Tell us how we did! Don’t forget to complete your conference survey! One lucky conference participant will win a FREE registration to La Cosecha 2022!
Join Us in Riverside, California for 3 Days with experts in the field of Two-Way Bilingual, Immersion and Multilingual Education

ATDLE Proudly Presents The Annual

2022 National 2-Way Bilingual Immersion Conference

June 26, 2022 - June 29, 2022
Riverside, CA

Plan to participate in this professional forum and bring your TWBI/DLI team to this exclusive gathering of educators featuring more than 100 sessions in a variety of formats that focus on emerging trends, new curriculums and assessments, and research-informed best practices to support your program.

www.atdle.org  |  (408) 216-0088
In Memoriam

Dr. Karen Trujillo

"Karen was passionate about education," said her husband, Ben Trujillo, who met with the NMSU Foundation to discuss plans to honor his wife's memory. "She was especially dedicated to the mission of Educators Rising New Mexico, an organization she founded which cultivates highly skilled educators by guiding young people on the path to becoming teachers."

During her tenure at the university, Trujillo served as the Director of the Alliance for the Advancement of Teaching and Learning where she established Educators Rising. The organization gives students an opportunity to engage while in high school. Educators Rising began with six schools and today there are more than 40 schools and nearly 1,000 students in the program.

Trujillo was a proud Aggie, receiving her bachelor’s and master’s degrees in mathematics education from New Mexico State University. In 1997, she received her Ph.D. in secondary education, mathematics, curriculum and instruction, also at NMSU.

Theresa Ellen Duran

Theresa received her bachelor’s degree in Accounting from UNM. After volunteering in her children’s classrooms, she discovered that her passion was truly in teaching. Theresa began her teaching career in 1998 with a 6th grade class at Truman Middle School and continued her own education, receiving her master’s degree in Education in 2004. Her vision was to support those students in her neighborhood whose second language was English. She was a founding member of Dual Language Education of New Mexico and was a long serving member of the board. She retired from George L. Sanchez Middle School in 2019, after 21 years of loving teaching, and giving the infamous “Mrs. Duran Look” to her monster babies. Director.

Representative Valentin "Val" Vigil, D-Thornton

Born July 9, 1947, in Taos, New Mexico, his family later moved to Costilla, New Mexico, where he grew up. Valerie Vigil recounted that when her father entered kindergarten, the teacher told him he would not be allowed to speak Spanish, his first language and what was spoken at home, and so he had to learn English, fast.

Vigil first attended New Mexico Highlands University and the University of Colorado in 1972 received a bachelor’s degree in education from Adams State College in Alamosa. "He loved that school," Valerie said, and he also served as president of the Denver chapter of the Adams State alumni association.

Bennie Hargrove

Bennie Hargrove died a hero on the campus of Washington Middle School. He was born on May 8, 2008 in Albuquerque, New Mexico. Bennie attended Mission Avenue Elementary school and Washington Middle School. Bennie was in the 8th grade. He enjoyed playing basketball and boxing.

Bennie was very athletic. He was a big brother who felt protective over his siblings. He also liked attending church with his grandmother on occasion. Bennie was a lover of life and a protector of the underdog. We need so many more Bennies in our lives, in our schools and in our future.

Linda Hodes Villamar

Linda was a force of nature, a feisty firecracker full of spunk and love for life and that is how I hope you will always remember her. She loved her family, friends, her colleagues and her students. She was always a teacher, not only as her profession but she truly embodied a love for learning and teaching and that was her true passion in life.

She was a Spanish Reading Intervention Teacher at Albuquerque Public Schools. Linda had a Masters in Bilingual Education with emphasis in Children’s Literature at University of New Mexico, and studied English literature at UNAM MX.

Irma Marie Cogburn

Quite simply, Irma loved people and people loved her. While raising her three children, Irma was involved in many school and community activities including the PTA, and the Gilcrest Circle Social Club. She was active in the Valley High Band Boosters Club, and she received an honorary chapter degree from the FFA chapter at Valley High School. She served on the United Way budget committees for 9 years, and was Chairwoman of the Cystic Fibrosis Foundation for 11 years. She also kept books for Earl Cogburn and Sons Potato Dock.

In 1967, she was appointed as the first woman Postmaster for Gilcrest, Colo. and served as Postmaster from 1967-1999. During her tenure, the Gilcrest Post Office advanced from a small 3rd class post office to a busy 2nd class office, receiving many awards for customer service. Irma served on the Postmaster’s advisory and image committees for many years and was on the Ben Franklin and Woman’s advisory for her area. She was inducted into the Colorful Colorado Postmaster’s Club in 1983 and received many awards. Retirement proved to be boring to her and she went to work part-time for several banks at Platteville until her retirement in 2004.

