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

La Cosecha 2020
November 6 • Santa Fe, NM
La Cosecha 2020

NOVEMBER 6 • SANTA FE, NM

The Conference by Teachers for Teachers

¡25 años cosechando lo mejor de nuestra comunidad bilingüe!

Programación ✴ General Schedule

viernes, el 6 de noviembre de 2020 • Friday, November 6, 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

The Benefits of Dual Immersion Programs for Spanish Development

3:30 pm – 4:30 pm

Benefit Dance Concert with Las Cafeteras • ¡No creemos en fronteras!

(https://www.ampconcerts.org/event/366474/las-cafeteras

6:00 pm – 7:30 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.
Bienvenida • Welcome

Ruth Kriteman
Materials Development Coordinator
Dual Language Education of New Mexico

The Benefits of Dual Immersion Programs for Spanish Development
Dr. Kim Potowski
Professor of Hispanic linguistics, University of Illinois, Chicago

Multiple studies around the U.S. have shown that dual immersion programs that teach in Spanish between 50-90% of the day result in higher levels of both English language learning and academic achievement. But what about students’ Spanish? This study explores in detail the Spanish proficiency of two groups of home Spanish-speaking students in one Chicago public school: those attending the dual immersion program and those in the English program. We will examine their listening, speaking, and reading scores as well as several representative writing samples. All measures show that dual immersion “grows” students’ Spanish to much stronger levels. Given that there is no cost to students’ English nor their academic achievement, two logical conclusions are: (1) All students should have access to dual language programs; (2) Preservice teachers should be able to receive appropriate preparation to teach in them.

Special Address

Las Cafeteras
Leah Rose Gallegos, José Guadalupe Cruz Cano, Denise Carlos, David Jesús Flores, Hector Paul Flores, and Daniel Joel Jesús French
Chicano Band from East Los Angeles

Presentation of the Janet Montoya Schoeppner Memorial Scholarship Recipients

Elvia García
Cerrie Jurado
Domingo García
Paula Marissa Vigil
Aracely Gómez

Student Entertainment

Voces de Coronado Elementary School
Director: Otilio Ruiz
Integrating OCDE Project GLAD® and AVID Writing Strategies.
Ryan Palmer I Teacher, Harrison Middle School
In this presentation, I will share specific AVID writing strategies that I have used to adapt the OCDE Project GLAD® Cooperative Strip Paragraph in a secondary Spanish language arts classroom. These strategies help students learn how to analyze writing prompts, select appropriate graphic organizers, revise metacognitively, edit collaboratively, and publish authentically.

Content, Language, and Literacy Integrated Framework for Biliteracy (C.L.L.I.F)
Dr. Sandra Mercuri I Author/Ed Consultant/Professor, Velasquez Press
Vivian Pratts I Okapi Educational Publishing
Effective dual language teachers develop and deliver lessons that mediate understanding of academic content knowledge contextualized in language and literacy practices in both program languages. This session demonstrates an approach to planning for the content areas to support simultaneous biliteracy by connecting content, language, and literacy across both program languages.

Let’s Talk! Equitable Talk for Language Learners
Elsie Darwish I CEO, Ensemble Learning
Equitable talk is key for language learners to process information. It is also a great formative-assessment tool for teachers. Join us as we explore the benefits and importance of equitable-talk practices. All participants will leave with multiple equitable-talk strategies they can use to engage students in the classroom.

Translanguaging and DLE - Critical Conversations from the DL Community
Natalie Olague I Project Coordinator, DLcNM
Susana Ibarra Johnson I New Mexico State University
In November 2019, 54 DL professionals (educators, researchers, and consultants) participated in a facilitated conversation regarding the controversial topic of translanguaging in DL programs. This session will present the results of those conversations and subsequent follow-up activities that resulted in identification of consensus areas, burning questions, and essential next steps for this work.

