Honoring the Past, Supporting the Future: Formando nuestra comunidad bilingüe

La Cosecha 2020

November 5 • Santa Fe, NM
¡25 años cosechando lo mejor de nuestra comunidad bilingüe!

Programación ★ General Schedule

jueves, el 5 de noviembre de 2020 • Thursday, November 5, 2020

Sesiones simultáneas • Concurrent Sessions

9:10 am – 10:30 am
10:55 am – 12:15 pm

Almuerzo • Lunch

12:15 pm – 1:15 pm

Sesiones simultáneas • Concurrent Sessions

1:30 pm – 2:50 pm

Sesión plenaria • General Session

Dual Language Education: A Key to Transforming New Mexico’s Educational System

3:30 pm – 4:30 pm

Virtual PowWow — A Celebration of Indigenous Dance

4:45 pm – 6:00 pm

Expositores • Exhibitors

Designated Exhibit Times

8:00 am - 9:00 am
10:30 am - 10:55 am
12:15 pm - 1:30 pm
2:50 pm - 3:30 pm


Registered participants will have access to all presentations and content until Saturday, Dec, 5th.

Changes or updates to the conference schedule will be made live on the conference platform. Please refer to the schedule on the conference platform for updates and changes.
Sesión plenaria  General Session
jueves, el 5 de noviembre de 2020  • Thursday, November 5, 2020
3:30 pm – 4:30 pm

Bienvenida  • Welcome

Michael Rodríguez
Director of Operations
Dual Language Education of New Mexico

Dual Language Education: A Key to Transforming New Mexico’s Educational System
Dr. Ryan Stewart
Secretary of Education, New Mexico PED

Dr. Ryan Stewart was appointed Secretary of Education for the State of New Mexico by New Mexico Governor Michelle Lujan Grisham. He is the first African American to serve as the state’s Chief State School Officer. As Secretary, Dr. Stewart leads the state’s Public Education Department where he oversees the state’s education policy and program development, funding distribution, and operational management. Prior to his appointment, Dr. Stewart served as the Regional Executive Director for Partners in School Innovation, charged with leading the organization’s East Coast business engagements. Partners in School Innovation supports districts and schools serving predominantly low income students of color to design and implement research-based, systemic approaches to school transformation.

Special Address

Rosa Molina
Executive Director
The Association for Two-Way Dual Language Education

Student Entertainment

Ballet Folclórico Dolores Gonzales Elementary School
Director: Norma Quiñones

Special Event  • 4:45 pm – 7:00 pm (MST)
Celebration of Indigenous Dances and Virtual PowWow

Boye Ladd, Sr.
HoChunk/Zuni

The powwow will include videos of top dance and drum performers from this past year. This year’s producer and MC for the powwow, Boye Ladd, Sr., will provide an instructional powwow experience, sharing the history and traditions of distinct dances of the Pueblo, Apache, Diné, and other tribes in the region. Join in the celebration of our Indigenous communities, their dances, traditions, and the rich history of the powwow. It is free to join in, and donations are being accepted to provide educational assistance to future Indigenous language instructors. Visit www.dlenm.org to make a donation today!
Redefining Indian Education in the Time of Yazzie/Martínez
Jasmine Yepa I Senior Policy Analyst, New Mexico Center on Law and Poverty
Regis Pecos I SFIS Leadership Institute
An in-depth discussion on the current state of New Mexico Indian education with a focus on the shared responsibility between the state and tribes, community-based education, and culturally relevant curriculum.
Strand: Research
K-12 | English
Teachers, Administrators, Parents, Researchers, Students

Using the Narrative Input Chart as a Basis for Early Childhood Literacy Centers
Laurie Magill I Retired Educator, Preschool GLAD® Trainer, Dual Language Education of New Mexico
Inés Pérez I Dual Language Education of New Mexico
Explore the key elements of purposeful and productive literacy centers for emerging bilingual students. Become familiar with instructional strategies from Preschool (Early Childhood) Guided Language Acquisition Design, or Preschool GLAD®, that serve as a foundation for a variety of independent literacy centers. Develop a plan for implementing these strategies into PreK-1st-grade literacy centers.
Strand: Academic Language Development, Early Childhood
Pre-K, K, 1st | English/Spanish
Teachers

El náhuatl y el español: Rasgos de una evolución
Joel Francisco Lagunas Ibarra I Professor, CILAC FREIRE
Martha Beatriz Mata Ramírez I CILAC FREIRE
Existe una diversidad de palabras en el español moderno que tiene un origen de alguna lengua indígena. El Náhuatl, idioma que ha sobrevivido por más de 500 años después de la conquista española, permanece aún vigente en el lenguaje cotidiano de una cuarta parte de los millones de hispanohablantes.
Strand: Academic Language Development
Higher Education | Spanish
Teachers, Administrators, Parents, Students

Influencing Elected Officials: How to Effectively Influence Legislators To Support Bilingual and Equitable Education
Charles Goodmacher I Director, Do Good LLC
Most non-professional advocates take the approach that if the legislator knows and understands what we know and understand, they would do the right thing on an issue. Effective advocacy requires a year-round educational and relationship-building approach.
Strand: Leadership Policy and Advocacy
K-12 | English
Teachers, Administrators, Parents, Students, Advocates

Virtual EXHIBIT HALL
Virtual Exhibit Hall Product Demo & LIVE Q & A/Meet the Author Schedule
Thursday, November 5, 2020
8:00 am - 9:00 am MST
American Reading Company • Dual Language in a Virtual Space
Okapi Dr • Mercuri and Vivian Pratts – Biliteracy para todos

10:30 am - 10:55 am MST
American Reading Company • Differentiation During Disruption
Arte Público Press • Author & Educator Raquel Ortiz presents When Julia Danced Bomba/Cuando Julia bailaba bomba

12:15 pm - 1:30 pm MST
American Reading Company • Multi-Cultural/Dual Language Text Collections
Arte Público Press • Author & Bilingual Educator Kathleen Contreras presents Harvesting Friends/Cosechando amigos.

