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
Programación ★ General Schedule

viernes, el 12 de noviembre de 2021 • Friday, November 12, 2021

Sesiones simultáneas • Concurrent Sessions

9:10 am – 10:30 am
10:50 am – 12:10 pm

Almuerzo • Lunch
12:10 pm – 1:30 pm

Sesiones simultáneas • Concurrent Sessions
1:30 pm – 2:50 pm

Sesión plenaria • General Session
3:15 pm – 4:30 pm

Social Community Powwow
5:00 pm – 7:00 pm

Expositores • Exhibitors
Designated Exhibit Times
8:00 am - 9:00 am
10:30 am - 10:50 am
12:10 pm - 1:30 pm
2:50 pm - 3:15 pm
Sesión plenaria * General Session

viernes, el 12 de noviembre de 2021 • Friday, November 12, 2021

3:15 pm – 4:30 pm

Bienvenida • Welcome

José “Azul” Cortés
Director of Heritage Languages
Dual Language Education of New Mexico

Special Guest

NM Representative Derrick Lente
Santa Ana Pueblo

Introduction of Keynote

Luis García
Bilingual Education Program Coordinator, Ernie Pyle Middle School, APS
DLeNM Board of Directors

Keynote

Dr. Gregory Cajete
Professor of Native American Studies and Language, Literacy and Sociocultural Studies
University of New Mexico

Greg Cajete is a Tewa Indian from Santa Clara Pueblo, New Mexico. He earned his Bachelor of Arts degree from New Mexico Highlands University with majors in both Biology and Sociology and a minor in Secondary Education. He received his Masters of Arts degree from the University of New Mexico in Adult and Secondary Education and his Ph.D. from International College, Los Angeles New Philosophy Program in Social Science Education with an emphasis in Native American Studies. He is an artist and designs culturally responsive curricula based upon Indigenous perspectives of the natural world.

STAY CONNECTED

Download the Conference App or login to the Conference Platform

Access the conference platform for the full conference program and schedule now!

https://cvent.me/DXDERN.

Download the conference app on your smart phone or tablet and search for La Cosecha Dual Language Conference.

La Cosecha 2021 • Albuquerque, NM
La Cosecha 2021
Hybrid Dual Language Conference
ALBUQUERQUE, NM • NOVEMBER 10-13
viernes, el 12 de noviembre de 2021 • Friday, November 12, 2021
Morning Concurrent Sessions — 9:10 am-10:30 am

SpeakEnglishWithNEEO.com
In-Person/Live Stream
Albuquerque Convention Center • Ballroom B
Kathleen (Kat) Green | Instructional Specialist, NEEO TECH INC/English Language elearning

All about SpeakEnglishWithNEEO.com - Answers the questions what, why, where, and how it supports ESL teachers to get their non-English, limited English speaking learners mainstreamed quickly into the regular classroom. Participants will learn how to facilitate the e-course to get small or large groups of multi-language learners speaking low/intermediate level English in six months or less.
Strand: Approaches to English Language Development: Targeted and/or Integrated
K - 12 | K - 12
English

Equity, Efficacy, and Evidence in Scaling Dual Language Bilingual Education
In-Person/Live Stream
Albuquerque Convention Center • Ballroom A
Jose Medina | Director, Dr. Jose Medina: Educational Solutions
Elena Izquierdo | Professor, University of Texas at El Paso

If dual language bilingual education is to meet the needs of culturally and linguistically diverse student communities, then ongoing critical self-reflection on the part of the school districts engaged in this work is a must. Participants in this session will interact with research recommendations that target the ideological equity shift that must take place in order to truly serve emergent bilingual students.
Strand: Research
K - 12 | Teachers, Administrators, Researchers
English

The Science of Reading in Spanish/English DL Programs:
In-Person/Live Stream
Albuquerque Convention Center • Ballroom C
Alexandra Guillamo | Director, Talu Educational Solutions

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 build a deep knowledge of how emergent bilinguals and dual language students learn how to read differently than monolingual, English-speaking students, and the decades of research that support this conclusion.
Strand: Biliteracy, Oracy, and Oral Language Development
K - 12 | Teachers, Administrators, Researchers, Students, coaches & literacy specialists
English

Tejiendo lazos: The Power of Sociocultural Competence when Connected to Academic Achievement, Bilingualism, and Biliteracy
In-Person/Recorded
Hyatt Regency • Fiesta I & II
María Reyna Mendoza | Instructional Specialist, Harlandale ISD

Participants will learn how sociocultural competence engagement transforms classrooms and promote a culture of student empowerment. This unique session shares innovative strategies for using leadership principles, culturally relevant literature, and young language leaders’ interests and funds of knowledge to offer rich and effective educational experiences.
Strand: DLE Program Development Elementary/Secondary K-12
K - S | Teachers, Administrators
English
Rutinas interactivas de la mañana: Uso y creación

In-Person/Recorded

Hyatt Regency • Fiesta III & IV

María Martínez del Campo • Teacher, Telluride Elementary School

La presentación está enfocada a maestras de DL en español, K-2.
La primera parte consistirá en la presentación de las rutinas de la mañana en formato digital. En la segunda parte, se presentarán actividades realizadas con la plataforma Nearpod (que tiene cuenta gratuita para maestras) y la última parte se dedicará a ayudar a los maestros interesados en aprender a hacer presentaciones interactivas para sus rutinas de la mañana o actividades de Nearpod.

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

Desarrollando la lectoescritura bilingüe, la oración, y el lenguaje oral por medio de la canción

In-Person/Recorded

Hyatt Regency • Enchantment C/D

Nathaniel Kuster • Principal, Coronado Elementary, APS

En este taller dinámico, los participantes aprenderán y cantarán canciones en español e inglés para uso en el salón de idioma dual, acompañadas por el ukulele. Las destrezas lingüísticas usadas en el taller satisfacen todos los estándares estatales comunes en los grados 1 a 5. Los participantes se llevarán una copia de las canciones con los acordes. Lo único que necesita traer son el entusiasmo y las ganas de aprender y de cantar. ¡Cantemos!

Strand: Biliteracy, Oracy, and Oral Language Development
K - 5 • Teachers, Administrators, Parents, Researchers, Students
Spanish and English

Word Study and Fluency: A Key Component to Biliteracy Development in the Dual Language Classroom

In-Person/Recorded

Hyatt Regency • Enchantment E/F

Laura Bryant • Teacher, Central Elementary, LCPS
Patricia Lozano • Teacher, Central Elementary, LCPS

Word study and fluency have been strong practices and offer teachable moments in Southern New Mexico. Participants will engage in proven practices that support students in using all their language skills in learning to read and write in both languages, thus developing their metalinguistic awareness.

Strand: Biliteracy, Oracy, and Oral Language Development
K - 5 • Teachers, Administrators, Parents
English

Dual Identity Representation in Bilingual Books: How Teachers and Parents Can Support Reading Together

In-Person/Recorded

Hyatt Regency • Grand Pavilion IV

Monica Medina • Coordinator, San Antonio ISD

Literature influences identity. Sustaining students’ culture and equipping parents with the strategies to support reading at home is critical for fostering a positive self-identity in dual language classrooms. I offer key considerations and strategies for teachers and parents to engage the child in literature that supports their bicultural identity. Participants will critically discuss equity in dual language and conduct a book equity walk.

Strand: Cultural and Lingustic Responsiveness/Equity
K - 12 • Teachers, Parents, Instructional Coaches/Specialists
English
For over five decades, English Language Programs has sent highly qualified and experienced U.S. educators in the field of TESOL abroad to assist Embassies in delivering quality English language programs and to support public diplomacy objectives. All projects promote mutual understanding as part of the U.S. Department of State’s public diplomacy initiative. Both in-person and virtual projects offer multiple opportunities for cultural exchange with the objective of building mutual understanding. Projects are designed by U.S. embassies to build English language capacity at the local and national level. Participants are U.S. citizens, have a graduate level degree, and have demonstrated commitment to the field of TESOL.

The platform offers:

- **A Digital Library**: A unique Digital Library where students can access thousands of authentic Spanish language books and texts.
- **Interaction through gamification**: Students can access different tools to support their reading experience, like bookmarks, a built-in dictionary, music, read aloud, a reward system with an online store, and more!
- **A Mobile app that does not require internet**: After downloading the app, students can use Beereaders without an internet connection.
- **A personalized experience**: Students have access to personalized readings based on their preferences and can advance at their own pace.
- **A Bilingual Educator Platform**: Teachers have access to data & resources to support reading comprehension growth.

For more info visit: www.beereaders.com

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**Modernize your Spanish bilingual program and make learning fun with Beereaders!**

Beereaders is a unique supplemental digital Spanish reading comprehension program that improves the reading comprehension skills of emergent bilingual students in grades 2-12.

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**Upgrade your multilingual parent meeting experience**

Trade in Your Old, Bulky Language Interpretation Equipment for ARG’s Lightweight Mini System

- Save time. No need to have separate meetings in different languages
- Increase EEL parent involvement
- Ensure all audience members understand the meetings’ message
- Create an environment of togetherness
- Easy to use, portable wireless interpretation solution
- ARG offers great trade-in rates!

**In-Person Meetings Are More Important Now Than Ever!**

Especially for EEL families, many whom are feeling left behind.

Linda Neve, Parent Coordinator
Shallow Junior High School (Brooklyn), New York City

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Linda Neve, Parent Coordinator
Shallow Junior High School (Brooklyn), New York City
Building on Children's Mathematical Thinking

**Virtual Live Stream**
Karen S. Recinos, Alvarado I Assistant Director, UCLA Mathematics Project

Children naturally solve multiplication and division stories from an early age. Inviting children to solve a variety of grouping problems in ways that make sense to them is a powerful way to foster a positive math identity. Children become excited to do math, explain their ideas, and engage with the ideas of others. We will discuss the power of using the Cognitively Guided Instruction approach to teach mathematics in multilingual classrooms.

Strand: Academic Language Development
K-5 Teachers, Administrators, Parents

English

Heritage Language Maintenance

**Virtual Live Stream**
Yismelle Durán I Teacher, Texas Woman's University

Why are multilingual students losing their native language? This session will be focused on presenting and discussing preliminary results of a case-study research project that investigates the factors that contribute to heritage-language maintenance for native-Spanish speakers.

Strand: Research
9-12 Teachers, Parents, Researchers, Administrators

English and Spanish

Inspire, Imagine, and Innovate!

**Virtual Live Stream**
Laia Ferris I Administrator, Mesita ECDC/Elementary School, El Paso ISD
Patricia Castano I Teacher, Mesita ECDC/Elementary School, El Paso ISD
Ana Alderete I Teacher, Mesita ECDC/Elementary School, El Paso ISD

Inspir your students to use their imagination towards innovative projects in Spanish and English, across all content areas. This session will explore ways to guide emergent bilinguals through the process of creating an innovative project using technology-based tools such as apps and websites. Join us as we share the strategies that have been used in the Connecting Worlds/Mundos Unidos Two-Way Dual Language Gifted/Talented Magnet Program.

Strand: Integrating Technology and a Virtual Instruction
K-5 Teachers, Administrators, Parents, Instructional Coaches

Spanish and English

**Enseñeame a ser libre: Bi-alfabetización historicamente responsable**

**Virtual Live Stream**
Liliana Rodríguez I Coordinator, Minneapolis Public Schools

Este trabajo es el resultado de un esfuerzo colaborativo en los programas Bilingües de las Escuelas Públicas de Minneapolis. Esta reforma literaria para la bi-alfabetización historicamente responsable está basada en el trabajo de Gholly Muhammad, Carla España y Luz Guerra. La enseñanza bajo este marco promueve la adquisición de la bi-alfabetización a través de propósitos literarios (identidad, destrezas, intelecto y capacidad crítica).

Strand: Cultural and Linguistic Responsiveness/Equity
K-5 Teachers, Administrators, Parents, Researchers, Students

Spanish
La Cosecha 2021
Hybrid Dual Language Conference
ALBUQUERQUE, NM • NOVEMBER 10-13
viernes, el 12 de noviembre de 2021 • Friday, November 12, 2021
Morning Concurrent Sessions — 9:10 am-10:30 am

Adventures in Cyberkinder: How the Pandemic Propelled Us Into 21st Century Learning

**Virtual Live Stream**

Gabriella DeHaan I Teacher, San Bernardino City Unified School District

This presentation will focus on strategies that I designed to create a virtual dual kindergarten program (Cyberkinder). It utilizes Google Slides, Wakelet, Bitmoji’s, and Pear Deck in order to develop content that can be easily navigated by educators, parents, and students. I will demonstrate the strategies that I designed in order to adapt Dr. Barbara Flores’ Mini-Shared Reading research and Vygotsky’s ZPD for a digital platform.

Strand: Integrating Technology in Virtual Instruction
K - 5 | Teachers, Parents, Students
English

Our Journey to Shape the Future

**Virtual Live Stream**

Blanca Manrique I Instructional Specialist, Yakima School District
Ashlee Mandrell I Instructional Specialist, Yakima School District

Are you at the beginning of your DL journey or have you been at it for awhile? Join us for a nuts-and-bolts session to provide you with the details that support sustainable DL programming. This session will present the first year in Yakima School District’s journey for our students to be bilingual and biliterate at graduation, by 2026. We will be sharing processes to choose a DL model and develop a curriculum map, unit plan, and schedules, among other things.

Strand: DLE Program Development Elementary/Secondary K-12
K - 5 | Teachers, Administrators
English

La educación bilingüe: WIDA’s Frameworks for Bi/Multilingual Student Success

**Virtual Live Stream**

Samuel Aguirre I Director, WIDA Español
María Castro I Director, Wisconsin Center for Education Research (WCER)
Margo Gottlieb I Director, WIDA

Useful frameworks for Spanish-English bilingual education programs are needed to inform policy and practice. This session will feature WIDA’s interconnected frameworks for language arts and language development for both administrators and teachers. We will explore their potential application and uses to inform your bilingual education program. We invite you to join this session that will be presented in English and Spanish.

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

Transforming Sánchez School: Shared Leadership, Equity, and Evidence

**Virtual Live Stream**

Raymond Isola I Administrator, Sanchez School/San Francisco Unified School District
Jim Cummins I Professor, University of Toronto

This workshop describes the innovative structures of shared leadership, community engagement, and biliteracy instruction at both preschool and elementary school levels that transformed Sánchez Elementary School in San Francisco’s Mission District from a failing dysfunctional school to one that significantly outperformed a large majority of schools with similar demographic characteristics.

Strand: Leadership Policy and Advocacy
K - 5 | Teachers, Administrators, Parents, Researchers, Community Members
English
Linguistic and Literacy Justice for K-12 Marginalized Students through Biliteracies

In-Person/Live Stream
Albuquerque Convention Center • Kiva Auditorium

Susanna Ibarra Johnson I Professor, New Mexico State University
Armando Garza Ayala I Associate Professor, University of New Mexico

Have you wondered who marginalized students are and what they experience in their classrooms? What educational injustices do students face in their schools? Is it important to know historical and political contexts of education? In this conversation, we will explore these questions, and discuss how we can promote linguistic and literacy justice through culturally and linguistically responsive teachings. New Mexico students deserve this justice!

Strand: Cultural and Linguistic Responsiveness/Equity
K - 12 I Teachers, Administrators, Parents, Researchers
Bilingual

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

In-Person/Recorded
Hyatt Regency • Enchantment A/B

Maria Barragán Ortiz I Teacher, University of Seville

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

Strand: Cultural and Linguistic Responsiveness/Equity
K - 12 I Teachers, Administrators, Parents, Researchers
English

Texas Education Agency's Dual Language Immersion Framework

In-Person/Recorded
Hyatt Regency • Grand Pavilion I

Xochilt Anabel Rocha I Coordinator, Texas Education Agency
Dr. Julie Lara I Director, Texas Education Agency

This session will provide participants an overview of the Texas Education Agency’s dual language framework developed to support effective program implementation, increase dual language programs PK -12th, and impact student achievement state-wide. The participants will be able to preview the tools and resources that will assist all educators, novice or experienced, to implement and sustain their DLI program PK - 12th.

Strand: DLE Program Development Elementary/Secondary K-12
K - 12 I Teachers, Parents, Researchers, Students, Administrators
English

Planning for Equity Through the Integration of Content, Language and Biliteracy

Virtual Live Stream

Sandra Mercuri I Retired Educator, Sandra Mercuri Educational Consultants
Vivian Pratts I Retired Educator, Sandra Mercuri Educational Consultants

Planning for equity requires an instructional design that facilitates the integration of content, language, and biliteracy by leveraging students’ fluid language practices. The Content, Language, and Literacy Integration Framework (CLLIF) includes content and language objectives to afford students opportunities to access the academic language they need to express understanding of the content standards across languages and domains.

Strand: Biliteracy, Oracy, and Oral Language Development
K - 5 I Teachers, Administrators, Students, Researchers
English
Morning Concurrent Sessions — 9:10 am-10:30 am

Inspirando la mente con juegos de lógica
Virtual Live Stream
Eva De Andrés Presa I Administrator, Tierra Encantada Charter School
Ya sabemos que los estudiantes pueden aprender más cosas cuando se divierten. Consecuentemente, una de las mejores maneras de fomentar la actividad creativa y el pensamiento lógico es a través de juegos. Algunos juegos desarrollan estas habilidades. En este taller, daremos información y discutiremos juegos importantes, incluyendo el ajedrez y los anagramas.
Strand: Academic Language Development
K-12 | Teachers, Administrators, Students
Spanish

En Comunidad
Lessons for Centering the Voices and Experiences of Bilingual Latinx Students
By Carla España and Luz Yadira Herrera
"En Comunidad is a must-read for all educators who work with Latinx students."
—Nelson Flores, Associate Professor of Educational Linguistics, Penn Graduate School of Education
Grades 3-8 • 978-0-325-11248-0 • 208pp • $24.50

Estrategias para desarrollar la biliteracidad a través de la enseñanza interdisciplinaria en el aula bilingüe
On Demand
Sandra I. Musanti | Associate Professor, The University of Texas Rio Grande Valley
Sandra Mercuri | Retired Educator, Sandra Mercuri Educational Consultants
En esta sesión, definimos biliteracidad interdisciplinaria, compartimos prácticas para integrar el lenguaje oral, la lectura y la escritura en los dos idiomas para brindar un acceso equitativo al contenido para todos los estudiantes. También demostramos cómo diseñar conexiones interlingüísticas a nivel de texto, oración y palabra.
Strand: Biliteracy, Oracy, and Oral Language Development
K - 6 | Teachers, Administrators
Spanish
La Cosecha 2021
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Morning Concurrent Sessions — 10:50 am - 12:10 pm

Teaching Language Arts “Foundational Skills” to Our K-2 Emergent Bilinguals: What, How, When, and Why a Multilingual Awareness is Needed
In-Person/Live Stream
Albuquerque Convention Center • Kiva Auditorium
Barbara Flores I Board Member, California Association of Bilingual Education
Susana Ibarra Johnson I Professor, New Mexico State University

Oral and written language need to be meaningful and connected to our emergent bilinguals’ (EBs) understanding of English. We need to teach “Foundational Skills” in the context of meaningful use and show our EBs how the parts (Meaning Making, Language Development, Effective Expression, Content Knowledge, and Foundational Skills) work. This Interactive session will name the What? show the How? and the When? and Why? within Mini-Shared Reading in K-2 contexts.

Strand: Biliteracy, Oral, and Oral Language Development
K - 5 I Teachers, Administrators, Parents
English

Supporting Native Language through Educational Sovereignty
In-Person/Live Stream
Albuquerque Convention Center • Ballroom A
Francis Vigil I Tribal Education Specialist, National Indian Education Association

Native Americans are facing language loss, and the assimilative effects of educational policies have had intergenerational impacts, directly and indirectly, on Native languages. As Native American tribes seek to maintain, revitalize, and sustain their languages, there are various concepts, methods, and models that are being utilized. In this session, we will explore how Native Americans can maintain, revitalize, and sustain their languages.

Strand: Leadership Policy and Advocacy
K - 12 I Administrators, Researchers, Students, Parents
English

Early Registration Ends November 15, 2021
Education in a Changing World: Relevant & Purposeful

In-Person/Live Stream
La Cosecha Convention Center • Ballroom B
Jimmy Santiago Baca I Author, American Poet and Writer

We will explore the power of our words and how writing helps us to process, reflect and ensure experiences are relevant and purposeful. Participants (up to 75) will receive a copy of one of Jimmy's inspiring publications. This is an interactive session where we will have read-alouds, share our own experiences worthy of our writing, and work to inspire one another through our words and presence.

Strand: Biliteracy, Oracy, and Oral Language Development
Community: Teachers, Parents, Administrators, Students
English

Growing Culturally Efficacious Dual Language Teachers: Un compromiso para la equidad

In-Person/Live Stream
La Cosecha Convention Center • Ballroom C
Claudia Treviño Garcia I Professor, University of Texas at San Antonio
Esmeralda Alay I Director, DL, ESL & Migrant
Lisa Santillán I Professor, University of Texas at San Antonio

A panel including district leadership and university teacher-preparation faculty will share details about their partnership in growing bilingual education clinical teachers. We will also highlight the district's Dual Credit program, mentor teacher support system, and our culturally efficacious framework which focuses on preparing teachers and mentors who are "Agents of Change" that are knowledgeable, professional, and community based.

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

Bridging Cultural Humility and Language in School Communities

In-Person/Recorded
Hyatt Regency • Fiesta I & II
Brenda Quiñonez-Cortés I Board Member, El Puente de Encuentros
Francisco Ronquillo I Associate Professor, U NM Health Sciences Center
Kee Straits I Director, TLC Transformations

A hands-on workshop bringing to the forefront educational practices through culturally humble and responsive skills that go beyond cultural competence at the individual, interpersonal, and systems levels; it will offer introspective awareness through experiential activities and interactive exercises. It will highlight the historical and present-day uniqueness of New Mexico's educational needs to become conduits of change to meet those needs.

Strand: Cultural and Linguistic Responsiveness/Equity
K - 12 I Teachers, Administrators, Parents
Bilingual Eng/.Span

¡El momento es ahora! Adopting Immersive Technologies for Bilingual Education Teacher Preparation

In-Person/Recorded
Hyatt Regency • Fiesta III & IV
Jorge Figueroa I Associate Professor, Texas Woman’s University

This presentation will focus on how a university professor adopts immersive technologies (i.e., augmented reality, virtual reality, and mixed reality) as part of its bilingual education educator-preparation program. It will showcase recent research published by the presenter, dual language classroom activities, and strategies to adopt immersive technologies, along with testimonials by bilingual pre-service teachers.

Strand: Integrating Technology in Virtual Instruction
Higher Education I Teachers, Administrators, Parents, Researchers, Students
English and Spanish
Bilingual Boot Camp: Help Students Reflect on Bilingualism, Biliteracy, and Cultural Competence

**In-Person/Recorded**

**Hyatt Regency • Enchantment A/B**

Juan Aragón | Coordinator, West Mesa High School
Luisa Castillo | Teacher, Albuquerque Public Schools

West Mesa High School has implemented the Bilingual Seal Portfolio Process for the past three years. Confronted with the district changes to the evaluation system, we developed a system to help bilingual seal candidates reflect and prepare their portfolio presentations as well as demonstrate their proficiency in two language, biliteracy, and cultural competence.

Strand: Biliteracy, Oracy, and Oral Language Development
9 - 12 | Teachers, Administrators
English

Creating Interactive Digital Notebooks

**In-Person/Recorded**

**Hyatt Regency • Enchantment C/D**

Rubén Antonio Núñez Gutierrez | Teacher, Eisenhower Jr High/ Granite School District
Janice LaFarga | Teacher, Ecker Hill Middle School - EHMS
Rodrigo Rivas | Teacher, McPolin Elementary School - MPES

In this session you will learn to create and design interactive digital notebooks that you can use with your students online and in your face-to-face classes. These notebooks are valid for any language and are very attractive to students from 5th to 8th grade. These notebooks include a multitude of resources (photographs, videos, audios, tables, links to web pages, and learning tools) that help students meet their language and content objectives.

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

Dual Language Leads Schoolwide Transformation

**In-Person/Recorded**

**Hyatt Regency • Enchantment E/F**

Elmer Arreaga | Administrator, Bridgeton Public Schools
Leticia Carrasco | Instructional Specialist, Bridgeton Public Schools

The Bridgeton Dual Language program follows 29 best practices that are grounded in educational research. Academic and linguistic results for the dual language program have been so impressive, that the school’s principal housing the program requested this as schoolwide training for all staff. Come hear about our best practices and how we went from meeting compliance requirements to truly meeting the needs of our students and their families.

Strand: Biliteracy, Oracy, and Oral Language Development
K - 12 | Teachers, Administrators
English

Integrando STEAM: Preparing Teachers and District Leaders for Developing Bilingual and Dual Language Programs

**In-Person/Recorded**

**Hyatt Regency • Grand Pavilion I**

Maria Luisa Di Stefano | Professor, University of Massachusetts - Amherst
Idalis Villanueva-Alarcón | Associate Professor, University of Florida
Edvin Marte Zorilla | Graduate Research Assistant, University of Florida
Nastacha González | Teacher, Springfield Public Schools
Rosa Rodríguez-Pion | Springfield Public Schools
Elizabeth Llorca | Professor, University of Massachusetts, Amherst

This presentation includes fundamental principles and inquiry-based instructional strategies used in a graduate-level course designed to prepare in-service teachers with the collaboration of district leaders to implement STEAM-focused bilingual and dual language content in developing programs. This work will highlight exemplary projects and share both teachers’ and district leaders’ experiences in their implementation.

Strand: DLE Program Development Elementary/Secondary K-12
K - 5 | Teachers, Administrators
English and Spanish
Transforming Your Transitional Bilingual Education Program to Dual Language Immersion: A Systems Approach

In-Person/Recorded
Hyatt Regency • Grand Pavilion IV
Kris Nicholls | Director, Nicholls Educational Consulting

In this session, you will learn how to transform a Transitional Bilingual Education program to a Dual Language Immersion (DLI) program over the period of one year, based on the Guiding Principles for Dual Language Education, 3rd Edition. Topics include the DLI transformation team, DLI program type, program model, and implementation model, DLI student academic and language development reflection system, and DLI program reflection system.

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

By the Research: How's your Dual Language Program Doing?

Virtual Live Stream
Virginia Collier | Professor Emerita, George Mason University
Wayne Thomas | Professor Emerita, George Mason University

Is your school district ready to examine your dual language program’s effectiveness? In this session, Drs. Thomas & Collier will walk you through questions to ask and how to answer them. If you feel ambitious, you could consider replicating the Thomas & Collier research in your school district.

Strand: Research
K - 12 Teachers, Administrators and Ed Leaders
English

Celebrando y reflexionando 100 Años de Paulo Freire

Virtual Live Stream
Joel Francisco Lagunas Ibarra | Professor, CILAC FREIRE

En esta charla, daremos un merecido homenaje a Paulo Freire a 100 años de su natalicia. Reflexionaremos sobre las ideas para entender y concientizarnos de nuestra labor como guías de nuestras y nuestros estudiantes, ayudándonos a comprender y transformar el mundo que nos ha tocado vivir.

Strand: Academic Language Development
Community I Teachers, Administrators, Parents, Students
Spanish

Bridging Preschool GLAD® to Kindergarten

Virtual Live Stream
Christie Baird | Administrator, Orange County Department of Education
Laurie Magill | Teacher

Preschool GLAD® strategies build an oral literacy foundation. Come and hear how these strategies bridge into kindergarten and provide teachers a pathway to literacy for emerging readers and writers.

Strand: Academic Language Development
Pre-K Teachers
English
How to Use Model UN Debates to Increase Language Proficiency

**Virtual Live Stream**

Jason Straus | Coordinator, Participate Learning

This presentation details a powerful example of teachers collaborating across districts to implement the Conexiones Model UN project and provides ideas for replication. With the help of Participate Learning staff and an online community of practice, teachers organized a hybrid event where students acted as delegates from different countries and debated issues around plastic pollution and legislation around single-use plastics - all in Spanish.

**Strand:** Academic Language Development  
**6-8 | Teachers, Administrators, Students**  
**English**

Implementing Best Practices for Culturally Responsive Leadership

**Virtual Live Stream**

Kadrine El-Ahwani | Staff, Language and Culture Division-NM PED

This presentation aims to cultivate the knowledge of the educational leaders regarding CLR leadership to transform their schools. The presenter will discuss the main aspects of culturally and linguistically responsive leadership in light of the CLR Guidance Handbook developed by the Language and Culture Division of NM PED.

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

Cultivating Biliteracy, Home Partnerships, and Culturally and Linguistically Responsive Dual Language Pedagogy with Project BBILY

**Virtual Live Stream**

Claudia Rodríguez-Mojica | Associate Professor, Santa Clara University  
Karla Lomeli | Professor, Santa Clara University  
Kathy Stoehr | Associate Professor, Santa Clara University  
Allison Briceno | Professor, San Jose State University

Learn about the evidence-based Bilingual/Biliterate Instruction for Bilingual Youth (BBILY) project that offers online workshops in Spanish for DL educators. We will share BBILY tools and practices to develop teachers’ biliteracy, culturally and linguistically responsive pedagogy, foster home partnerships, and strategies that support student acquisition of content.

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

Accelerating Biliteracy through Bridging

**Virtual Live Stream**

Edith Orantes | Instructional Specialist, San Antonio ISD  
Lilly Calaway | Instructional Specialist, SAISD  
Patricia Perales | Instructional Specialist, SAISD

Participants will engage in a presentation aimed to accelerate biliteracy through targeted bridging across all content areas. The presentation will include ideas for creating a plan, instructional delivery, and concrete classroom examples. Participants will walk away with an understanding of the research and the evidence that support the effectiveness of bridging in a dual language classroom.

**Strand:** Biliteracy, Oracy, and Oral Language Development  
**K-12 | Teachers, Administrators**  
**English and Spanish**
Building Capacity: Essentials of a Dual Language Teacher Cohort

**Virtual Live Stream**
Christina Leyva | Instructional Specialist, Round Rock ISD
Michelle Silva | Instructional Specialist, Round Rock ISD
Jennifer Harrell | Teacher, Round Rock ISD

This session will cover the essential components of developing a bilingual teacher cohort in a virtual setting. We will share the components and contents of the course and model authentic methods for teaching literacy in Spanish, in-person, and virtual student engagement strategies, and ways in which teachers can empower students as multilingual, multicultural learners while pursuing advocacy through the curriculum.

*Strand: Leadership Policy and Advocacy*
*K-5 | Teachers, Administrators, Researchers*
*English*

Leveraging Language Transfer Strategies with Learning A-Z!

**Virtual Live Stream**
Xochitl Maya Lege | Dual Language Consultant, XML Consulting Services

Join us and learn how to utilize Learning A-Z resources to effectively implement Preview-View-Review and Cross-Linguistic Connections in the Dual Language and Bilingual classroom.

*Strand: Bilinguality, Oracy, and Oral Language Development*
*K-5 | Teachers, Administrators*
*Bilingual Spanish/English*

Sheltering and Scaffolding Mathematics Instruction for our Elementary Students

**Virtual Live Stream**
Evelyn Chávez | Staff, Dual Language Education NM

AIM4S™ is a powerful math framework used in traditional and DL classrooms that has been proven successful in addressing the needs of language learners and students who struggle with mathematics. Come listen to our teacher panel share sheltering and scaffolding strategies from their classrooms that are making a difference in student outcomes and engagement.

*Strand: Cultural and Linguistic Responsiveness/Equity*
*K-5 | Teachers, Administrators*
*English*
Books del Sur curates Latin American Spanish-language literature to support dual language curriculum
Dual Language Education: Trends, Issues, Ideology, and Pedagogy

In-Person/Live Stream
Albuquerque Convention Center • Kiva Auditorium
Cristina Alfaro I Professor, SDSU

This session will present critical research for effective dual language education programs that are designed to address the needs and honor the assets of multilingual learners. Presentation will discuss the current state of knowledge with a focus on an overview of sociopolitical issues, trends, contemporary research, best practices, and future directions in dual language education.

Strand: Research
K - 12 I Teachers, Administrators, Parents, Researchers, Students
English

Por qué parar antes, si podemos hacerlo bien: Lenguaje dual K-12

In-Person/Live Stream
Albuquerque Convention Center • Ballroom A
Mario Ferrón I Director, Uvalde CISD

La educación de lenguaje dual ha mostrado ser altamente efectiva en primaria. Sin embargo, muchos distritos detienen sus programas en 5to, aun cuando la educación dual acelera el desarrollo de lenguaje académico indispensable en secundaria, donde la instrucción es más dependiente de lenguaje y menos apoyada por contexto. La educación dual K-12 potencializa el éxito del estudiante. Esta presentación muestra cómo implementar un programa dual K-12.

Strand: DLE Program Development Elementary/Secondary K-12
K - 12 I Teachers, Administrators
Spanish

Biliteracy Considerations Under the “Science of Reading” Regime

In-Person/Live Stream
Albuquerque Convention Center • Ballroom B
Jody Slavick I Director, Literacy Squared
Olivia Ruiz-Figueroa I Instructional Specialist, Literacy Squared
Kathy Escamilla I Professor, Literacy Squared
Sue Hopewell I Professor, Literacy Squared

With the “Science of Reading” movement steamrolling through our nation’s districts, it is imperative to pause and consider the science of biliteracy development. In this session, we will share the field’s current understanding of Spanish and English biliteracy development, provide examples of entry points to teaching phonics in a biliteracy program, and provide considerations for programs responding to structured literacy policies.

Strand: Biliteracy, Oralacy, and Oral Language Development
K - 5 I Teachers, Administrators
Mostly English but w/ literacy samples in Spanish

Where’s the Equity in Assessment for Multilingual Learners?

In-Person/Live Stream
Albuquerque Convention Center • Ballroom C
Margo Gottlieb I Director, WIDA

Increasingly, multilingual learners are learning in more than one language at school, yet for assessment, English still reigns. Here’s an assessment cycle that optimizes equity for multilingual learners through ongoing access to students’ full linguistic repertoires. Let’s take action by embedding student-centered assessment in multiple languages into curriculum and instruction.

Strand: Cultural and Linguistic Responsiveness/Equity
K - 12 I Teachers, Administrators
English
Indigenous Dual Language Education (IDLE) Looks, Feels, and Sounds Different

In-Person/Recorded
Hyatt Regency • Grand Pavilion IV

Trisha Yoquino | Teacher, Keres Children’s Learning Center

This presentation will go over the publication Indigenous Dual Language Education (IDLE)—A Journey and Some Considerations from the experiences of Keres Children’s Learning Center. This paper speaks to the ways that dual language education is executed differently for Indigenous languages.

Strand: Indigenous Language Immersion and Dual Language Immersion Programs
K-5 | Teachers, Parents, Administrators, Researchers, Students
English

Dual Language Coaching—More Than Instruction

In-Person/Recorded
Hyatt Regency • Fiesta I & II

Amy Finsmith | Instructional Specialist, Windham Public Schools & MABE-NE

Yes, we are instructional coaches, but what else do dual languages coaches do? This interactive session will help coaches, teacher mentors, and leaders explore other supports dual language teachers need. Coaching tools to support teachers in acquiring agency and essential advocacy skills will be shared and practiced.

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

Bilingual Development in Multicultural Contexts

In-Person/Recorded
Hyatt Regency • Fiesta III & IV

Naomi Shin | Associate Professor, Linguistics Department, University of New Mexico
Marianna Vines Marchesi | Student, Linguistics Department, University of New Mexico

UNM’s Lobo Language Acquisition Lab studies bilingualism in New Mexico among children acquiring ASL, Navajo, and Spanish. We find that the amount of language use predicts linguistic development. Our research also uncovers the complex relationships between language use at home and at school. The workshop will consist of discussing evidence-based approaches to differentiated instruction in the dual language classroom.

Strand: Research
Pre-K | Teachers, Administrators, Parents, Researchers, Students
English

The Big Ideas of Project GLAD®

In-Person/Recorded
Hyatt Regency • Enchantment A/B

Diana Pinkston | Coordinator, Dual Language Education of NM

OCDE Project GLAD® is an instructional framework that supports teachers in accelerating academic content and language development for their language learners in a classroom environment that supports student identity, accountability, and voice. Come and learn about how GLAD® supports teachers in accomplishing these goals and walk away with strategies that can be implemented immediately in your classroom!

Strand: Academic Language Development
K-12 | Teachers, Administrators
English
Collaboration and Co-Teaching for Dual Language Learners
In-Person/Recorded
Hyatt Regency • Enchantment C/D
Joan Lacanace I Associate Professor, UNC-Charlotte
Andrea Honigsfeld I Professor, Malloy College

Our presentation showcases ways K-12 educators serve multilingual learners in DL programs via collaboration and co-teaching. We explore viable options for teachers to collaborate with each other based on the Honigsfeld & Dove framework in the context of DL programs. Participants will be given real-world examples from DL teachers that go beyond traditional co-teaching ideations, given the rich variations in DL program designs/structures/languages.

 Strand: DLE Program Development Elementary/Secondary K-12
 9 - 12 I Teachers, Administrators, Researchers
 English

Thirdspace in the Classroom: Lessons and Activities
In-Person/Recorded
Hyatt Regency • Enchantment E/F
Carlos LópezLeiva I Associate Professor, University of New Mexico

Thirdspace challenges spaces of marginalization and promotes inclusivity. In this presentation the audience will analyze and discuss lessons and activities that teachers and university students developed for students in K-12 grades applying thirdspace approaches. The presentation will include thirdspace-oriented lessons and activities in mathematics, language arts, social studies, and socioemotional areas.

 Strand: Cultural and Linguistic Responsiveness/Equity
 K - 12 I Teachers, Parents, Researchers, Students
 English

Cantando aprendo a leer
In-Person/Recorded
Hyatt Regency • Grand Pavilion I
Lada Kratky I Retired Educator, National Geographic Learning/Cengage

As teachers, we want our students to come to class excited and eager to learn. We want to introduce them to new and interesting information they will want to absorb and share. This presentation demonstrates the power of a song to start our students on the road to learning, songs that introduce them to new concepts and vocabulary, songs that create a community of learners, who develop foundational and critical thinking skills.

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

Welcoming Bilingual Learners with Special Educational Needs into Dual Language Programs: Research-Informed Implications for Program and Practice
Virtual Live Stream
John Hilliard I Professor, Paridad Education Consulting
Christina Sánchez-López I Instructional Specialist, Paridad Education Consulting
Theresa Young I Instructional Specialist, Sound Communication
Fred Genesee I Professor, McGill University

This presentation will review the soon-to-be-published National Dual Language Forum white paper that reviews evidence concerning the capacity of young learners with special education needs to acquire more than one language during the preschool and school years. It also identifies critical characteristics of effective learning environments for these learners, such as dual language programs.

 Strand: Special Education Services
 K - 12 I Teachers, Administrators, Parents, Researchers
 English
Integrating Technology to Enhance Oracy and Academic Language Acquisition

**Virtual Live Stream**
Ric Villasanta | Instructional Specialist, Vista Higher Learning

One challenge of teaching dual language instruction is creating meaningful opportunities that promote oracy, lower the affective filter, and enhance academic language acquisition. This obstacle was complicated due to hybrid and virtual teaching models. In this session, participants will learn engaging strategies to promote oracy and build academic language using a variety of high-leverage strategies supported by standards and research.

**Strand:** Biliteracy, Oracy, and Oral Language Development  
**K - 6 | Teachers, Administrators**  
**English**

**¡Mi Comunidad! Songs, Stories and Community for Young Learners**

**Virtual Live Stream**
Andrés Salguero | Community Member, 123 Andrés

Music brings us together and helps us connect, both with each other and with characters in our stories! Music helps build community and it can deepen literacy connections by offering another way to explore character and setting from texts and stories. During this session, Christina and Andrés of 123 Andrés offer ideas for incorporating arts and music into your teaching, for joy, brain breaks, community, and literacy.

**Strand:** Biliteracy, Oracy, and Oral Language Development  
**Pre-K | Teachers, Parents, Future teachers**  
**both Spanish and English**

“I’m Not Sure About Latinx...” : Facilitating Conversations of Gender-Inclusive Language.

**Virtual Live Stream**
Ofelia Schepers | Associate Professor, Metropolitan State University of Denver  
Jesús Rodríguez | Director, BUENO Center

The intent of the session is to leave more fully aware of how our own bias impacts and further marginalizes the LGBTQIA+ Latinx communities. Further, we hope that this session gives you the tools to continue to advocate for students.

**Strand:** Cultural and Linguistic Responsiveness/Equity  
**K - 12 | Teachers, Administrators, Parents, Students**  
**English**

Using Nearpod to Support Multilingual, Culturally Responsive In-Person and Remote Instruction

**Virtual Live Stream**
Claudia Briones | Teacher, Mount Vernon School District  
Paula Dagnon | Professor, Western Washington University

The integration of Nearpod as a technology tool facilitates rigorous grade-level, differentiated instruction, encourages critical thinking, supports culturally responsive learning environments, and can easily be adapted to in-person or remote learning instruction. As multilingual educators, we develop culturally responsive resources—why not share our work in open spaces and contribute to a community of driven, dual language educators.

**Strand:** Integrating Technology in Virtual Instruction  
**K - 12 | Teachers**  
**English**
Teaching Dual Language During a Pandemic

**Virtual Live Stream**

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

In this session, we will share data from dual language teachers reflecting on their experience teaching during a pandemic. We document teacher voices from the spring, summer, and fall of 2020 responding to the question, “What are your greatest challenges right now?” We will provide time to reflect as a group and share personal experiences, followed by brainstorming and discussion on how we can move forward on what we learned, both good and bad.

Strand: Research
K-12 | Teachers, Administrators, Parents, Researchers, Students
English and Spanish

Collaborating for Success in DL/I: ESL, World Languages, and Beyond

**Virtual Live Stream**

Ivanna Mann Thrower | Anderson | Director, NCDPI
Ann Marie Gunter | Director, North Carolina Department of Public Instruction

How do ESL, World Languages, and other curriculum areas collaborate for Dual Language/Immersion (DL/I) success? The North Carolina DL/I Team works together to propel languages to the forefront of education in the state and across the country. How can you adopt and adapt the strategies and products produced by this collaborative team of language educators? Join us to explore and collaborate for DL/I success!

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

Simultaneous Biliteracy

**Virtual Live Stream**

Lupe Lloyd | Administrator, Lupe Lloyd & Associates, Inc.

The Simultaneous Biliteracy Academic Excellence Model is recognized for Academic Excellence by the U.S. Department of Education and the Texas Education Agency for the attainment of biliteracy and high standards of academic success. The research-based model develops language and literacy in Spanish and English and promotes graduation with three languages and a Biliteracy Seal.

Strand: Biliteracy, Oracy, and Oral Language Development
K-5 | Administrators
English

Teachers Plus Technology Equals Text that Matters to All Students

**Virtual Live Stream**

Shauna Williams | Teacher, Benchmark Education Company

Transform literacy with digital texts and tools: Padlet, Google Suite, Benchmark Universe, Flipgrid, and videos. Create engaging eBooks; provide reading assignments; and blend classroom instruction with interactive whiteboard resources. Bring Your Own Device to customize texts for close reading and review the Universal Design for Learning.

Strand: Integrating Technology and Virtual Instruction
K-5 | Either — In-Person or Virtual
English
Enseñando en español: WIDA’s Marco ALE to Inform Spanish Language Arts Instruction

Virtual Live Stream
Samuel Aguirre | Director, WIDA Español
Anallei Muñoz | Director, WIDA

Teachers and school leaders in Spanish-English dual language programs are oftentimes in need of a framework to inform their Spanish language arts instruction. To fulfill this need, this presentation will introduce the Marco de referencia de las artes del lenguaje del español de WIDA (Marco ALE): Aplicación para la enseñanza, a document that looks to inform Spanish language arts instruction in your classroom. We invite you to join our interactive session.

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

Leyendo el futuro: Redefiniendo la lectoescritura para bilingües emergentes en la lengua española

Virtual Live Stream
Kristina Cordero | BEreaders

Hoy en día, millones de jóvenes en todo el mundo, por iniciativa propia, leen y escriben online en su tiempo libre. Estas prácticas, lúdicas, colaborativas, e interactivas, nos pueden dar pistas para ayudar a nuestros alumnos a leer más y mejor, y a desarrollar sus voces como escritores. En esta charla veremos cómo podemos adaptar estas tendencias para motivar a la nueva generación de emergentes bilingües y fortalecer su lectura y escritura.

Strand: Biliteracy, Oracy, and Oral Language Development
K-12 | Teachers, Administrators, Parents
Spanish

Capstone Assessment for Linguistic and Cultural Equity

Family & Community
Albuquerque Convention Center • Anasazi

Lisa Harmon-Martínez | Director, Future Focused Education

Assessment systems across the country privilege English and ignore local practices and wisdom. Future Focused Education is facilitating the New Mexico Innovative Assessment Community of Practice with the PED and student action researchers to develop a Capstone assessment that is culturally and linguistically responsive and designed to undermine systemic racism. Session participants will learn about this new pathway for 2022 NM graduates.

Strand: Leadership Policy and Advocacy
9-12 | Teachers, Administrators, Parents, Researchers, Students
English
2021 La Cosecha Conference

Are you interested in university credit for attending La Cosecha? If so, you’ve found your home! New Mexico Highlands University

RDED 4350 / 5350
ST: La Cosecha Institute
Two (2) credit hours
December 13-31, 2021
Asynchronous
Dr. Valenzuela

https://apply.nmhu.edu/register/lacosecha

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Inquiries sent to Dr. Seonsook Park
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