Nina “Will” Williams

Kent School District staff member, Will was a very strong proponent of DL in Washington and was instrumental in helping the state in their dual language efforts. Will was a part of the Kent School District team, leading the Multilingual Education and Dual Language programs and advocating for students and families for nearly twelve (12) years.
Achievement Inspired Mathematics for Scaffolding Student Success

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Designed to fit into your schedule and to meet your professional development needs.

Are you looking for ways to increase your confidence to provide high-quality math instruction for your students? DLENM has a math framework you should check out!

**Achievement Inspired Mathematics for Scaffolding Student Success (AIM4S™)**

AIM4S™ is a framework that shelters mathematics content to make it comprehensible and accessible to all students, with a specific focus on language learners (ELLs/ SLLs) and students who struggle with math.

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Are you looking for strategies that make a difference for student learning? Join us for one of our in-person or virtual AIM4S™ math trainings. These are hands-on, interactive trainings that include classroom demonstrations!

**Focus: Secondary**

**Days #1-2:** November 30–December 1, 2021  
**Days #3-4:** January 25–26, 2022  
**Days #5-6:** February 22–23, 2022

Registration Fee – $1050 materials and access to AIM4S3™ online resources.  
[https://dlenmorg.force.com/s/trainingregistration?courseid=a0I3m00001al0Yq](https://dlenmorg.force.com/s/trainingregistration?courseid=a0I3m00001al0Yq)

**Focus: Elementary**

**Days #1-2:** February 8–9, 2022  
**Days #3-4:** March 8–9, 2022  
**Days #5-6:** April 12–13, 2022

Registration Fee – $1050 materials and access to AIM4S3™ online resources.  
[https://dlenmorg.force.com/s/trainingregistration?courseid=a0I3m00001amVjE](https://dlenmorg.force.com/s/trainingregistration?courseid=a0I3m00001amVjE)

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**What is AIM4S3™?**

AIM4S3™ is a powerful math framework that provides teachers with the tools to meet the needs of their English language learners as well as students who struggle with math and to be the architects of their instruction. Teachers learn strategies that allow students to own the language of mathematics, build conceptual math knowledge and fluency, and problem-solve critically.

[www.DLeNM.org](http://www.DLeNM.org)
The Colorado Association for Bilingual Education is now accepting session proposals for the 2022 virtual conference *Looking Ahead: Transformative Bilingual Education for Addressing the Whole Student*.

Registration will open soon!
Are you looking for motivating strategies to develop students’ language? Join us to learn multiple strategies that strengthen the language students already have, and develop their academic oral and written language so they can engage in the content. Participants will deepen their understanding of language acquisition and how to intentionally plan for language development in a manageable and impactful way. (2nd-12th)

Registration is now open!

January 22, 2022
Maximizing Students’ Language Proficiency Gains on the ACCESS Through Goal Setting
This institute will give educators a foundation in WIDA’s 2020 English Language Development Standards. You will learn how to disaggregate your students’ ACCESS scores in a manageable way. We will then look at how to group students and set language goals with students in the four domains: reading, writing, speaking, and listening. Come learn how to move students in their language proficiency. (K-12th)

January 22, 2022
Jumping into Early Childhood GLAD
The Preschool GLAD® Narrative Input Strategy is a powerful tool for early oral language development. Come see how you can make the most of this strategy by extending it into independent learning centers through story matching, the oral sentence patterning chart, the ABC Chant, and the Picture File Sort. This is a great match for pre-k, kinder and first-grade educators who are new to Preschool GLAD® or are already trained in the model. (PK-1st)

January 29, 2022
Take a Deep Dive into a Conceptual Understanding of Fractions
Do your students struggle with a foundational understanding of fractions? Come experience hands-on activities that build conceptual understanding of benchmark and equivalent fractions. We will then move on to comparing fractions and teaching the four operations with fractions. You will leave with concrete activities to build their conceptual understanding of fractions while also building their mathematical language. (3rd-8th)

February 5, 2022
Developing Students’ Language Abilities
Are you looking for motivating strategies to develop students’ language? Join us to learn multiple strategies that strengthen the language students already have, and develop their academic oral and written language so they can engage in the content. Participants will deepen their understanding of language acquisition and how to intentionally plan for language development in a manageable and impactful way. (2nd-12th)

February 12, 2022
An Introduction to Project GLAD®
For those who have not already been trained in Project GLAD®, this institute will provide you with an overview of the big ideas behind the instructional framework as well as a look into selected GLAD® strategies to energize the teaching and learning in your classroom. Leave with exciting new strategies to try in your classroom or share with other educators! (2nd-12th)

All institutes will take place from 9 am - 1 pm MST.

For more information and to register visit https://forms.gle/fPG3aaf635hYW5FeBA or scan the QR code now!