2:50 pm - 3:25 pm MST
American Reading Company • Family Connections - Class to Home
Arte Público Press • Author & Educator René Colato Lainez presents El Salvador to the United States: My Shoes and I/Mis zapatos y yo and Waiting for Papá/Esperando a Papá
Simple Poetry, Big Impact

Kathleen Salgado | Professional Development Coordinator, Dual Language Education of New Mexico

Chants, songs, and poetry have long been an integral element of language classrooms. Experience the impact of a few OCDE Project GLAD® chant and poetry strategies. Experience the big impact these simple strategies have that go beyond language development and provide space for students’ self-expression, culture, and identity.

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

Advancing Pro-Blackness in Bilingual Dual Language Education: Radical Possibilities in Light of an Ethical Imperative

Cristian Aquo-Sterling | Ph.D., San Diego State University
April Baker-Bell | Michigan State University
Michel Anne-Frederic DeGraft | Massachusetts Institute of Technology

Scholars across multiple fields of research and practice critically examine anti-Black racism in language and bilingual dual language education (BDLE). We argue for the need to radically place anti-racism and pro-Blackness at the forefront of policy, research, curriculum, and instruction in BDLE and related fields of interdisciplinary research and practice.

Strand: Bilingual Development/Teaching for Transfer
Higher Education | English
Teachers, Administrators, Parents, Researchers

Daily 5 in a Dual Language Classroom: An Approach to Promoting Reading Independence Through Culturally Relevant Centers

Alejandra Ramirez | Teacher, East Central ISD

Daily 5 is a classroom-management tool that can be used in your literacy block. Adapting the concept of Daily 5 with language-acquisition strategies and culturally relevant pedagogy can be a successful plan to create independent biliterate and bicultural learners.

Strand: Bilingual Development/Teaching for Transfer
K-5 | English
Teachers, Administrators, Students

Online Relationship-Based Visual and AVID Strategies for the Bilingual Classroom

Ron Yoder | Teacher, Atrisco Heritage Academy High School
Loretta Sandoval | Atrisco Heritage Academy High School
Jeremy Wood | Atrisco Heritage Academy High School

Connect, engage, and empower with others in a relaxed, yet purposeful and fun space. You will get to practice and analyze socioculturally responsive and inclusive online activities for bilingual learners. We will model activities that can be used anywhere there is WiFi or where tools are set up for offline use. Goodies include session slides, activity handouts, and a shared Google folder.

Strand: Socio-Cultural Responsiveness
K-12 | English
Teachers, Administrators, Parents, Students

Connecting Dual Language Research to Policy and Practice: A Planning Guide

Theresa Catalano | Associate Professor, University of Nebraska-Lincoln
Edmund T Hamann | University of Nebraska-Lincoln
Dan Moran | Washington Elementary School

This discussion describes the “Planning Guide for Starting Dual Language Programs” created as part of a fellowship for the Midwest and Plains Equity Assistance Center (MAP EAC) and based on research on equity in dual language programs. The presenters will share the guide and ask the audience for suggestions, additions, and comments in hopes of developing well-supported, and equitable DL programs.

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

Dual Language Learners and Learning Disabilities: Challenges for Students and Teachers

Amy Johnson | Bilingual Program Coordinator, Texas Education Agency
Laura Wilk | Texas Education Agency

When dual language program students have academic difficulties, the cause may be debated—language acquisition or learning disability? Participants will learn best practices for navigating the MTSS framework, the critical role of professional collaboration, and practical strategies to address the needs of all learners.

Strand: Special Education Services
K-12 | English
Teachers, Administrators

From Spain to the Classroom: Promoting Spanish-Language Teaching Through our Programs

María Sánchez-Cascón | Education Advisor, Embassy of Spain - Spain Education Office

The Education Office of the Embassy of Spain, in its effort to promote diverse educational outreach programs in the U.S. and Canada, delivers a significant impact on the advancement of the Spanish language and culture in both countries. We are offering you here a selection of our best programs. Join us on November 5, 9:10 MST to learn more about them, ¡No te pierdas la presentación!

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

TWBI/DLI School Leaders - Staying the Course

Rosa Molina | Executive Director, Association of Two-Way & Dual Language Education

School leaders in 2-Way/ DLI programs are facing very challenging issues as they work to implement their programs in a virtual reality. This is a critical time for programs to stay the course and support their teachers and families as they continue to engage in second-language study. Join this forum of school leaders to discuss strategies and perspectives on how to lead in this time of turmoil.

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

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K-12 | English
Administrators, Researchers, Teachers

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Administrators, Researchers, Teachers

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K-12 | English
Teachers, Administrators

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K-12 | English, Spanish
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K-12 | English
Teachers, Administrators

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Strand: DLE Program Development Elementary/Secondary
K-12 | English, Spanish
Teachers, Administrators, Students
Strategic Planning for Successful Launch of a Dual Language (DL) Program: A District Perspective

Blanca De La Sierra I Director, Irving ISD
Barbara Kennedy I Globa Lingo
Walk through a large district’s step-by-step process to launch an 80-20 DL program aligned with research and district priorities. Learn key lessons and pitfalls to avoid! Connect new learning to your district needs and experiences through active dialogue with colleagues and presenters. Leave knowing what district-level supports are needed to ensure DL program sustainability and success.

Strand: Pre-K DLE Program Development & Instruction
K - 5 | English
Administrators, Researchers, District Leaders

ENIL/IRLA: Let’s Bring Back the Love of Reading!

Marquita Montano I Instructional Specialist, El Camino Real Academy
Jakob Lain I El Camino Real Academy
Katie Sward I Santa Fe Public Schools
The ENIL/IRLA reading assessments will be showcased on how they can be utilized during guided and independent reading in a dual language classroom. In addition, these tools will be shared to show how the ENIL/IRLA bridges strategies between the two languages when possible, how it makes the metacognition for students more efficient, and teachers are able to respect the uniqueness of each language.

Strand: Bilingual Development/Teaching for Transfer
K - 5 | English
Teachers, Administrators

La interdependencia entre plantas y animales: Construyendo polinizadores robáticos

Yesenia Kelly I Dual Language Instructional Coach, Graves Elementary School
Educadores de la clase de doble inmersión serán guiados por una unidad sobre la interdependencia de plantas y animales usando el Biliteracy Unit Framework conjunto al uso de algunas mejores prácticas como GLAD®, TPR, TPRS, CA y esquemas de oraciones. La unidad culmina con la creación de polinizadores robáticos.

Strand: STEM/Integrating Technology
K - 5 | English and Spanish, Spanglish
Teachers

Considerations for Identification and Assessment of English Learners for Special Education Services

Dr. Nancy Peña Razo I Associate Professor in Practice, University of Texas Rio Grande Valley
Participants of this presentation will learn the important factors that need to be considered when referring an English learner for special education services. This presentation will also describe the considerations that need to be taken by assessment personnel when assessing English learners for special education services. Limitations will also be reviewed.

Strand: Special Education Services
K-12 | English
Teachers, Administrators, Parents, Researchers, Students

Assessment in Multiple Languages: Where Do We Begin?

Margo Gottlieb I WIDA Cofounder and Developer, WIDA
With the ongoing expansion of dual language programs, more and more multilingual learners have opportunities to learn in more than one language. Yet for assessment, especially in high-stakes situations, English still reigns. This presentation provides teachers and school leaders a rationale and ammunition for planning and enacting classroom assessment in multiple languages.

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

The Bilingual Seal, Near and Far

Lisa Martinez I Teacher, Albuquerque High School
The requirements to earn a Seal of Biliteracy vary widely from state to state. The presentation will include current research about the Seal of Biliteracy across the country and what varying assessments may mean for language learners. An example of a portfolio model and a holistic rubric from a large high school with a well-established DL program will be shared.

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

Practical Initiatives to Integrate Latino Families in our Schools

Susana López Pérez I Teacher, Harvard CUSD 50
Vanessa Mendoza I Harvard CUSD 50
This presentation will focus on practical initiatives to build a sense of belonging among our Latino families. Participants will learn about successful district-wide programs and events (Juntos 4H, BPAC, Parent University, Parent Liaison, and Family nights) that have improved the presence and integration of our students and families.

Strand: Family/Community Partnerships
K - 12 | English and Spanish
Teachers, Administrators, Parents

Enseñar en el aula bilingüe: Interdisciplinary Planning for Biliteracy Development

Sandra Musanti I Associate Professor, The University of Texas Rio Grande Valley
Sandra Mercuri I Consultant
Entendemos la biliteracidad como proceso multidireccional y dinámico. En esta presentación, proponemos desarrollar la biliteracidad a través de la planificación interdisciplinaria del contenido utilizando todo el repertorio lingüístico integrado de los alumnos bilingües. Compartirémos ejemplos y estrategias de diferentes grados para ilustrar el proceso de instrucción en español e inglés.

Strand: Bilingual Development/Teaching for Transfer
K - 6 | Spanish
Teachers, Administrators, Parents

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Strand: Family/Community Partnerships
K - 12 | English and Spanish
Teachers, Administrators, Parents
Coaching Dual Language Teachers: Building a Strong DL Future through Responsive Cycles of Observation and Feedback
Alexandra Guilamo | Director, TaJu Educational Solutions

Providing effective coaching to dual language teachers is essential to teacher excellence, student achievement, the three pillars, and the future of dual language. Coaches, administrators, and teacher leaders will gain essential skills and tools to coach dual language teachers using a proven framework for observing, providing fair and effective feedback, and designing cycles of coaching support.

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

Results from the State Seal of Biliteracy Focus Groups
Jill Walston | American Institutes for Research, Researcher
Mayra Valtierrez | NMPED
NMPED, in collaboration with Regional Educational Laboratory - Southwest, conducted focus groups with the bilingual education directors, Tribal education directors, teachers, and students. The presenters will share findings of participants’ experiences, challenges, and successes with the current implementation of the state seal and recommendations to enhance the implementation.

Strand: Research
12-Sep I English
Teachers, Administrators, Researchers

Growing Linguistically and Culturally Conscious Educators
Stacey Duncan | Director, NMSU Educators Rising

This presentation considers the possibilities of growing our own educators with a critical consciousness of the significance of language and culture—not only to teaching and learning, but to living and thriving.

Strand: Socio-Cultural Responsiveness
Higher Education I English
Teachers, Administrators, Students, Parents

Learning A-Z has an established history of empowering teachers with high-quality PreK-6 literacy tools and resources.

Raz-Plus is a powerful online literacy program that improves reading skills at every level with:

- Standards-aligned curricular resources for differentiation
- Expansive Spanish collection including authentic texts
- Support for Dual Language programs and ELL students

Learn more at learninga-z.com/azm/dual
123 Andrés

Now scheduling virtual events for students and families.