Discover What’s Been Missing in Your Dual Language Instruction!
NEW FROM OKAPI EDUCATIONAL PUBLISHING
Biliteracy para todos™
Teaching for Language Connections
Dr. Sandra Mercuri, PhD and Vivian Pratts, Program Authors

Biliteracy para todos™ builds upon three interrelated premises by:
- Embracing students’ language practices and culture
- Connecting the two languages of instruction
- Empowering teachers and students through biliteracy practices

Biliteracy para todos™ provides lessons to engage bilingual learners in two related activities:
- Contrasting and analyzing the two languages of instruction
- Using their complete linguistic repertoire in small group literacy instruction.

Visit Okapi’s booth to learn more or contact your local representative to request your free sampler.
Building Capacity - Seven Essential Components of an Effective Professional Learning Plan
Catherine Rodríguez, Ed.D. | Administrator, Biliteracy Focused Education
Jeannie Negrón | Las Americas ASPIRA Academy
Building capacity through professional learning becomes critical to success and continuous improvement. Schools implementing dual language programs usually are responsible for providing the resources and training needed to achieve the outcomes and objectives for a successful immersion program. This session will focus on planning professional learning that matters for dual language teachers.
Strand: Leadership Policy and Advocacy
K - 12 | English and Spanish
Teachers, Administrators

¡Sin temor! Mejora tus habilidades escritas y las de tus alumnos
HIGINIA RIMBAU | Director, University of St. Thomas
Al seguir los “Principios Guía para Programas Duales” sabemos que una de las metas importantes en nuestros salones es la lecto-escritura. Esto requiere el uso del español académico para desarrollar esta competencia en nuestros alumnos. Esta presentación ayudará a mejorar nuestras habilidades escritas. Utilizando simples guías y patrones aprenderemos a enfrentar nuestra escritura, sin temor.
Strand: Biliteracy Development/Teaching for Transfer
K - 5 | Spanish
Teachers

How Are the Goals of Language Development and Language Arts Different When Teaching Spanish Reading?
SAMUEL AGUIRRE | Director Espasol, WIDA
DORIS CHÁVEZ-LINVILLE | Renaissance
Classroom teachers and school leaders in settings where Spanish is a target language constantly negotiate ways to drive Spanish language development (SLD) and Spanish language arts (SLA) standards. In a collaborative presentation, WIDA and Renaissance present ways to meet SLA and SLD goals, specifically those associated with reading, by looking at similarities and differences of the two. Join us for this lively discussion!
Strand: DLE Program Development Elementary/Secondary K-12
K - 12 | English and Spanish, Bilingual
Teachers, Administrators, Researchers

Building Literacy and Language Virtually Through Independent/Partner Reading and Expert Coaching
MARIO PALMA | Vice President, Multilingual Teaching & Learning, American Reading Company
David Burns | American Reading Company
Teaching foundational reading skills while fostering language acquisition is the cornerstone of effective literacy instruction for multilingual learners (MLLs). This session introduces an equity-based framework for fostering literacy and language acquisition simultaneously through the medium of independent and partner reading in a virtual learning environment.
Strand: Academic Language Development
K-12 | English
Teachers, Administrators, Researchers

How Smartphones and Language-Rich Resources Create Culturally Competent Dual Language Learning
KATHY MAXIMOV | Chief Academic Officer, Footsteps to Brilliance
This session will address how dual language classrooms can leverage the devices that parents already own to provide equity access to culturally relevant, developmentally appropriate learning for every child. We will explore hybrid, in-person, and remote-learning lessons that are thematically based on traditional English and Spanish nursery rhymes, along with with trans-adapted books, games, etc.
Strand: DLE Program Development Elementary/Secondary K-12
K-5 | English
Administrators

El uso de centros y más centros para el enriquecimiento de la lectura y la escritura con diversión
Luz Roth | Retired Educator, Istation
En la actualidad, cada vez más maestros bilingües están aprendiendo cómo usar centros de aprendizaje para aumentar la efectividad de sus lecciones y obtener resultados óptimos con alumnos de diferentes niveles. Esta presentación interactiva les proporcionará ideas para implementar centros de manera efectiva en el salón de clase bilingüe y comenzar un año escolar lleno de éxitos.
Strand: Biliteracy Development/Teaching for Transfer
K-5 | Spanish
Teachers

Experiences with Peer Tutoring and Culturally and Linguistically Diverse Learners in Secondary Schools
DAVID NIEITO | Associate Professor, Northern Illinois University
ESTELLA ALMANZA | BUENO Center
We present peer tutoring as a potential strategy to increase the engagement and outcomes of culturally and linguistically diverse learners. We contextualize our presentation with the experiences of 30 teachers that implemented peer-tutoring strategies across content areas and their reflection on the outcomes of this strategy. We explore potential uses of peer tutoring in dual language contexts.
Strand: Approaches to English Language Development: Targeted and/or Integrated
6 - 12 | English
Teachers, Administrators, Researchers, Students

Building Literacy and Language Virtually Through Independent/Partner Reading and Expert Coaching
MARIO PALMA | Vice President, Multilingual Teaching & Learning, American Reading Company
David Burns | American Reading Company
Teaching foundational reading skills while fostering language acquisition is the cornerstone of effective literacy instruction for multilingual learners (MLLs). This session introduces an equity-based framework for fostering literacy and language acquisition simultaneously through the medium of independent and partner reading in a virtual learning environment.
Strand: Academic Language Development
K-12 | English
Teachers, Administrators, Researchers
The Role of the Home Language in the Reading Development of Emerging Bilingual Students

Igone Arteagoitia I Parent, Center for Applied Linguistics

Findings from a longitudinal study that examined the reading development of upper elementary students in 19 Spanish/English dual language programs in one state will be discussed. The focus will be on Spanish reading outcomes by program model (50/50 or other) and students’ home language.

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

What is “Special” About our Kids?

Felicitas Reyes I Teacher, Sandoval Academy of Bilingual Education
Miltiza Zamora de Geisel I Sandoval Academy of Bilingual Education

What is “special” about our kids is a presentation that will provide bilingual educators with an understanding of the myths around ELLs, and bilingual and special education students. Teachers will walk away with an understanding of the needs of special education students in a dual language setting. The presentation will address the importance of collaboration and designing a culturally responsive environment.

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

Equity is not an Elective: Changing Mindsets for a Bicultural Secondary Dual Language Program

Mónica Medina I Student, University of Texas at San Antonio
Christina Gómez Hernández I Texas State University - San Marcos

We will discuss research surrounding the need for professional development to promote and sustain an additive secondary dual language program by focusing on mindsets. Attendees will engage in critical conversations with a guided professional developer regarding mindsets on dual language and identity. Finally, self-reflection on ideologies and practices will take place to enhance their practice.

Strand: DLE Program Development Elementary/Secondary K-12
8-12 I English
Administrators, Researchers, Dual Language Leaders

Languages of the Land: Learning in Healing Spaces

Pancho McFarland I Professor, Chicago State University

This workshop provides attendees with information and practices that engage children in learning processes through relations with land. Utilizing our languages in relation with the land, BIPOC educators have had success bridging the linguistic/cultural barriers that impede our children. Dr. McFarland will discuss how he and a network of growers teach language and culture through landed pedagogy.

Strand: Family/Community Partnerships
K - 12 I English
Teachers, Administrators, Parents, Researchers

Development and Integration of Native Language Program Designations

Francis Vigil I Administrator, Bureau of Indian Education
Dmitriy Neezzhoni I Bureau of Indian Education

The Bureau of Indian Education (BIE), in recognition of equitably supporting the development, integration, and sustainability of Native languages across the BIE network, has developed a Native-language designation system that will assist in identifying self-determined and sovereign-driven Native-language programs that equitably support Native-language programs within the BIE network.

Strand: Indigenous Language Immersion and Dual Language Immersion Programs
K - 12 I English
Teachers, Administrators, Researchers, Native Language Instructors and Personnel

Tecnológicamente dual

Laila Ferris I Administrator, Mesita ECDC/Elementary School, El Paso ISD

Encienda creatividad digital en sus aulas de lenguaje dual involucrando estudiantes en español e inglés, a través de la tecnología. Estimule aprendizaje con doble confianza utilizando sitios web y aplicaciones para aprendizaje basado en proyectos como en nuestro programa para dotados y talentosos, Connecting Worlds / Mundos Unidos usando sitios web y aplicaciones: Flipgrid, Quizlet, Keynote, y más.

Strand: STEM/Integrating Technology
K - 5 I English and Spanish
Teachers, Administrators, Parents, Researchers, Students, Instructional Coaches

Advocating for Yourself and Your Bilingual Learners

Jody Slavick I Research Assistant, Literacy Squared/BUENO Center/CU Boulder
Virginia Valverde I Adams 14 Public Schools

Bilingual teacher advocates commonly find themselves in difficult situations when advocating for themselves or their students, especially when confronting administrators who make decisions that adversely affect bilingual students or teachers of color. This session will present research and experienced-based advice from our teacher-university collaboration on bilingual teacher advocacy.

Strand: Leadership Policy and Advocacy
K - 12 I English
Teachers

Cooking Up With Emergent Handwriting Success

Eva Sandoval I Instructional Specialist, Benchmark Education

Research shows that emergent writing skills are important predictors of children's reading and writing success. Strategies for cooking-up handwriting success will be shared.

Strand: Pre-K DLE Program Development & Instruction
Pre-K I English
Teachers, Administrators, Parents
A study of Dual Language Schools in Albuquerque: Theory of Change Logic Model & Early Findings
Rachel McCormick I Director, Abt Associates
Jacqueline Méndez I Abt Associates
This panel will report on a study of dual language charter schools in Albuquerque conducted by a partnership of researchers and practitioners. We’ll share our dual language immersion theory of change logic model and ideas for how it can be used to inform practice in a variety of settings. We will also present early study findings from dual language and comparison-site visits and principal surveys.
Strand: Research
K - 12 I English
Teachers, Administrators, Parents, Researchers, Students

Relationships First: Academic and Social-Emotional Success in the Dual Language Classroom.
Maria Barragán Ortiz I Teacher, U-46
Establishing a positive and productive learning environment within the classroom is crucial for students’ academic, emotional, and social success. This presentation will provide classroom activities, and restorative practices and strategies to create an environment characterized by a climate of safety, where interactions are highly respectful and individuals’ background and differences are celebrated.
Strand: Socio-Cultural Responsiveness
K - 12 I English
Teachers, Administrators, Parents, Researchers

Stanley Lucero YouTube Artist Channel
Stanley Lucero I Educator, Volunteer, Lucerito’s Music
Yolanda Lucero I Educator, Volunteer, Lucerito’s Music
My videos represent children’s music passed on from generation to generation and represent our rich, cultural musical heritage.
Socio-Cultural Responsiveness
K - 12 I English
Teachers, Teachers, parents, and students

Language, Music, and Movement to Enhance Learning
José-Luis Orozco I Musician and Artist, Yakima Arcoiris Records
This highly interactive workshop demonstrates how to use songs, rhymes, rhythms, and games in classrooms, on a daily basis, to enhance a child’s motor, language acquisition, literacy, social, cognitive, and developmental skills, while promoting cultural diversity and positive self-esteem. Teachers learn to use music to develop phonemic awareness and vocabulary that lead toward fluency.
Strand: DLE Program Development Elementary/Secondary K-12
K - 5 I English, Spanish or Bilingua
Teachers, Administrators, Parents, Students

Virtual EXHIBIT HALL

Virtual Exhibit Hall Product Demo & LIVE Q & A/Meet the Author Schedule
Friday, November 6, 2020
8:00 am - 9:00 am MST
American Reading Company • Family Connections - Class to Home

10:30 am - 10:55 am MST
American Reading Company • Multi-Cultural/Dual Language Text Collections
Arte Público Press • Author & Bilingual Educator Kathleen Contreras presents Harvesting Friends/Cosechando amigos

12:15 pm - 1:30 pm MST
American Reading Company • Dual Language in a Virtual Space
Arte Público Press • Author & Bilingual Educator Kathleen Contreras presents Harvesting Friends/Cosechando amigos

2:50 pm - 3:25 pm MST
Okapi • Q&A with Dr. Mercuri and Vivian Pratts following their presentation Weaving la trenza de biliteracidad: Strategic Language Connections through Preview/View/Review and Cross-Linguistic Connections.
CELEBRATING LANGUAGE

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go.vistahigherlearning.com/catalog
Music and Movement at the K-12 Dual Language Programs

Gilberto D. Soto | Professor, Texas A&M International University
This presentation will explore how music can enhance the K-12 Dual Language Programs, as well as other subjects such as reading, mathematics and science, among others. The goal is to increase active, iconic and symbolic bilingual teaching strategies which can be connected with music, songs, and movement. This is a 100 percent hands on presentation, so be ready to participate at all times.

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

GLAD® and Biliteracy. Effective, Efficient, and Energized!

Diana Pinkston-Stewart | Professional Development Coordinator, Dual Language Education of New Mexico
Meeting the goals of academic literacy is one of the key goals of dual language programs. In this session, participants will explore elements of the intentional planning for strategic biliteracy instruction and how to efficiently meet these goals in a classroom using OCDE Project GLAD® protocols and strategies. Virtual options for GLAD® strategies used in biliteracy lessons will be explored.

Strand: Biliteracy Development/Teaching for Transfer
K - 12 | English and Spanish
Teachers

Lifting Voices - Centering Black and Brown Narratives within Reading and Writing Cultures

Mario Palma | Vice President, Multilingual Teaching & Learning, American Reading Company
David Burns | American Reading Company
As educators bear witness to unprecedented social change, opportunities for critical conversations and pedagogical considerations arise. Districts are committing to systems and curricula that lift the voices of Black and Brown communities. How do we seize opportunities with love, grace, and tenacity to improve experiences of culturally and linguistically diverse students to thrive academically?

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

The Sounds of Resistance: From Storytelling to Movement Building

Las Cafeteras
This interactive session allows participants to engage in the power of storytelling. Without our voices, His-story, Her-story, Your-Story and Our-story become defined through power, privilege, and silence. Students will be given tools and poetry prompts to begin to extract their own personal narrative. The session will end with each participant writing and sharing their poetry to a live musical performance by Las Cafeteras.

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

Supporting Newcomers and all ELLs in the Physical and Virtual Classroom

Patricia Acosta | Vista Higher Learning
Having engaging resources that are adaptable to both physical and virtual-learning environments is necessary as educators aim to provide multiple language-development opportunities for their ELLs. In this session, teachers will learn about groundbreaking resources and tools that will help them bring language to life as they prepare their newcomers and ELLs to succeed in the DL classroom.

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

Cross-Linguistic Sound-Spelling Transfer

Silvia Dorta-Duque de Reyes | Biliteracy Consultant, Benchmark Education
Rather than assuming that cross-linguistic sound-spelling transfer will occur without explicit teaching, we can organize literacy and language instruction intentionally and strategically to promote proficient biliteracy. Transfer routines and strategies that can be adapted and implemented across the various biliteracy programs models will be demonstrated. This is a hands-on presentation for grades K-2.

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

Leveraging Technology to Dually Identified Students: Engagement and Support

Jessica Baker | