

*Tohuhuetlahtolli, tonemiliz*

*Comunidades sin fronteras: Building on our Linguistic and Cultural Capital to Ensure Equity  
Nihizaad baahasti'*



**La Cosecha**  
*Hybrid Dual Language Conference*  
NOVEMBER 10-13

**PROGRAM**

**DRAFT**

**8.28.21**

**2021 CONFERENCE SITES**



**WWW.LACOSECHACONFERENCE.ORG**



Thursday, November 11th, 2021  
9:10 am -10:30 am MST

### **Making Math Content Accessible for ELs: Classroom Instructional Discourse Moves**

Virtual

Laureen Avery | UCLA Center X Northeast Region  
Alison Bailey | UCLA  
Christine Butler | Shelton Public Schools  
Heather Brown | Shelton Public Schools  
Gavriela Ziu-Pires | Norwalk Public Schools

A researcher-practitioner community of practice comes together to explore and structure instructional discourse moves in the math classroom. This session is a follow up developing improved formative assessments that view student work through the lens of language progressions and academic understanding, and demonstrates teacher-discourse moves based on and understanding of student math and language development.

Academic Language Development  
K - 12  
English

### **Teaching the Writing Process with the Cooperative Strip Paragraph**

In-Person

Kathleen Salgado | Dual Language Education of New Mexico

Do you want to augment your students' writing? Begin with an easy yet powerful Project GLAD® strategy. The Cooperative Strip Paragraph strategically guides students through the writing process, allowing students to share and negotiate ideas with peers while boosting their understanding of authorship. By the end of this engaging process, your students will transform those redundant stale sentences into deliciously robust paragraphs.

Academic Language Development  
K - 12  
English

### **Hands-On Music and Movement Activities in Bilingual Programs**

In-Person

Gilberto D. Soto | Texas A&M International University

The main objective of this presentation is to provide principles and strategies of how music can be related to the expressive and developmental needs of dual language programs for children, from early childhood through elementary programs. These hands-on music activities are intended to increase the enactive, iconic, and symbolic learning experiences when creating a bilingual lesson plan. Be ready to move, sing, and participate at all times.

Academic Language Development  
K - 5  
Both

### **Translanguaging: Historias Supporting K-16 Emergent and Simultaneous Dual Language Learners**

In-Person

Blanca Araujo | NMSU - Educators Rising  
Leanna Lucero | New Mexico State University  
Angela Owens | New Mexico State University  
Violet Henderson | New Mexico State University

As the numbers of English learners enrolled in U.S. public schools increase, the shortage of bilingual teachers increases. Our focus is to share stories about impacts of translanguaging in emergent and simultaneous dual language learners in K-16 settings. Authentic opportunities for translanguaging in different content areas will be discussed. Audience will be encouraged to share translanguaging stories and experiences.

Approaches to English Language Development: Targeted and/or Integrated  
K - 12  
Translanguaging in English and Spanish

Thursday, November 11th, 2021  
9:10 am -10:30 am MST

### **CREATE! A Framework for Effective Biliteracy Instruction**

Virtual

Rubi Flores | CAFE

Anya Bobadilla | CAFE

CREATE! will present a set of six mindsets that every biliteracy educator must apply as they plan effective, engaging, and equitable biliteracy instruction. This session will model strategies and provide ideas to accelerate learning for all emergent bilinguals. Educators will walk away with strategies to strengthen their instructional practices based on the recommendations of the Guiding Principles for Dual Language Education.

Biliteracy, Oracy, and Oral Language Development

K - 12

English

### **Best Practices in Spanish Literacy to Accelerate Student Learning**

In-Person

Nancy Herrera | Pacific Learning

Pacific Learning's Spanish reading programs supports sound to text literacy. This workshop highlights two programs: El camino al éxito and El sistema de la intervención (SIL). El camino al éxito is an early-support reading program that is designed to prepare students to start reading with strong phonemic awareness and phonics skills. SIL provides the development of comprehension, vocabulary, and fluency in a guided-reading framework in Spanish.

Biliteracy, Oracy, and Oral Language Development

K - 5

English

### **Logrando síntesis en el aula interactiva**

Virtual

Yamila Miller | NEISD

Las expectativas académicas actuales requieren que los alumnos demuestren comprensión y formen entendimientos nuevos de lo aprendido; sintetizar. Una manera de lograr la síntesis académica es la discusión estructurada y la comunicación oral y escrita entre la comunidad de aprendientes. Se proveerá una variedad de estrategias efectivas para lograr síntesis con alumnos y así elevar la comprensión.

Biliteracy, Oracy, and Oral Language Development

K - 6

Spanish

### **Optimizing Biliteracy Learning for Students Across Multi-Tiered Systems of Support**

In-Person

Lucinda Soltero-González | University of Colorado Denver

Nadeen Ruiz | University of California Davis (UC Davis)

Carolina Oropeza | Elk Grove Unified School District

Dana Romo | Sacramento City Unified School District

Vanessa Chacón | Brown Station Elementary

Presenters will provide an overview of instructional principles and approaches (the OLE Project) that derive from research with multilingual students in general and special-education classrooms, and that help teachers create optimal learning environments across MTSS settings. Participants will experience OLE-informed teaching strategies through hands-on activities and evidence-based examples.

Biliteracy, Oracy, and Oral Language Development

K - 5

English

Thursday, November 11th, 2021  
9:10 am -10:30 am MST

### **La lucha en comunidad: Literature, Teaching Practices, and Community Partnerships**

#### **Virtual**

Carla España | Bank Street Graduate School of Education  
Luz Yadira Herrera | California State, Fresno  
Leticia Hernández-Linares | San Francisco State University  
Robert Liu-Trujillo | Feminist Press  
Mike Leyba | City Life/ Vida Urbana

In this bilingual, interactive workshops, presenters will share a framework for language study in bilingual dual language classrooms and introduce participants to an example of a text with activities for metalinguistic awareness and community/housing justice. Terminaremos con una actividad integrando un análisis de prácticas lingüísticas, justicia para las comunidades, y consideración de textos bilingües.

Cultural and Linguistic Responsiveness/Equity  
K - 5  
Bilingual Spanish/English

### **Hojalatas: Mi nombre tiene valor**

#### **In-Person**

Yesenia Kelly | Graves Dual Language Academy  
Now more than ever the importance of maintaining a pedagogy that empowers students academically, emotionally, and politically is needed. Through a visual walkthrough of the application stage of a Biliteracy Unit of instruction, educators will be able to experience a (virtual) unit which integrates valuing students' given names, the making of an hojalata, and reading a culturally relevant text alongside a data-driven strategy.

Cultural and Linguistic Responsiveness/Equity  
K - 5  
English/Spanish

### **Making Sense of the "Science" of Reading as a Dual Language Collaborative**

#### **In-Person**

Cristin Lasser | Regis University  
Jody Slavick | BUENO Center  
Leigh Hiester | Foster Dual Language PK-8  
Mari Andrade | Foster Dual Language PK-8  
In response to state policy changes regarding the implementation of Science of Reading practices for Colorado students, we have formed a small group of school administrators, elementary educators, and university researchers to make sense of these requirements in the context of dual language. In this session, we will talk about the processing that we are doing as a group to advocate for appropriate instruction for our emerging bilingual learners.

Cultural and Linguistic Responsiveness/Equity  
K - 5  
English

### **From Language Allocation to Classroom Implementation**

#### **Virtual**

Eileen Harder | Adams 14  
Liliana Mauger | Adams 14 School District  
Explore how to work from a language allocation plan and a core literacy curriculum towards integrated curriculum mapping and unit planning for an 80:20 dual language classroom. We will engage in discussion and breakout groups to go through the process of integrated planning. You will experience Adams 14 School District's approach to developing unified instruction across grade levels. Participants will leave the session with a plan and resources.

DLE Program Development Elementary/Secondary K-12  
K - 5  
English

Thursday, November 11th, 2021  
9:10 am -10:30 am MST

### **“These Times, They Are A’Changin’”: Dual Language Education within the Evolving Research Landscape**

#### **In-Person**

Barbara Kennedy | GlobaLingo Ed Consulting, LLC

Dual language is not new, but the past decade has brought an increase in program popularity and growth, as well as a proliferation of new research. Traditional practices, most notably in the areas of language policy, language use, and language separation are being seen under a new light. What does this mean for program design, implementation, and evaluation? Join us to explore these questions.