Podemos ir a tu escuela, ¡de manera virtual!

programs@123andres.com

Praise from Sarah Shears, Director of Programs at PS 154 in Brooklyn, NY (virtual assembly, K-5)

Virtual event with Ms. Ilse Perez’ Pre-K students at Bowie Elementary, Harlingen, TX... featured on Telemundo!

Plus...

Dual-language books  Award-winning music  Videos divertidos

Dual Language as a Touchstone for the State of New Mexico
Gwen Perea Warniment I Deputy Cabinet Secretary, New Mexico Public Education Dept.
New Mexico’s Deputy Cabinet Secretary of Education presents a vision of how dual language education can be integrated throughout policy and systems at the State Department of Education. From teaching and learning to assessment and accountability, all policy and systems must support effective language instruction across ALL content, include social-emotional learning, align with appropriate assessment and accountability, and through a culturally and linguistically responsive teacher pipeline, ensure sufficient numbers of qualified dual language educators.

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

Bring in the Music
Andrés Salguero I Bilingual Children’s Music, Salsana LLC
Singing has long been a way of learning language and is an excellent tool for enhancing language arts and other subjects. Andrés brings expertise in music and education in a dynamic and interactive presentation using songs as tools to teach and reinforce curriculum standards. Educators will leave excited to promote learning through music with concrete ideas for their classrooms.

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

Developing Metalinguistic Awareness with Emergent Bilingual Students
Lisa Tabaku I Director, Center for Applied Linguistics
Emergent bilingual students use all of their cognitive and linguistic resources to enhance language acquisition and learn content. Using bilingual children’s literature, the presenter will describe how teachers can understand and share knowledge of the language systems of Spanish and English that will lead to successful biliteracy development.

Strand: Early Literacy
K - 5 | English with Spanish Examples
Teachers

Increasing Student Engagement and Participation During In-Person Online Math Lessons
Lisa Meyer I Director of Programming, Dual Language Education of New Mexico
Evelyn Chávez I Dual Language Education of New Mexico
This session will focus on concrete ideas for delivering virtual in-person instruction making it accessible and engaging for all students, especially our language learners and dual language students. Experience a lesson on Zoom and identify the small teacher moves that increase student engagement and participation. A brief overview of DLENM’s powerful mathematics framework, AIM4S3, will be shared.

Strand: Academic Language Development
K-12 | English
Teachers, Administrators

Bridging the Gap in Reading Comprehension through Bilingual Vocabulary Instruction
Esmeralda Orozco I Early Literacy Coordinator, International Leadership of Texas
Doris Luft Baker I University of Texas at Austin
This session presents effective and systematic vocabulary instruction that increases the academic-word knowledge of students participating in Spanish and English two-way dual language programs. Growth in word knowledge can lead to a deeper comprehension of connected text. Specific activities that illustrate the relation between word knowledge and comprehension will be demonstrated and practiced.

Strand: Academic Language Development
K - 5 | English & Spanish
Teachers, Administrators, Parents, Researchers

Best Literacy Practices for English Learners K-2
Rosalie Pereda I Teacher, Cherry Hill Public Schools
Participants will be actively engaged in an interactive workshop facilitated by a PowerPoint presentation and videos, to foster discussion about literacy learning in English for Grades K-2, with the goal of biliteracy. They will also learn best practices for teaching literacy in English through shared resources and hands-on activities that are tailored to meet the needs of ELs.

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

Growing Intercultural Communicative Competence in a Middle School, Dual Language Classroom
Marta Frederick-Petersheim I Teacher, Skyline Middle School - Harrisonburg City Public Schools
Given today’s interconnected cultural landscape, there is a need to adjust how we teach cultural proficiency and expand on the skills of Intercultural Communicative Competence (ICC). We will explore the concept of ICC and give examples of strategies and mindsets that enhance the skills of self-reflection, observation, and communication across cultural perspectives.

Strand: Approaches to English Language Development: Targeted and/or Integrated
K-8 | English and Spanish
Teachers, Administrators, Parents, Students

Moving an Elementary Dual Language Program to Secondary: Mapping the Journey
Kris Nicholls I Director, Nicholls Educational Consulting
Is your dual language program already at 3rd grade? It’s time to start planning for the transition to a sustainable secondary program! Important topics such as pulling together a transition team, student retention, teacher recruitment, master-schedule implications, and curriculum will be discussed as we map the journey along a recommended timeline for transitioning your program to secondary.

Strand: DLE Program Development Elementary/Secondary
K-5 | English
Teachers, Administrators
One Size Does Not Fit All: Creating a DLI Program for Your Community

Patrick Brown I Coordinator, Robbinsdale Area Schools
Jennifer Morris I Spokane Public Schools

Districts seek to replicate successes of other dual language programs in articulating dual language programming for their community with mixed results. Experienced educators from Minnesota and Washington share how to guide community-based decision making using the Guiding Principles to implement DLI programs that are guided by best practice while honoring the unique culture of the community.

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

Digital Differentiation for Dual Language in Distance Learning

Lori Smith I National Curriculum Consultant, Learning A-Z

Join us to focus on dual resources for dual language programs which accommodate face-to-face instruction, virtual, or hybrid models. Resources and assessments in Spanish and English will be highlighted, with advice on how to differentiate for students with varying proficiencies in each language. Best practices for synchronous/ asynchronous instruction will be shown. Free trials offered!

Strand: Biliteracy Development/Teaching for Transfer
K-5 I English
Teachers, Administrators, Researchers, Parents

Copyright Licensing – Empower Yourself to Create Custom Curriculum

Sally Robinson I Senior Account Executive, XanEdu

Access to content and curriculum resources is growing exponentially, providing educators with content items that support their unique classrooms, state mandates, and changing standards. This increases the risk of incorrectly using copyrighted materials. Attendees will learn how to properly use those materials risk-free and to implement relevant, meaningful curriculum solutions via customization.

Strand: Socio-Cultural Responsiveness
K-12 I English
Teachers, Administrators

Academic Language: Importance and Implementation

Jeremy Padilla I Teacher, Valley View Elementary

The participants of this presentation will be given an overview of what academic language development is, why it is important, and how to implement it in their classrooms. The participants will gain a better understanding of academic language development by building and participating in hands-on activities they can immediately take back to school and use with their students.

Strand: Academic Language Development
K - 5 I English
Teachers

A Critical Lens: Moving from Visualizing to Realizing the Strengths of Developing Bilinguals

Patricia Núñez I Teacher, University of Texas
Julia Hernández I University of Texas

Participants will use a critical lens to enrich the schooling experience of developing bilinguals by drafting a criteria list to reference when making decisions regarding the appropriation of monies. This is a testimonio of how a group of passionate bilingual educators have advocated to impact community change at the local, district, and state.

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

Trenzando Academic Biliteracy Writing in Dual Language AP Classes

Mishelle Jurado I Teacher, Atrisco Heritage Academy High School

DL teachers of AP Government, AP Spanish Language Arts, and their biliteracy coach create transcultingual/cross-linguistic spaces to teach academic writing in order for their students to progress in their metalinguistic and metacognitive awareness of their biliteracy development. These teachers will articulate the importance of intentional planning for language and support in their courses.

Strand: Biliteracy Development/Teaching for Transfer
K-12 I Bilingual English/Spanish
Teachers, Administrators, Researchers, Students, Parents

Considerations for Spanish-English Dual Language Learners: Language Proficiency or Disorder?

Genesis Arizmendi I Staff, University of New Mexico
Jui-Teng Li I University of New Mexico
H. Lee Swanson I University of New Mexico

Students who are learning English as a second language often face additional academic challenges upon entering the school system. The purpose of this presentation is to discuss potential indicators for learning disabilities in Spanish-English dual language learners and considerations educators may keep in mind regarding differences in performance and assessment.

Strand: Special Education Services
K - 5 I English
Teachers, Administrators, Parents, Researchers, Students
Indigenous Language Immersion and Native American Student Wellbeing
Dr. Tiffany Lee I Professor, University of New Mexico
What can a study of Indigenous-language immersion (ILI) teach us to improve education practice and outcomes for Native American learners? This 5-year (2016-2021), mixed-method, multisite study is investigating ILI, a promising instructional innovation for which a systematic national database is lacking. The study’s rationale stems from rapid changes in Native American students’ sociolinguistic environments, coupled with enduring achievement disparities for Native students as a group. The presentation will share study findings to date and the significance of ILI for promoting Native student overall wellbeing.

Strand: Indigenous Language Immersion and Dual Language Immersion Programs
K-12 I English
Teachers, Administrators, Parents, Researchers, Students

Linguistically and Culturally Appropriate Education: Transforming New Mexico’s Education System, A Legislative Roundtable
Rick Miera I TENM Coalition member as Moderator, Representative
In this session participants will learn from New Mexico legislators about why a culturally and linguistically responsive education is essential to New Mexico students and families. Participants will also learn about the Transform Education New Mexico Platform for Action and the TENM legislative priorities for 2021.

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

Translanguaging Strategies: Equitable Access to Academic Content and Literacy
Yvonne Freeman I Professor, The University of Texas Rio Grande Valley
Mary Soto I Assistant Professor, California State University East Bay
David Freeman I Professor Emeritus, The University of Texas Rio Grande Valley
The presenters show how dual language teachers can provide emergent bilinguals equitable access to units of study around plants and seeds, oceans and ecology, natural disasters, and habitats by using translanguaging strategies. The strategies include using bilingual books and word walls, charting and graphing, KWL and SQA, picture walks, bilingual Venn diagrams, and preview, view, review.

Strand: Academic Language Development
K-5 I English
Teachers, Administrators, Students

Successful Attainment of the New Mexico Bilingual/Biliteracy Seal: One School District’s Proven Model
Lisa Vigil I, Santa Fe Public Schools
Karina Beltrán I Santa Fe Public Schools
Jose Durán I Santa Fe Public Schools
We will provide an overview of Santa Fe Public Schools’ process to recruit and prepare bilingual seal candidates for bilingual seal application in any world language through the four different pathways identified by New Mexico’s Public Education Department. Teachers will discuss their support role in preparing students. Students will share their experiences in the process and their sample portfolios.

Strand: Biliteracy Development/Teaching for Transfer
9-12 I Bilingual Presentation - English and Spanish
Teachers, Administrators, Researchers, Students, Parents
Digital Badging in the Context of Dual Language Teacher Preparation Programs
Laura Monroe I Director, University of Central Florida
Kerry Purmensky I University of Central Florida
Florin Mihai I University of Central Florida
Coaching and badging allow bilingual educators to practice and showcase their pedagogical skills. Our program teachers practice administering a reading inventory, teaching science, and using WIDA leveled questioning in Spanish and English. This panel details strategies for developing educator assessments for dual language programs. Handouts will provide steps and lessons-learned action items.

Factors that Impacted the Implementation of Middle School Dual Language Programs in Three School Districts
María Gómez-Rocque I Community Member, University of Houston Clear Lake
This presentation will describe a qualitative research study on the factors that impacted the implementation of secondary dual language programs at the middle school level in three school districts in the State of Texas. The findings include how critical consciousness, the sociopolitical and historical understanding, was practiced at one middle school. Successes and continued challenges will be shared.

Advancing Equity In Dual Language Programs
Jonathan Ruiz I Director of Business Development, Velasquez Press
Mariana Castro I Velasquez Press
Silvia Romero-Johnson I Velasquez Press
Dual language immersion programs provide spaces for achieving equity. However, it does not always happen naturally and can be a challenge. This session will address five high-leverage actions to help DLI leaders infuse equity in programs: the importance of establishing a vision, managing change, evaluating curriculum and instruction, planning for professional growth, and harnessing community partnerships.

Success Story: Using Technology to Transform Math instruction for ELLs and Bilingual Students
Ulrike Kerstges I Administrator, Alamosa E.S.
You will learn about how Alamosa Elementary, APS, implemented an innovative math system called ClassHero, specifically designed to support ELL and bilingual students. Learn from school leadership how they implemented ClassHero to improve math achievement and the lessons they learned in their journey to leverage technology to support their dual language/ EL learners.
January 9, 2021
Developing Student Language During Distance Learning

Has developing student language during distance learning been a challenge? Join us to learn multiple strategies that strengthen the language students already have, and develop their academic oral and written language so they can engage in the content. We will also explore tools that will increase student engagement and can be used during virtual and in-person instruction.

January 23, 2021
Project GLAD®, A Pathway to Biliteracy

Does dual language teaching sometimes feel like nailing jelly to a wall? Dual language teachers are tasked with developing their students’ academic knowledge and linguistic skills in and across two languages with no additional time in their schedule and often a lack of quality materials in the non-English language. Join us in this interactive workshop to learn how Project GLAD® strategies provide the perfect vehicle for developing high levels of content knowledge through a biliteracy lens.

January 30, 2020
Make it Visual and Support Your Language Learners: Build a Simple Class Website

Learn how to build a class website using a free, easy to navigate platform. A website is easy to connect with Google Classroom, Canvas, and other management systems. When you use Project GLAD®, the math framework AIM4S3™, CLAVES™, or teach thematic units, a website opens doors to bringing your content to life for language learners, students with special needs, and visual learners.

February 6, 2021
Getting the Most Out of the Preschool GLAD®

Preschool GLAD® Narrative Input Strategy is a powerful tool for early oral language development of our youngest learners. Come see how you can make the most of this strategy by extending it into independent learning centers through story matching and reconstructing the narrative story, the oral sentence patterning chart, the ABC Chant, and the Picture File Sort.

Registration is now open!

1 session = $125
2 sessions = $240
3 sessions = $350
Register for all 4 and save! $460

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

For more information and to register visit https://forms.gle/2Ga8edzp1Kh9ESRG7 or scan the QR code now!
**Dual Language Sociocultural Awareness & Social-Emotional Learning with Music & Motivation to Inspire Biliteracy**

Güero Loco I , Bilingual Nation USA

Learn how to create and use rhythm, repetition, songs, and rhyming as tools for sociocultural awareness and social-emotional learning to support our students in becoming bilingual, bicultural, & biliterate. With focus on Hip Hop, Poetry & Reggaeton, Güero Loco demonstrates how music can be used to develop literacy skills and increase experiential learning while advocating for cultural and linguistic diversity.

Strand: Socio-Cultural Responsiveness
K - 12 I Bilingual
Teachers, Administrators, Researchers

**Social-Emotional Learning Online: Bringing Balance to Students**

Erin Mayer I Teacher, Albuquerque Public Schools

Come be a part of a dynamic conversation about balancing the learning for students and teachers through social-emotional learning (SEL) approaches and strategies. This session will focus on online SEL strategies and support those new to SEL and those who are practitioners.

Strand: Socio-Cultural Responsiveness
K-12 I English
Teachers, Administrators

**Planning for Success in an Early Childhood Virtual Environment**

Catalina Sánchez I Coordinator, Orange County Dept. of Education

Preparing a productive and engaging virtual learning environment for young children can be done! By taking a few simple steps to prepare with intentionality, crafting meaningful learning experiences and promoting family involvement is possible! Learn tips to engage preschoolers in an online world, using Preschool GLAD® strategies.

Strand: Family/Community Partnerships
Pre-K I English
Teachers, Administrators

**You Have to Go Slow to Go Fast: Transitioning your TBE Program to Dual Language Using Research and Best Practice**

Amy Mosquera I Consultant, Adelante Educational Specialists Group, Lissette Brito I Beach Park School District 3

Learn about the process that Beach Park School District 3 used to transition their bilingual program into a two-way dual immersion program. Participants will be guided through the steps to ensure that the program was developed using the Guiding Principles of Dual Language Education and using data and research to build a plan for implementation. Participants will interact and network throughout.

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

**Cómo se promulga el translenguaje por medio de las definiciones de desempeño de WIDA?**

Analleli Muñoz I Assistant Director, WIDA

Yvonne Williams I Director of Educator Engagement

En tiempos recientes, los maestros han centrado su atención en el translenguaje. Utilizando las definiciones de desempeño de WIDA exploraremos cómo honrar la práctica del translenguaje con el fin de fortalecer y expandir el repertorio lingüístico de bilingües emergentes dentro de la enseñanza bilingüe.

Strand: Biliteracy Development/Teaching for Transfer
K - 12 I Spanish
Teachers, Administrators

**Using a Cycle of Inquiry to Test English Language Development Instructional Practices**

Angélica Herrera I Associate Professor, Regional Educational Laboratory Southwest
Marianne Justus I Regional Educational Laboratory Southwest
Ann Swickard I Albuquerque Public Schools

We will share a compilation of research-based practices and professional learning resources to strengthen instruction for English learners and will demonstrate how one of the presenters, a biliteracy teacher support specialist at APS, used continuous improvement principles and tools with a dual language 3rd grade teacher to test research-based strategies for teaching students writing.

Strand: Research
K - 6 I English
Teachers, Administrators

**Identifying and Serving Culturally and Linguistically Diverse Gifted Students**

Carol Leyendecker I Gifted Education Liaison, Albuquerque Public Schools

This session will focus on Albuquerque Public School’s journey to support the identification of students who are culturally and linguistically diverse for gifted programs. The Gifted Resource Team will discuss the identification process and the creation of pathways to differentiate for students who are English language learners so that students can advance and succeed. This process also includes opportunities for all students to experience enriching and engaging material. Participants will be provided materials to guide their journey.

Strand: Special Education Services
K - 12 I English
Teachers, Administrators

**Developing a Dual Language Program Master Plan**

Catherine Garrison I Director, Evergreen Public Schools

A well-developed Master Plan is the key to a strong and viable dual language program. This session will overview the process for developing a comprehensive DL Master Plan from the first discussion with the superintendent to the presentation of the completed master plan to the board of directors. It’s never too early to start - Come join us and get to work on your DL Master Plan!

Strand: DLE Program Development Elementary/Secondary K-12
K - 12 I English
Teachers, Administrators, Researchers
Examine and Uncover Biases in the Classroom
Erica Bearman I Account Executive, Carnegie Learning
As humans, we all have conscious and unconscious biases that affect every area of our lives, including our classrooms. Those biases can stifle the development of a strong teacher-student relationship which is critical to student success. It is imperative that teachers have conversations about what their biases are and their impact on what and how they teach their students.
Strand: Socio-Cultural Responsiveness
K-12 I English
Teachers, Administrators, Researchers, Parents

Identidad bilingüe en adolescentes de un programa de doble inmersión español-inglés
Alma Lucinda Díaz-Phillip I Teacher, Meadow Park Middle School
Tatiana Cevallos I George Fox University
Las ponentes presentarán los hallazgos de un estudio cualitativo realizado con estudiantes de secundaria acerca de su identidad y actitudes hacia el proceso de adquirir bialfabetismo. Los estudiantes estaban inscritos en una clase de Artes de Lenguaje y han asistido a un programa de doble inmersión desde la primaria. Los hallazgos incluyen una comparación entre los estudiantes respecto al uso del idioma, identidad, y experiencias escolares.
Strand: Research
K-12 I Spanish
Teachers, Administrators, Parents, Researchers, Students

Makemake, an Authentic Latin American Digital Library PreK-12
Alexander Correa I President & CEO, Lectorum
Catalina Holguin I Makina Editorial
Catalina Holguin, a literature major worked as a librarian in her native Colombia for the National Library. There she learned the advantages of digital libraries for children in remote towns. When she left she decided to create her own project and so Makemake was born, a unique, authentic Latin American PreK-12 eBook library, a hands-on approach to facilitate remote reading under the current pandemic.
Strand: STEM/Integrating Technology
K-12 I English
Teachers, Parents, Administrators
Mi voz, mi pregunta: Lessons from the Inquiry-Based, Dual Language Classroom
Michele Rewold I Teacher, Dual Immersion Academy

In this presentation, you will be inspired to use the Question Formulation Technique to facilitate multilingual students’ ability to generate powerful questions that facilitate inquiry-based learning. We have used this technique in our PreK-8 Spanish/English dual language education program with our students, parents, and faculty with a high degree of success.

Strand: Academic Language Development
K - 5 I Bilingual English and Spanish
Teachers, Administrators

Dual Language Bilingual Education: Teacher Cases and Perspectives on Large-Scale Implementation
Kathryn Henderson I Professor, The University of Texas at San Antonio
Deborah Palmer I University of Colorado Boulder

This presentation explores the role of the teacher in dual language bilingual education (DLBE) implementation amidst nation-wide program expansion. The talk provides case studies of DLBE teachers who, a) implemented the DLBE model with fidelity, b) struggled to implement the DLBE model, and c) adapted the DLBE model to meet the needs of their local classroom context.

Strand: Research
K - 6 I English
Teachers, Administrators, Parents, Researchers, Students

Cómo incrementar la lectura de comprensión en español
Trinidad Mercado I Teacher, Cesar Chavez Elementary School

Esta presentación presenta el trabajo realizado con estudiantes de 4° grado. Más de la mitad del grupo se encontraban debajo de su nivel de grado al inicio del ciclo escolar. Debido a la inclusión de estándares de lectura, habilidades fundacionales y lenguaje, al término del mismo aumentaron su nivel de comprensión de lectura en español.

Strand: DLBE Program Development Elementary/Secondary K-12
K - 5 I Spanish
Teachers

De la teoría a la práctica: El diseño de oportunidades de aprendizaje transformadoras en español
Pia Castilleja I Instructional Specialist, WestEd
Kathia Romo Ben Sadok I EL Specialist at WestEd

La sesión conjuga la participación activa de los asistentes en una experiencia educativa de nivel primario superior (útil para 3-8) con reflexión y análisis de la misma a través de una perspectiva sociocultural del aprendizaje que fortalece la biliteracidad. La lección demuestra el enfoque pedagógico que—gracias al cuidadoso diseño de andamijas—desarrolla simultáneamente lenguaje y contenido.

Strand: Biliteracy Development/Teaching for Transfer
K - 5 I Spanish
Teachers, Administrators, Researchers

Multilingual Learners are Everyone’s Responsibility
Samuel Aguirre I Director, WIDA

Have you been in a situation where your colleagues think multilingual learners are only your responsibility because you are the bilingual teacher or coordinator? Collaboration is key to successful dual language programs. Join me in a conversation on increasing teacher and administrator collaboration and the benefits of connecting with early-childhood centers when supporting multilingual learners.

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

“Naranja dulce, limón partido”: Conectando a la familia con el folklor para desarrollar la lectoescritura
Emilio Ríos-Jiménez I Student, Texas Woman’s University
Victor Lozada I Texas Woman’s University
Annette Torres Elias I Texas Woman’s University

El taller interactivo ofrece a maestros de PreK-3 en programas de inmersión dual, prácticas para desarrollar la lectoescritura en L1 y la competencia sociocultural a través del uso de música folklórica y los fondos de conocimiento de las familias. También fomenta la creación de conexiones interlingüísticas socioculturalmente receptivas y colaboraciones salón de clase-hogar efectivas.

Strand: Family/Community Partnerships
K - 5 I Spanish
Teachers, Administrators, Parents, Researchers, Students

Sealaska Heritage Institute’s Language Revitalization Efforts
Jill Meserve I Assistant Director, Sealaska Heritage Institute
Susie Edwardson I Sealaska Heritage Institute
Nicole George I Sealaska Heritage Institute

Sealaska Heritage Institute’s new language program focuses on creating new teachers for the Lingit (Tlingit), Xaad Kil (Haida), and Sm’algyax (Tsimshian) languages of Southeast Alaska.

Strand: Indigenous Language Immersion and Dual Language Immersion Programs
Higher Education I Lingit, Haida, and Tsimshian
Teachers, Students, Indigenous Language Learners

VOICES OF HOPE: Climate Science (A Project GLAD® unit)
Kate Lindholm I Instructional Specialist, North Central Educational Service District NCESD171

This unit, “Voices of Hope: Climate Science” teaches about climate science, focuses on voices of hope around the world which positively impact climate change, and gives students the agency to make change through an action-planning project. This integrated unit will allow your scientists to learn content, do investigations, and execute a plan to make this planet a better place for all of us!

Strand: STEM/Integrating Technology
4 - 8 I English
Teachers, Administrators, Students
Teach In, Speak Out: Teachers Against Child Detention

Ivonne Orozco | Teacher, Volcano Vista High School, APS
Mirle Hernández | Retired Educator
Dair Obenshain | Cien Aguas International School

We are facing a national social emergency: join local and national educators calling attention to the detention and criminalization of immigrant children and their families. Please join us to learn all the ways in which teachers are coming together to stop the inhumane incarceration of immigrants and ways in which you can join la lucha. TACDABQ.org

Strand: STEM/Integrating Technology
K - 12 | English/Spanish
Teachers, Administrators, Parents, Community

Washington State’s Journey to Effective Dual Language Education Programs for Multilingual Learners

Patty Finnegan | Administrator, Washington State - Office of Superintendent of Public Instruction (OSPI)
Kaori Strunk | Washington State - Office of Superintendent of Public Instruction
Will Williams | Kent School District

Washington State has prioritized multilingual learners and Native American students for DLE to close opportunity gaps while providing all students access to DLE by 2030. With the quick expansion of DLE programs, we have learned that state policies and evaluation systems need to be in place to support effective, sustainable programs. We will share our journey with time for discussion and questions.

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

Unleashing the Power of Science Education for Young Dual Language Learners

Daryl Greenfield | Professor of Psychology & Pediatrics, University of Miami

Despite recognition as a critical area, science education in early childhood (ECE) is largely absent. This is unfortunate given the many reasons it is ripe for ECE. A new framework for early childhood science education along with a technology-based, equated English and Spanish assessment system will be described, both of which link directly to the framework for K-12 science education.

Strand: Pre-K DLE Program Development & Instruction
Pre - K | English
Teachers, Administrators, Parents, Students, Researchers and Policy Makers

Adapting the Lucy Calkins Units of Study for Writers’ Workshop in the Dual Language Classroom

Jeanette Delgado | Teacher, Dr. Preston L. Williams Jr. Elementary School
Kathleen Carter | Dr. Preston L. Williams Jr. Elementary School

This session will help teachers adapt the Lucy Calkins Units of Study and writers’ workshop to better support the needs of multilingual students in dual language classrooms. Participants will collaborate with their colleagues, brainstorm, and create resources for their classroom as they consider how to effectively plan for and scaffold writing instruction through a biliteracy lens.

Strand: Biliteracy Development/Teaching for Transfer
K - 5 | English and Spanish
Teachers

Services:

Event Planning | Convention Planning | Set up of Pre- & Post tours | Site visits to hotels & other venues | Planning of spouse & youth events
Coordination of events, agendas & itineraries | Assistance with competitive bids (hotels & convention center)
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Assistance with registration at events with over 100 volunteers dedicated to promoting Albuquerque

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CELEBRATION OF INDIGENOUS DANCES AND VIRTUAL POWWOW

An instructional powwow experience share the history and traditions of different tribal dances.

NOVEMBER 5 2020 | 4:45 PM (MST)

Streaming from La Cosecha Dual Language Education Conference.

Please join in the celebration of our Indigenous Communities, their dances, traditions and the rich history of the powwow. It is free to join in, and donations are being accepted to provide educational assistance to future Indigenous Language Instructors.

Visit www.DLeNM.org to donate to the Janet Montoya Scholarship Fund.