DLE Program Development Elementary/Secondary K-12  
K - 12  
English

### **Nuestras voces: Learning From and with Families**

#### **In-Person**

ÁngelesMaria de los Angeles Osorio Cooper | University of Colorado, Bueno Center. Boulder

Valeria Nevares Varela |

Miriam Flores Hernández |

Marcos Verde Quintal |

Deena Gumina |

This interactive presentation will focus on a family engagement project that three bilingual teachers designed and implemented with families in response to virtual learning during COVID. Presenters will discuss how they used photovoice to learn from and with families through images and audio. Session participants will have an opportunity to reflect on how they might apply photovoice in their own contexts.

Family/Community Partnerships  
K - 6  
Spanish and English

### **Teaching STEM in Synchronous and Asynchronous Modalities**

#### **Virtual**

Natali Barreto | Truman Middle School

Sonia Balach | Truman Middle School-APS

Angel Mendez | Truman Middle School-APS

Dean Madrid | Truman Middle School-APS

Virtual STEM activities gave plenty of opportunities to engage our students in science, technology, engineering, and mathematics. We used different digital platforms such as School 21, NASA STEM, Scratch, Canva, Adobe Spark, and Thinker cad. Our common goal was to create unique opportunities for our bilingual students that let them explore STEM activities in dynamic and thriving classroom environments.

Integrating Technology in Virtual Instruction  
6 - 8  
English/Spanish

### **Addressing Dual Language Gentrification: Recommendations for States, Schools, and Communities**

#### **In-Person**

Juan Freire | Brigham Young University

Trish Morita-Mullaney | Purdue University

Garrett Delavan | Georgia State University

Based on a national study of 12 of the largest school districts in the U.S., we provide teachers, community members, and administrators at all levels with recommendations for reversing gentrification-like patterns in planning and recruitment for DL programs. Participants will see positive and negative examples of policy and share their own experiences with gentrification challenges.

Leadership Policy and Advocacy  
K - 12  
English

**Thursday, November 11th, 2021**  
**9:10 am -10:30 am MST**

**Using our Personal History to Lead with Passion**

**In-Person**

Roberto Lozano | LCPS/Equity, Innovation & Social Justice

Our personal histories inform our current professional practice. This dynamic presentation will focus on how leaders can reflect on their personal history and lead with passion and vision. By sharing his own history, Dr. Lozano will highlight his transformation into a passionate advocate for educational equity.

Leadership Policy and Advocacy, Cultural and Linguistic Responsiveness

K - 12

English

**Understanding the Career Decisions of Middle and High School Dual Language Teachers**

**Virtual**

Jeremy Aldrich | Harrisonburg City Public Schools

Why do people become dual language teachers at the middle and high school level, and why do they stay? This session presents findings from a national study of secondary dual language teachers and opens a discussion of best practices for recruiting and retaining teachers.

Research

K - 12

English

**Build and Sustain Learning-Connected Communities Using Technology Learning Support Specialists (TLSS)**

**In-Person**

Marthann Schulte | New Mexico Highlands University

Sasha Laambson | New Mexico Highlands University

Crystal Arias | New Mexico Highlands University

These new, free specialized learning modules (TLSS) are perfect for parents, caregivers, teachers, or community members who want to improve their ability to use technology in the classroom, the workplace, or the home. The free modules are completed on a computer or smartphone and take around 60 minutes. Once completed, participants receive a certificate (stackable credential) recognized by groups in New Mexico for job skills and resumé building.

Family/Community Partnerships

Community

English

Thursday, November 11th, 2021  
10:50 am - 12:10 pm MST

### **Cuadernos de ciencia - Fomentando la producción de lenguaje en ciencia**

#### **Virtual**

Beth Mossman-Marroquín | CSUDH

La ciencia es un tema interesante y curioso. El contenido invita a los estudiantes a tener conversaciones sobre sus ideas/pensamientos sobre cómo funciona el mundo. En una aula bilingüe, el contenido en ciencia puede ser aún más desafiante por que los estudiantes están desarrollando dos idiomas. Los cuadernos de ciencia es una manera en que los estudiantes pueden documentar y comunicar los conocimientos científicos en múltiples modos lingüísticos

Academic Language Development

K - 5

Spanish

### **Matemáticas en el High School con AIM4S<sup>3</sup>™**

#### **In-Person**

Juan Piorno-Campo | Santa Fe Public Schools

AIM4S<sup>3</sup>™ 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.

Academic Language Development

K - 12

Spanish

### **Enseñando con esperanza y compasión: Promoting DLBE Teachers' Agency in the Classroom**

#### **In-Person**

Katherine Barko-Alva | William and Mary

This session provides participants with a framework to analyze sustainable pedagogical linguistic practices and resources promoting agency, equity, and inclusion in dual language bilingual education classrooms. It explores how teachers are able to negotiate their instructional time to create learning spaces that bolster metalinguistic awareness in Spanish and English. It also identifies critical resources needed at the programmatic level.

Biliteracy, Oracy, and Oral Language Development

K - 12

Spanish and English

### **Blending Social and Emotional Learning with Language Skills in Hybrid, In-Person, or Remote Learning.**

#### **In-Person**

Francisca Silvia Lima | International Charter School

Matilde Relvas | International Charter School

Maria Helena Simões Oliveira | International Charter School

Rosa Couto | International Charter School

This presentation will focus on how to blend SEL with language skills to support bilingual learners' social and academic learning in different models, such as in-person, hybrid, or remote learning. Participants will be introduced to the CASEL (The Collaborative for Academic, Social, and Emotional Learning) competencies and will learn how to create consistent systems and strategies to be successfully implemented in their dual-language classrooms.

Biliteracy, Oracy, and Oral Language Development

K - 5

English

Thursday, November 11th, 2021  
10:50 am - 12:10 pm MST

### **Transleyendo: Enseñando la lectoescritura de un idioma al otro**

#### **In-Person**

Emily Zoeller | Edgewood College  
Dr. Allison Briceño | San Jose State University

Esta sesión rompe las barreras del monolingüismo paralelo al ofrecer un enfoque llamado Transleyendo. Los facilitadores presentarán un marco de observación para observar de manera holística las habilidades del lector. Modelarán una lección que honra una fortaleza en un idioma y enseña su aplicación en el otro. Se ofrece una reflexión sobre cómo actualizar la perspectiva multilingüe en los programas bilingües.

Biliteracy, Oracy, and Oral Language Development  
K - 5  
Spanish and English

### **Orgullosos de nuestras raíces: Developing Academic Language Through Students' Cultural Identity**

#### **In-Person**

Luz Álvarez-Sims | Travis Heights Elementary, Austin ISD  
Julia Cerda Carrillo | Travis Heights Elementary, Austin ISD  
Jessica Dillenberger | Travis Heights Elementary, Austin ISD

Estudiantes bilingües participaron en una unidad de identidad en Academia Cuauhtli, un programa de revitalización cultural. Compartiremos tres lecciones en que exploramos la importancia de valorar el conocimiento de nuestras madres, nuestro lenguaje y nosotros mismos con poesía, la cocina y diálogo crítico. Estudiantes aplicaron sus experiencias al contenido usando el español académico.

Cultural and Linguistic Responsiveness/Equity  
K - 6  
English & Spanish

### **Engaging in Critically Conscious Pedagogy and incorporating Strategic ways of integrating Mexican American Studies (MAS) in DL Secondary Programs**

#### **Virtual**

Christina Hernández | SWISD

Students who see themselves in curriculum are more likely to actively engage in the classroom. This is an important facet of DL programming, because it supports the socio-cultural component of DL. MAS core content integration is a critical component of implementing a Culturally Sustaining Education for DL students. Resources, materials, and strategies used in this presentation are shared with the intentional lens of an English Learner.

Cultural and Linguistic Responsiveness/Equity  
6 - 8  
English

### **Music, Creativity & The Arts in the Multilingual Classroom**

#### **In-Person**

Güero Loco | Bilingual Nation USA

Educational hip hop artist Güero Loco presents ways in which music, storytelling, multimedia, & the arts can be used as teaching strategies to enhance academic success, identity, & social-emotional learning outcomes for our bilingual learners. Educators will learn various actionable methods to teach lifelong critical thinking routines, promote high self-esteem, & strengthen bonds with their students & familias via music, solidarity, & the arts.

Cultural and Linguistic Responsiveness/Equity  
K - 12  
English

**Thursday, November 11th, 2021**  
**10:50 am - 12:10 pm MST**

### **Scaffolding Mathematics at the Secondary Level**

**Virtual**

Lisa Meyer | DLeNM

Come hear secondary mathematics teachers share strategies that they use to shelter and scaffold math for their language learners to increase student engagement and achievement. This panel discussion will include a brief overview of the AIM4S<sup>3™</sup> math framework and how it has impacted these teachers' math instruction.

Cultural and Linguistic Responsiveness/Equity

6 - 8

English

### **Working Towards Linguistic Liberation in the Dual Language Classroom**

**In-Person**

José Medina | Dr. José Medina: Educational Solutions

Linguistic oppression is a reality in every classroom in the United States. Emergent bilingual and multilingual students, at times even in dual language programs, are asked to conform to a rigid monolingual and monocultural perspective of teaching and learning. Participants will be able to critically reflect and identify action items that will better allow students to leverage their entire linguistic repertoires in the dual language classroom.

Cultural and Linguistic Responsiveness/Equity

K - 12

English

### **The Implementation of a Successful Dual Language Program**

**In-Person**

Lucia Buttaró | Fordham University

This workshop is for teachers, administrators, and consultants who are looking to implement a successful dual language program. What are the key ingredients? How do we select materials? How do we go about selecting the teachers who will help the students become bilingual, biliterate, and bicultural?

How do we assess students in both languages and how to help teachers become cross-linguistic bridges for their students?

DLE Program Development Elementary/Secondary K-12

K - 5

both English and Spanish

### **Juntxs: Implementing a School/University Partnership to Provide Virtual Support for Emergent Bilingual Students y Sus Familias**

**In-Person**

Mandy Stewart | Texas Woman's University

Johanna Patricio Bueno | Texas Woman's University

Jacqueline Montes Rascon | Texas Woman's University

Martha Mendoza | Denton I.S.D.

Rebeca Olvera-Alfaro | Denton I.S.D.

At the onset of the pandemic, members from one school district, the community, and two universities launched Juntxs, a group partnering together to serve bilingual students and families. Through a Bilingual Homework Hotline, K-8 students virtually connect to pre-service bilingual teachers for academic support during and after school hours. Compartiremos los obstáculos que vencimos y nuestros éxitos desde varias perspectivas.

Family/Community Partnerships

K - 12

Both English and Spanish. We can offer translation when needed.

Thursday, November 11th, 2021  
10:50 am - 12:10 pm MST

### **Engaging and Empowering Indigenous Immersion Families through Family Education Workshops**

#### **In-Person**

Diane Tedick | University of Minnesota

Brandon Locke | Anchorage School District

Educators in well-implemented DLI programs ensure that families are informed, engaged, and play integral roles in their children's education (Howard et al., 2018). In this interactive session, we will present materials for family-education workshops that have been modified specifically for Indigenous immersion programs. We will involve session attendees in sample interactive activities that were designed to engage family workshop participants.

Family/Community Partnerships

K - 5

English

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

#### **In-Person**

Melody Zoch | University of NC at Greensboro

Analia Wells | 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.

Family/Community Partnerships

K - 6

English

### **Turn IT On--In Two Languages!**

#### **In-Person**

Laila Ferris | Mesita ECDC/Elementary School, El Paso ISD

Eduardo Silva | Mesita ECDC/Elementary School, El Paso ISD

Patricia Castano | Mesita ECDC/Elementary School, El Paso ISD

Turn IT on! Join us as we share successful strategies on how to "turn on" instructional technology, in Spanish and English, to support emergent bilinguals in a dual language setting. Participants will leave the presentation with websites and apps that can immediately be implemented in the classroom. So, be ready to inspire your students and ignite their work using IT as we do in our Connecting Worlds/Mundos Unidos DL G/T Magnet Program.

Integrating Technology an Virtual Instruction

K - 12

Spanish and English

### **Integrating Technology with an Equity Lens**

#### **Virtual**

Paola Mendizábal | William & Mary School of Education

"Try these new apps." How many times have you heard that? We are expected to integrate technology, but we are not provided with the needed professional development to do so effectively. This session will address culturally responsive technology integration that is aligned with the lessons objectives. A framework to use when planning and examples will be provided to integrate technology in a way that enhances the learning of our emerging bilinguals.

Integrating Technology an Virtual Instruction

K - 12

English & Spanish

Thursday, November 11th, 2021  
10:50 am - 12:10 pm MST

### **DL/I Unified Management for Sustainability**

Virtual

Helga Fasciano | HKF Consulting

The expansion of DL/I programs in the past decade has been exponential in number of partner languages and K-12 articulation. However, collaborative shared ownership/management reflective of students served, equitable access to programs, proficiency outcomes for partner languages, and sustainability of programs has not been part of that expansion. This presentation focuses on the advantages of shared management practices for successful outcomes.

Leadership Policy and Advocacy

K - 12

English

### **Leadership Matters In Dual Language Implementation**

In-Person

Hortencia Pina | ATDLE

Rosa Molina | ATDLE

School and district leaders are often the decision makers when implementing new and existing TWBI/DLI programs. Both speakers have vast experience as program administrators and use their knowledge to support start-ups and realignment efforts of TWBI/DLI programs. This session will review the fundamentals needed to lead a TWBI/DLI effort in your community. It will be interactive, informative, and a must for any stakeholder in a TWBI/DLI community.

Leadership Policy and Advocacy

K - 12

English

### **Conocimiento de Preschool GLAD® en español**

Virtual

Catalina Sánchez | Orange County Department of Education

Ines Perez | Cien Aguas international School (CAIS)

Crear intencionalmente ambientes ricos en lenguaje para niños preescolares aprendiendo inglés toma tiempo y esfuerzo. Este taller interactivo involucra a que los participantes piensen en cómo los niños aprenden el lenguaje y presenta estrategias exitosas basadas en investigaciones académicas en español, las cuales han sido comprobadas de ser eficaces, para que su salón esté lleno de lenguaje.

Pre-K DLE Program Development & Instruction

Pre-K

Spanish

### **An Investigation of the Equity of Two-Way Dual Language Programs and Low-Income Students**

Virtual

James Robinette | LaGrange School District 102

The purpose of the study was to explore if dual-language programs are effective and equitable for non-EL students that qualify for free/or reduced lunch status through an analysis of PARCC/IAR English language arts/literacy and math scores.

Research

Community

English

Thursday, November 11th, 2021  
10:50 am - 12:10 pm MST

### **The Power of Paired Curriculum Maps to Reflect Biliteracy**

#### **Virtual**

Amy Mosquera | Adelante Educational Specialists Group

Mallory Fuessle | Adelante Educational Specialists Group

There are benefits to pairing your literacy environments, but what about pairing language environments? Dual language programs must have a strong curricular framework that integrates content, language, and literacy. Join us for this interactive session to learn more about developing integrated curriculum maps that pair literacy and language environments in order to facilitate cross-linguistic connections and enhance biliteracy for your students.

DLE Program Development Elementary/Secondary K-12

K - 5

English

### **La publicación de literatura para la enseñanza de ciencia y estudios sociales**

#### **In-Person**

Heather Robertson-Devine | Books del Sur

Enseñar contenidos de ciencias y ciencias sociales a través de la literatura es imperativo en un programa de dos idiomas. Vengan a nuestra discusión con un grupo increíble de latinoamericanos: un psicólogo, una economista, una maestra de preescolar, una pintora francesa y una diseñadora gráfica que publican literatura sobre la naturaleza. Su experiencia les ayudará a los educadores y los ninjas del curriculum a crear lecciones que promuevan el amor por el contenido y la literatura.

Academic Language Development

K-12

Spanish

DRAFT 8.5.21

Thursday, November 11th, 2021  
1:30 pm - 2:50 pm MST

### **The Power of Previews: Exploring a Framework of Understanding for the English Language Learner**

Virtual

David Tompkins | Eastern New Mexico University  
Sherri Tompkins | New Mexico Military Institute

Previews have proven to have a powerful and complementary impact on language acquisition and content mastery because they offer context, common vocabulary, common foundational understandings, and an introduction to a common skill-set. The repetitious nature of previews cyclically engages the mental process of consolidating newly encoded memories during sleep, allowing the learner to make essential connections resulting in an enhanced recall.

Academic Language Development  
K - 5  
English

### **Competencia sociocultural: Centering Students' Voices and Personal Stories to Advance their Language and Literacy Development**

In-Person

Vanessa Chacón | Brown Station Elementary

Sociocultural competence, the 3rd Pillar in Dual Language Education, is often neglected. However, it serves as an avenue for empowering emergent bilingual students by centering their personal stories and home language in developing biliteracy skills and cross-linguistic connections. A sample lesson based on grade level reading standards using "Testimonios" and "Así se dice" with 3rd- and 4th-grade newcomer Latinex students will be presented.

Approaches to English Language Development: Targeted and/or Integrated  
K - 5  
English

### **¡Aquí hablamos todos!**

In-Person

África Dutor Noguera | Bluestone Elementary School

Saldrás de esta sesión asombrado de lo mucho que puede cambiar la dinámica de participación oral de tu grupo, simplemente aplicando estrategias que realmente FUNCIONAN con TODOS los estudiantes.

Es algo que realmente ha transformado mi clase y estoy deseando compartirlo con todos vosotros.

Biliteracy, Oracy, and Oral Language Development  
K - 5  
Spanish

Thursday, November 11th, 2021  
1:30 pm - 2:50 pm MST

### **OCDE Project GLAD® en español**

#### **In-Person**

Omar Guillén | Orange County Department of Education  
Diana Hernández | Orange County Department of Education

This session will provide an overview of the model and next steps for OCDE Project GLAD® en español. We will focus on two/three key instructional strategies, which will strongly support language development, transference, and literacy within a dual language setting. We will explore application in a biliterate environment where the target language is Spanish. This session will be conducted in both Spanish and English.

Biliteracy, Oracy, and Oral Language Development  
K - 5  
Spanish

### **Reading the World: The San Antonio Comprehensive (Bi)Literacy Plan**

#### **In-Person**

Olivia Hernández | San Antonio ISD

This presentation describes the collaborative process to create SAISD's Comprehensive (Bi)Literacy Plan, which addresses monolingual literacy and biliteracy simultaneously. The presentation introduces the SAISD Comprehensive Evidence-Based (Bi)Literacy Model, whose six components cover authentic (bi)literacy instruction, curriculum, assessment, teacher support, family and community engagement, and culturally responsive and sustaining practices.

Biliteracy, Oracy, and Oral Language Development  
K - 6  
English

### **Why Does Writing Matter for Beginning Biliteracy Learning?**

#### **In-Person**

Lucinda Soltero-González | University of Colorado Denver  
Adriana Alvarez | University of Colorado Denver  
Dr. Sandra Butvilofsky | BUENO Center for Multicultural Education, University of Colorado Boulder

The heightened focus of educational policy on decoding neglects the role of writing in beginning literacy learning. Presenters will share research findings showing that bilingual children display alphabetic and orthographic knowledge in writing before reading. Educators will benefit from the demonstration of writing strategies and discussion about reading-writing connections.

Biliteracy, Oracy, and Oral Language Development  
Pre-K  
English

### **Take a Deep Dive into Benchmark and Equivalent Fractions**

#### **In-Person**

Evelyn Chávez | Dual Language Education NM  
Lisa Meyer | DLeNM

Do your students struggle with a foundational understanding of fractions? Come experience hands-on activities that build conceptual understanding of benchmark and equivalent fractions. These initial concepts are key for our dual language students' future success with fractions. This session will include common misconceptions and how to address them.

Cultural and Linguistic Responsiveness/Equity  
K - 5  
English

Thursday, November 11th, 2021  
1:30 pm - 2:50 pm MST

### **Cultural and Linguistic Equity in Teaching in Dual Language Classrooms**

#### **Virtual**

Yvonne Freeman | UTexas Rio Grande Valley  
Mary Soto | California State University East Bay  
Ann Ebe | Hunter College, CUNY  
David Freeman | University of Texas Rio Grande Valley

The presenters show how dual language teachers promote equity through transformative curriculum that engages their students, affirms their identities, and supports language and academic development through translanguaging. They share examples of how teachers have implemented culturally sustaining activities responding to students' lived experiences and using culturally relevant literature.

Cultural and Linguistic Responsiveness/Equity  
K - 12  
English

### **Journey to Empower Learners**

#### **In-Person**

Erin Mayer | Janet Kahn School of Integrated Arts  
Be part of the discussion on empowering our students to see they can achieve and outperform societal expectations. Hear successes with building enduring relationships, creating a learning environment that impassions students about learning and thinking outside the box about education, as well as frustrations with systems that challenge these paths. If we can truly learn who our kids are, we can help them envision what they can become.

Cultural and Linguistic Responsiveness/Equity  
K - 12  
English

### **Early College Dual Language for Urban, Suburban, and Rural Districts**

#### **In-Person**

Mario Ferrón | Uvalde Early College High School  
Through analysis of theoretical frameworks, best practices, and program design, the presentation will demonstrate that dual language implementation at the secondary and post-secondary levels is no longer a "leap of faith", but a systematic approach to use biliteracy and advanced academics to boost cognition and improve the academic achievement of early college high school students in suburban, urban, and rural school districts.

DLE Program Development Elementary/Secondary K-12  
9 - 12  
English

### **Collaboration and Co-Teaching for Dual Language Learners**

#### **In-Person**

Joan Lachance | UNC-Charlotte  
Andrea Honigsfeld | 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.

DLE Program Development Elementary/Secondary K-12  
9 - 12  
English

Thursday, November 11th, 2021  
1:30 pm - 2:50 pm MST

### **Making the 3rd Goal Real with Project GLAD® Units**

#### **In-Person**

Natalie Olague | Dual Language Education of New Mexico  
Maria Trevino | Briarcrest Elementary School  
Jorge Tamez | Briarcrest Elementary School  
Jafet Corral | Briarcrest Elementary School  
Jennifer Sturgess | Briarcrest Elementary School

How do you ensure that the 3rd goal of dual language education - all students will demonstrate sociocultural competency, is a focus in your dual language program? We will share with you Project GLAD® biliteracy units, in English and Spanish, that were designed to elevate the 3rd goal and ensure that our DL students are developing their self-identity, cross-cultural competency, multicultural appreciation, and critical consciousness.

DLE Program Development Elementary/Secondary K-12  
K - 5  
English

### **Caminando juntos: Supporting Families Within the Context of Dual Language Bilingual Education**

#### **In-Person**

Socorro Herrera | Kansas State University  
Lisa Porter | James Madison  
Katherine Barko-Alva | William and Mary

This session provides participants with vignettes of the challenges faced by multilingual families in P12 dual language bilingual education classrooms as they navigated the system and attempted to ensure equitable access for their children during COVID-19. Participants will have the opportunity to discuss how to challenge restrictive practices by promoting responsive ways that meet the needs of multilingual families.

Family/Community Partnerships  
K - 12  
Spanish

### **Family Engagement Through the Lens of Community Cultural Wealth**

#### **In-Person**

Latania Marr y Ortega | Kansas State University  
Leila Flores-Dueñas | University of New Mexico

In this session, we will expand upon Yosso's six tenets of Community Cultural Wealth (CCW) and how they can be discovered and utilized in a family-engagement program. We will discuss how these tenets validate the literate identities of community members and build relationships to reiterate the importance of the funds of knowledge they bring to our learning spaces.

Family/Community Partnerships  
K - 12  
English

### **La Crianza como punto de partida en la creación de programas y pólizas escolares de vinculación familiar**

#### **In-Person**

Ángeles Osorio Cooper | University of Colorado, Bueno Center. Boulder  
Reyna Soria | Cultivando  
Guadalupe Villalobos | Cultivando

En esta presentación interactiva platicaremos sobre una investigación participativa comunal que explora cómo participan familias inmigrantes en la educación de sus hijos. Profundizaremos en el tema de Crianza, y en conjunto con participantes de la sesión, exploraremos cómo los aprendizajes arrojados por la investigación pueden mediar la creación de pólizas de participación en escuelas y salones de clases K-12.

Family/Community Partnerships  
K - 12  
Spanish

Thursday, November 11th, 2021  
1:30 pm - 2:50 pm MST

### **Strengthening Spanish Reading Across Language Development and Language Arts**

#### **In-Person**

Samuel Aguirre | WIDA Español

Doris Chávez-Linville | Renaissance Learning

Dual language educators are in need of resources that can strengthen their Spanish reading instruction. In this interactive workshop prepared by WIDA Español and Renaissance Learning, we will explore the intersection of Spanish reading across language development and language arts and will engage with tools and practices that can increase student success in Spanish reading. This session will be presented primarily in Spanish.

Indigenous Language Immersion and Dual Language Immersion Programs

K - 12

Spanish

### **Using Digital Tools for Dual Language Instruction**

#### **Virtual**

Marjorie Ceballos | University of Central Florida

Junia Braga | University of Central Florida

Yvonne Cadiz | University of Central Florida

Ruth Villegas | Hillsborough County Public Schools

Stephanie Kraft | Bellamy Elementary

The COVID-19 pandemic underscored the need to integrate digital tools into daily instruction for remote/hybrid learning. In this session, participants will learn how to select digital tools that support effective dual language pedagogical practice using the TPACK (2012) framework, create learning tasks that incorporate digital tools which reflect WIDA and state standards, and receive examples of model activities from the dual language classroom.

Integrating Technology in Virtual Instruction

K - 5

English

### **Leading with Equity and Advocacy**

#### **Virtual**

Tania Hogan | University of Colorado Denver and CO-CABE

This session shares how the CO-CABE Leadership & Advocacy group collectively engaged in conversations (testimonios/stories) to strategize and advocate, ensuring voices of emerging bilingual students and families were voiced at the school, district and state level. We explore together how leaders for dual language/bilingual education enact change, prioritize educational & language equity and justice, while leveraging community cultural wealth.

Leadership Policy and Advocacy

Community

English

### **A New Narrative for Languages in America by the Author of America's Bilingual Century, Steve Leveen**

#### **Virtual**

Steve Leveen | America the Bilingual

There's a new narrative of languages in America. From the old narrative of America as a language desert, where immigrants abandoned their languages to become English monolinguals, Steve Leveen, author of America's Bilingual Century, shows how the linguistic landscape started to change in the 1960s. Today, both immigrant parents and native-born parents share a common goal: to give their children the best by giving them the gift of bilingualism.

Leadership Policy and Advocacy

Community

English

Thursday, November 11th, 2021  
1:30 pm - 2:50 pm MST

**Dual Language Teachers' Characteristics and Classification: "Cada maestrillo tiene su librillo"**

Virtual

Francisco Usero-González | University of Houston

Rebecca Sanchez | University of Houston

Mariana Vazquez | University of Houston

Jorge Gonzalez | University of Houston

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Instructional practices have been widely discussed across literature (Li et al., 2016; Choi et al., 2021). It is strongly believed that teachers with extensive experience and with bachelor's degrees in their specialization have a positive impact on students' academic performance. However, little is known about Latinx DL teachers and the characteristics that make them successful in instruction. Data from the project WORLD will be shared.

Research

K - 5

English

DRAFT 8.31.21

**Friday, November 12th, 2021**  
**9:10 am -10:30 am MST**

**Metalanguage: Presenting a Roadmap to Make Cross-Linguistic Connections Based on the Language Systems of Reading**

**In-Person**

Vanessa Chacón | Brown Station Elementary  
Grace Lovelace | Brown Station Montgomery County  
Patricia Seidler | Brown Station Montgomery County  
Emily Hammack | Brown Station Montgomery County

Cross-linguistic metalanguage is an essential biliteracy component to support bilingual students to become strategic readers. We will provide a theoretical foundation of how English and Spanish are similar and different, and the importance of explicitly teaching these differences in order to increase students' metalanguage. In addition, we will demonstrate how to plan and teach these lessons (Bridge) based on the four language systems of reading.

Academic Language Development  
K - 5  
English

**Building on Children's Mathematical Thinking**

**Virtual**

Karen S. Recinos Alvarado | 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.

Academic Language Development  
K - 5  
English

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

**In-Person**

Laura Bryant | Central Elementary, LCPS  
Patricia Lozano | 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.

Biliteracy, Oracy, and Oral Language Development  
K - 5  
English

**The Science of Reading in Spanish/English DL Programs:**

**In-Person**

Alexandra Guilamo | TaJu 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.

Biliteracy, Oracy, and Oral Language Development  
K - 12  
English

**Friday, November 12th, 2021**  
**9:10 am -10:30 am MST**

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

**In-Person**

Nathaniel Kuster | 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!

Biliteracy, Oracy, and Oral Language Development

K - 5

Spanish and English

**Rutinas interactivas de la mañana: Uso y creación.**

**In-Person**

María Martínez | 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 maestros) 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.

Biliteracy, Oracy, and Oral Language Development

K - 5

Spanish

**Estrategias para desarrollar la biliteracidad a través de la enseñanza interdisciplinaria en el aula bilingüe**

**Virtual**

Sandra I. Musanti | The University of Texas Rio Grande Valley

Sandra Mercuri | 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.

Biliteracy, Oracy, and Oral Language Development

K - 6

Spanish

Friday, November 12th, 2021  
9:10 am -10:30 am MST

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

**In-Person**

María Barragán Ortiz | School District U-46

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.

Cultural and Linguistic Responsiveness/Equity  
K - 12  
English

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

**In-Person**

Monica Medina | 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.

Cultural and Linguistic Responsiveness/Equity  
K - 12  
English

**Enséñame a ser libre: Literatura para el cambio social**

**Virtual**

Liliana Rodríguez | Minneapolis Public Schools

Será presentado un marco para la instrucción Literaria para promover la equidad y el cambio social en nuestros programas bilingües. La enseñanza literaria bajo este marco promueve el desarrollo de las destrezas cognitivas (escuchar, hablar, escribir y leer) y sociales (justicia y cambio).

Esta presentación esta basada en el trabajo de Gholdy Muhammad "Cultivating Genius" y el trabajo de Carla España and Luz Herrera "En Comunidad

Cultural and Linguistic Responsiveness/Equity  
K - 5  
Spanish

**Our Journey to Shape the Future**

**Virtual**

Blanca Manrique | YAKIMA SCHOOL DISTRICT

Ashlee Mandrell | Yakima School District

Are you at the beginning of your DL journey or have 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.

DLE Program Development Elementary/Secondary K-12  
K - 5  
English

Friday, November 12th, 2021  
9:10 am -10:30 am MST

**Tejiendo Lazos: The Power of Sociocultural Competence when Connected to Academic Achievement, Bilingualism, and Biliteracy**

**In-Person**

Reyna Mendoza | 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.

DLE Program Development Elementary/Secondary K-12

K - 5

English

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

**Virtual**

Gabriella DeHaan | 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.

Integrating Technology an Virtual Instruction

K - 5

English

**Inspire, Imagine, and Innovate!**

**Virtual**

Laila Ferris | Mesita ECDC/Elementary School, El Paso ISD

Patricia Castano | Mesita ECDC/Elementary School, El Paso ISD

Ana Alderete | Mesita ECDC/Elementary School, El Paso ISD

Inspire 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.

Integrating Technology an Virtual Instruction

K - 5

Spanish and English

**Transforming Sánchez School: Shared Leadership, Equity, and Evidence**

**Virtual**

Raymond Isola | Sanchez School/San Francisco Unified School District

Jim Cummins | 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.

Leadership Policy and Advocacy

K - 5

English

**Friday, November 12th, 2021**  
**9:10 am -10:30 am MST**

### **Heritage Language Maintenance**

**Virtual**

Yismelle Durán | 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.

Research

9 - 12

English and Spanish

### **Equity, Efficacy, and Evidence in Scaling Dual Language Bilingual Education**

**In-Person**

José Medina | Dr. José Medina: Educational Solutions

ELENA IZQUIERDO | 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.

Research

K - 12

English

### **Speaking the Same Language—Establishing Collaboration Between Key Committees**

**In-Person**

Miguel Hinojosa | North East Independent School District

In supporting students who are dually identified as English learners receiving special education services, there still exist a common misconception that the student's special needs outweigh their linguistic needs, or vice versa. This presentation will review procedures that were established to facilitate communication between all equally important committees responsible for making programing recommendations for dually identified students.

Special Education Services

K - 12

English

### **La educación bilingüe: WIDA's Frameworks for Bi/Multilingual Student Success**

**Virtual**

Samuel Aguirre | WIDA Español

Mariana Castro | Wisconsin Center for Education Research (WCER)

Margo Gottlieb | 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.

DLE Program Development Elementary/Secondary K-12

K - 12

English

**Friday, November 12th, 2021**  
**10:50 am - 12:10 pm MST**

**Bridging Preschool GLAD® to Kindergarten**

**Virtual**

Christie Baird | Orange County Department of Education

Laurie Magill |

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.

Academic Language Development

Pre-K

English

**Celebrando y reflexionando 100 Años de Paulo Freire**

**Virtual**

Joel Francisco Lagunas Ibarra | CILAC FREIRE

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

Academic Language Development

Community

Spanish

**Adapting Virtual & Hybrid PD for Teachers of Multilingual Learners**

**Virtual**

Cristin Lasser | Regis University

Teresa Bruno | 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.

Approaches to English Language Development: Targeted and/or Integrated

K - 12

English

**Bilingual Boot Camp: Help Students Reflect on Bilingualism, Biliteracy, and Cultural Competence**

**In-Person**

Juan Aragón | West Mesa High School

Luisa Castillo | 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.

Biliteracy, Oracy, and Oral Language Development

9 - 12

English

**Friday, November 12th, 2021**  
**10:50 am - 12:10 pm MST**

**Teaching Language Arts “Foundational Skills” to Our K-2 Emergent Bilinguals: What, How, When, and Why a Multilingual Awareness Is Needed**

**In-Person**

Barbara Flores | California Association of Bilingual Education  
Susana Ibarra Johnson | 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.

Biliteracy, Oracy, and Oral Language Development  
K - 5  
English

**Accelerating Biliteracy through Bridging**

**Virtual**

Edith Orantes | San Antonio ISD  
Lilly Calaway | SAISD  
Patricia Perales | 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.

Biliteracy, Oracy, and Oral Language Development  
K - 12  
English and Spanish

**Sheltering and Scaffolding Mathematics Instruction for our Elementary Students**

**In-Person**

Evelyn Chávez | Dual Language Education NM  
AIM4S<sup>3</sup>™ 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.

Cultural and Linguistic Responsiveness/Equity  
K - 5  
English

**Implementing Best Practices for Culturally Responsive Leadership**

**Virtual**

Kadriye El-Atwani | Language and Culture Division-NMPED

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 NMPED.

Cultural and Linguistic Responsiveness/Equity  
K - 12  
English

Friday, November 12th, 2021  
10:50 am - 12:10 pm MST

### **Bridging Cultural Humility and Language in School Communities**

#### **In-Person**

Brenda Quiñonez-Cortes | El Puente de Encuentros  
Francisco Ronquillo | UNM Health Sciences Center  
Kee Straits | TLC Transformations

A hearts-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.

Cultural and Linguistic Responsiveness/Equity  
K - 12  
Bilingual Eng/Span

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

#### **In-Person**

Claudia Treviño García | University of Texas at San Antonio  
Esmeralda Alday | DL, ESL & Migrant  
Lisa Santillan | 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.

Cultural and Linguistic Responsiveness/Equity  
K - 12  
Both English and Spanish

### **Integrando STEAM in Elementary Bilingual and Dual Language Programs. A Guide to Promote a STEAM-Focused Curriculum Across Languages.**

#### **In-Person**

Marialuisa Di Stefano | University of Massachusetts - Amherst  
Idalis Villanueva-Alarcón | University of Florida

This presentation includes fundamental principles and inquiry-based instructional strategies and approaches for school leaders and educators who are planning to implement new bilingual and dual language (BDL) elementary programs for emergent bilinguals in the U.S. with a STEAM-focused curriculum across languages. Specifically, we center the attention on the integration of STEAM disciplines and biliteracy practices in partner languages classes.

DLE Program Development Elementary/Secondary K-12  
K - 5  
English and Spanish

### **Creando puentes: Inicio a la escritura en la clase de Dual Language. Bridging Strategies.**

#### **In-Person**

María del Carmen Rodríguez Cabrera |  
MARIA KOENIG |

Cómo trabajar el inicio de la escritura en una clase de lenguaje dual. Plantearemos el proceso de los cinco pasos de la escritura junto a la aportación de "herramientas bridging" que ayudarán al estudiante a realizar las conexiones entre el idioma inglés y español. Estrategias que ayudarán tanto a la adquisición del proceso de la escritura como a la comprensión y realización de puentes entre las lenguas. Adaptado a la enseñanza a distancia.

Indigenous Language Immersion and Dual Language Immersion Programs  
K - 5  
Spanish

Friday, November 12th, 2021  
10:50 am - 12:10 pm MST

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

#### **In-Person**

Jorge Figueroa | 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.

Integrating Technology an Virtual Instruction  
Higher Education  
English and Spanish

### **El poder revolucionario del bilingüismo**

#### **In-Person**

Karina Chapa | Region One ESC

La educación bilingüe tiene el poder de revolucionar el mundo. En los Estados Unidos, más de 5 millones de estudiantes hablan un idioma diferente al inglés en el hogar. Sin embargo, a pesar de esta rica diversidad lingüística, solamente 20% de la población de este país es bilingüe. Vayamos juntos en un viaje histórico, intelectual y cultural, para explorar el desarrollo del bilingüismo en América y sus beneficios cognitivos, afectivos y sociales.

Leadership Policy and Advocacy  
K - 12  
Spanish

### **Creating Interactive Digital Notebooks**

#### **In-Person**

Rubén Antonio Nuñez Gutiérrez | Eisenhower Jr High/ Granite School District

Janice Lafarga | Ecker Hill Middle School- EHMS

Rodrigo Rivas | 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 9th 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.

Integrating Technology an Virtual Instruction  
K - 12  
English

### **Building Capacity: Essentials of a Dual Language Teacher Cohort**

#### **Virtual**

Christina Leyva | Round Rock ISD

Michelle Silva | Round Rock ISD

Jennifer Harrell | 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.

Leadership Policy and Advocacy  
K - 5  
English

**Friday, November 12th, 2021**  
**10:50 am - 12:10 pm MST**

### **Supporting Native Language through Educational Sovereignty**

#### **Virtual**

Francis Vigil | National Indian Education Association

There are many educational entities and organizations that are emerging to assist in the development, integration, and evaluation of Native Language Programs (NLPs). This presentation will explore the best practices and considerations that any educational entities and organizations should engage when working with Native Language Programs to ensure adherence to tribal educational sovereignty.

Leadership Policy and Advocacy

K - 12

English

### **Education in a Changing World: Relevant & Purposeful**

#### **In-Person**

Jimmy Santiago Baca | American Poet and Writer

We access the power of education by applying it to the changing world and coupling that with endurance to succeed. Fortified with faith, we are the leaders of tomorrow, we are the history makers, and the dream keepers. Born in 1952 in Santa Fe of Chicano and Apache descent, Jimmy Santiago Baca was abandoned by his parents and at 13 ran away from the orphanage where his grandmother had placed him. He was convicted on drug charges in 1973 and spent five years in prison. There he learned to read and began writing poetry.

Biliteracy, Oracy, and Oral Language Development

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

#### **Virtual**

Claudia Rodríguez-Mojica | Santa Clara University

Karla Lomelí | Santa Clara University

Kathy Stoehr | Santa Clara University

Dr. Allison Briceño | 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. Attendees will have the opportunity to enroll their school in the free online PD.

DLE Program Development Elementary/Secondary K-12

K - 6

Bilingual Spanish/English

**Friday, November 12th, 2021**  
**1:30 pm - 2:50 pm MST**

### **Inspirando la mente con juegos de lógica**

#### **Virtual**

Eva De Andrés Presa | Tierra Encantada Charter School

Ya sabemos que los estudiantes pueden aprender mas 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.

Academic Language Development  
K-12  
Spanish

### **The Big Ideas of Project GLAD®**

#### **In-Person**

Diana Pinkston | 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!

Academic Language Development  
K - 12  
English

### **Cantando aprendo a leer**

#### **In-Person**

Lada Kratky | National Geographic Learning/Cengage

As teachers, we want our students to come to class excited and eager to learn new things. 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 skills. necessary for reading success.

Biliteracy, Oracy, and Oral Language Development  
K - 5  
Spanish

### **Simultaneous Biliteracy**

#### **Virtual**

Lupe Lloyd | 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.

Biliteracy, Oracy, and Oral Language Development  
K - 5  
English

**Friday, November 12th, 2021**  
**1:30 pm - 2:50 pm MST**

### **Songs, Stories, and Community for Young Learners**

#### **Virtual**

Andrés Salguero | 123 Andrés

Music brings us together and helps us connect, both with each other and with characters 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.

Biliteracy, Oracy, and Oral Language Development  
Pre-K  
both Spanish and English

### **Biliteracy Considerations Under the “Science of Reading” Regime**

#### **In-Person**

Jody Slavick | Literacy Squared  
Olivia Ruiz-Figueroa | Literacy Squared  
Kathy Escamilla | Literacy Squared  
Sue Hopewell | 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.

Biliteracy, Oracy, and Oral Language Development  
K - 5  
Mostly English but w/ literacy samples in Spanish

### **Where’s the Equity in Assessment for Multilingual Learners?**

#### **In-Person**

Margo Gottlieb | 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.

Cultural and Linguistic Responsiveness/Equity  
K - 12  
English

### **Thirdspace in the Classroom: Lessons and Activities**

#### **In-Person**

Carlos LópezLeiva | 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.

Cultural and Linguistic Responsiveness/Equity  
K - 12  
English

Friday, November 12th, 2021  
1:30 pm - 2:50 pm MST

### **Empathy, Equity, and Inclusivity: How Can Dual Language Educators Plan for Rigorous Reading Instruction in Spanish**

#### **Virtual**

Lise Ragan | Beereaders  
Valerie Butron | Beereaders

During this interactive session, the presenters will consider practical examples of how dual language educators can apply recommendations from a growing body of research that addresses race, 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.

Cultural and Linguistic Responsiveness/Equity  
6 - 8  
English

### **"I'm Not Sure About Latinx..." : Facilitating Conversations of Gender-Inclusive Language.**

#### **Virtual**

Ofelia Schepers | Metropolitan State University of Denver  
Jesús Rodríguez | 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.

Cultural and Linguistic Responsiveness/Equity  
K - 12  
English

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

#### **Virtual**

Ivanna Anderson | NCDPI  
Ann Marie Gunter | 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!

DLE Program Development Elementary/Secondary K-12  
K - 12  
English

### **Porque parar antes, si podemos hacerlo bien: Lenguaje Dual K-12**

#### **In-Person**

Mario Ferrón | 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.

DLE Program Development Elementary/Secondary K-12  
K - 12  
Spanish

**Friday, November 12th, 2021**  
**1:30 pm - 2:50 pm MST**

### **Enacting Sustainable Success for Emergent Multilinguals**

#### **In-Person**

Francisca Sánchez | Provocative Practice

This session introduces a framework for engaging you in an exploration of how to design the needed vision, values, principles, strategic goals, instructional priorities, and classroom strategies your English learners need in order to achieve at high levels academically, develop bilingual proficiency, be prepared for college and career, and develop healthy identities and agency. Participants will receive a set of materials.

DLE Program Development Elementary/Secondary K-12  
K - 12  
English

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

#### **Virtual**

Claudia Briones | Mount Vernon School District  
Paula Dagnon | 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.

Integrating Technology an Virtual Instruction  
K - 12  
English

### **Dual Language Coaching—More Than Instruction**

#### **In-Person**

Amy Finsmith | 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.

Leadership Policy and Advocacy  
K - 12  
English

### **Teaching Dual Language During a Pandemic**

#### **Virtual**

Kathryn Henderson | University of Texas at San Antonio  
Deborah Palmer | UC Boulder  
Erika Ortega | 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.

Research  
K - 12  
English and Spanish

Friday, November 12th, 2021  
1:30 pm - 2:50 pm MST

### **Bilingual Development in Multicultural Contexts**

#### **In-Person**

Naomi Shin | Linguistics Department, University of New Mexico

Mariana Vines Marchesi | 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.

Research

Pre-K

English

### **Enseñando en español: WIDA's Marco ALE to Inform Spanish Language Arts Instruction**

#### **Virtual**

Samuel Aguirre | WIDA Español

Analleli Muñoz | WIDA

Teachers and school leaders in Spanish-English dual-language programs are often times 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.

DLE Program Development Elementary/Secondary K-12

K-12

Spanish

### **Sana, Sana, Colita de Rana: Bilingual-Bicultural Social Workers Addressing Community Needs**

#### **In-Person**

Valerie Valles-Pedroza | New Mexico Highlands University

Reyna Rivera | New Mexico Highlands University

Ever wondered what a social worker does? Or how to best collaborate with social workers to address school and community needs? Do you have students interested in social justice? In this workshop we will highlight these questions and the unique MSW Bilingual/Bicultural Clinical Practice concentration at NMHU, which developed as a response to addressing the shortage of mental health clinicians to effectively serve Spanish-speaking communities.

Cultural and Linguistic Responsiveness/Equity

Higher Education

English

Saturday, November 13th, 2021  
9:10 am -10:30 am MST

### **Comprehensible Input Leads to Comprehensible Output**

**Virtual**

Anna Harvin | 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.

Academic Language Development  
K - 12  
English

### **Level UP! with Language Learners**

**In-Person**

Christi Schmitt | The St. Paul Public Schools

Stella Ashland | 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.

Academic Language Development  
K - 12  
English

### **Dual Language Leads School-Wide Transformation**

**In-Person**

Elmer Arreaga | Bridgeton Public Schools

Leticia Carrasco | 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.

Biliteracy, Oracy, and Oral Language Development  
K - 12  
English

### **El desarrollo de la lectoescritura en español: Teoría y práctica**

**Virtual**

David Nieto | 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.

Biliteracy, Oracy, and Oral Language Development  
K - 12  
Spanish

**Saturday, November 13th, 2021**  
**9:10 am -10:30 am MST**

**Cultural Responsiveness and the Intersectionalities of Boys of Color**

**Virtual**

Pavel Escobedo García | 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.

Cultural and Linguistic Responsiveness/Equity  
6 - 8  
Englis/Spanish

**Contextualized Learning with CLAVES™: Affirming the Identify of our Students**

**In-Person**

Yanira Gurrola Valenzuela | Dual Language Education NM

Evelyn Chávez | 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.

Cultural and Linguistic Responsiveness/Equity  
K - 12  
Bilingual

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

**Virtual**

Victor Lozada | Texas Woman's University

Jorge Figueroa | 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.

Cultural and Linguistic Responsiveness/Equity  
K - 12  
Bilingual - English and Spanish

**Sustaining Teachers, Sustaining our Schools: Creating an Affirming Workplace for Dual Language Teachers**

**In-Person**

Elizabeth Howard | University of Connecticut

Shera Simpson |

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.

DLE Program Development Elementary/Secondary K-12  
K - 12  
English

Saturday, November 13th, 2021  
9:10 am -10:30 am MST

### **Transforming Your Transitional Bilingual Education Program to Dual Language Immersion: A Systems Approach**

#### **In-Person**

Kris Nicholls | 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.

DLE Program Development Elementary/Secondary K-12

K - 5

English

### **Encuentro MBNM-Cuentos Edition**

#### **Virtual**

Michele Trujillo | DLeNM and Albuquerque Public Schools

Annette Arellano | Taos Municipal Schools

Amy Montoya |

Members of Maestr@s Bilingües NM are up to good things! Come get to know our online comunidad in real time at La Cosecha. Participants will come away with new amistades and inspiration for cuentos-centered projects to try in the classroom or to self-reflect on their own journey as bilinguals. This session is open to current MBNM members and to those interested in joining our year-round Facebook Group community of dual language educadores.

Family/Community Partnerships

K - 12

English

### **Laying the Foundation: Creating a School Improvement Plan that Encompasses the Three Pillars of Dual Language**

#### **In-Person**

Dawn Little | Montgomery County Public Schools

Dr. Amy Alonso | Montgomery County Public Schools

Jacqueline Hernandez | 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.

Leadership Policy and Advocacy

K - 5

English

### **Dual Language Education: Trends, Issues, Ideology, and Pedagogy**

#### **In-Person**

Cristina Alfaro | 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.

Research

K - 12

English

**Saturday, November 13th, 2021**  
**9:10 am -10:30 am MST**

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

**Virtual**

Esmeralda Orozco | International Leadership of Texas  
Dr. Doris Luft Baker | 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 (Biancarosa & Snow, 2004). Se demostrarán actividades y estrategias específicas para el desarrollo de la lectoescritura.

Biliteracy, Oracy, and Oral Language Development  
K - 5  
Spanish

### **Estrategias para promover el español académico**

**Virtual**

Delia Carrizales | Texas Tech University

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 .

Academic Language Development  
Higher Education  
Spanish

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

**In-Person**

Magdalena Pando | New Mexico State University  
Zenaida Aguirre-Munoz | 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.

Academic Language Development  
K - 5  
English

**Saturday, November 13th, 2021**  
**9:10 am -10:30 am MST**

### **Empowering Student Learning with Authentic Communication**

**Virtual**

Jeff Zwiers | 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.

Academic Language Development

K - 5

English

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

**In-Person**

Lina Flores | GADSDEN ISD/MESQUITE ELEM.

Gracie Moreno | 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.

Approaches to English Language Development: Targeted and/or Integrated

K - 6

English

### **Promising Biliterate Trajectories for Dual Language Bilingual Education**

**In-Person**

Elena Izquierdo | University of Texas at El Paso

Sandra Butvilofsky | University of Texas at El Paso

Dual language bilingual education programs, particularly 50/50 programs, support biliteracy development for both minority and majority language groups. However, biliterate reading trajectories have not been established. How can we do this? In this session, we will present biliterate trajectories for both language groups based on student assessment results from a district-wide dual language bilingual education program in a borderland district.

Biliteracy, Oracy, and Oral Language Development

K - 5

Both Spanish/English

### **Translanguaging for Engagement and Meaning-Making**

**Virtual**

Analleli Muñoz | 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.

Biliteracy, Oracy, and Oral Language Development

K - 12

Spanish

**Saturday, November 13th, 2021**  
**9:10 am -10:30 am MST**

### **Word Study and Writing Games in the Dual Language Classroom**

#### **In-Person**

Irene Zamora | Participate Learning  
Murielle Hutchens | Participate Learning  
Jake Henry | 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.

Biliteracy, Oracy, and Oral Language Development  
K - 5  
English/Spanish

### **Learning to Disrupt Deficit Thinking About Multilingual Learners and Families**

#### **In-Person**

Susan Atkins | 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.

Cultural and Linguistic Responsiveness/Equity  
K - 12  
English

### **Estrategias de enseñanza de comunidades indígenas de México para relevancia cultural en programas bilingües, lengua dual, o ESOL**

#### **Virtual**

Garrett Delavan | Georgia State University  
Sue Kasun | Georgia State University  
Sara Arcos Barreiro | Universidad Veracruzana Intercultural  
Angelica Hernandez | Universidad Veracruzana Intercultural

Una universidad indígena en México y un programa de preparación docente en EEUU dan ejemplos de estrategias de enseñanza indígena como video-cartas en aulas. estadounidenses con estudiantes multilingües. Haremos diálogo con participantes sobre técnicas y metas de vincular las identidades de estudiantes con la sobrevivencia de lenguas, saberes y culturas, con asuntos ambientales de STEM, y con asuntos de comunidad en el aprendizaje socio-emocional.

Cultural and Linguistic Responsiveness/Equity  
K - 12  
Spanish (or bilingual)

### **Systemic Racism: The Commonalities Between Our Fight for Dual Language Education and the Civil Rights Movement**

#### **In-Person**

Aradhana Mudambi | 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.

Cultural and Linguistic Responsiveness/Equity

Saturday, November 13th, 2021

### **Las ideologías Lingüísticas sí son importantes: Developing Critical Consciousness for the Bilingual Classroom**

**Virtual**

Deborah Palmer | UC Boulder

Kathryn Henderson | 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, and to work to disrupt those that are problematic. Interrogating language ideologies supports critical consciousness. We'll talk about some of the language ideologies in our society, our communities and ourselves.

Cultural and Linguistic Responsiveness/Equity

K - 12

bilingual English/Spanish

### **Dual Language Boot Camp**

**In-Person**

Adrienne Navarro | La Habra City School District

Rosamaria Murillo | 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.

DLE Program Development Elementary/Secondary K-12

K - 6

English

### **FE^2 Activities for Building Bilingual Learning Connections at School and at Home**

**In-Person**

Ronald (Ron) Yoder | Atrisco Heritage Academy High School

Loretta Sandoval | Atrisco Heritage Academy High School

Jeremy Wood | Atrisco Heritage Academy High School

Priscilla Valdez | 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 a head full of ideas to blend into your own learning spaces and seed your own culturally diverse Family Math and Language Game Nights.

Family/Community Partnerships

9 - 12

English

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

**Virtual**

Daniel Heiman | University of North Texas

María Ortega | 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 futurxs maestrxs 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).

Integrating Technology an Virtual Instruction

Higher Education

Spanish

**Saturday, November 13th, 2021**  
**9:10 am -10:30 am MST**

### **Nowhere to go, but Math**

#### **In-Person**

Kari Keith | CCSD15-Palatine  
Kelly DeRosa | CCSD15-Palatine  
Renee Urbanski | 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.

Integrating Technology and Virtual Instruction  
K - 5  
English

### **Digital Bilingual 5th Grade Portfolios**

#### **Virtual**

Samantha Schmitz | Los Padillas Es  
Cesar Hernandez | 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.

Integrating Technology and Virtual Instruction  
K - 5  
both

### **Effective DLL Instruction & Progress Monitoring Using EdTech in PK-2nd Grade**

#### **In-Person**

Natalya Seals | NKS, LLC (d/b/a Little Sponges®)  
Sandra Daniel | The Globe Academy (Dual Language School)

Understanding how to use 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 teachers and DL coordinators 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, and Russian).

Integrating Technology and Virtual Instruction  
K - 5  
English

### **Seals of Biliteracy, Who Gets to Be Bilingual?**

#### **In-Person**

Lisa Harmon-Martinez | 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. A critical equity lens will be applied to the data to assess the opportunity and equity for emerging bilinguals to earn the seal. A holistic portfolio that is grounded in the principles of translanguaging will also be offered as an alternative.

Leadership Policy and Advocacy  
9 - 12  
English

Saturday, November 13th, 2021  
9:10 am -10:30 am MST

### **Findings from a Study of Dual Language Schools in Albuquerque**

#### **Virtual**

Rachel McCormick | Abt Associates  
Jacqueline Mendez | Abt Associates  
David Rogers | DLeNM  
Elizabeth Howard | University of Connecticut  
Michael Rodriguez | 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.

Research  
K - 5  
English

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

#### **In-Person**

Kristina Cordero | Beereaders  
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.

Biliteracy, Oracy, and Oral Language Development  
K-12  
Spanish

### **Comprehensive Read Alouds for Dual Language Literacy**

#### **In-Person**

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.

Biliteracy, Oracy, and Oral Language Development  
K-6  
English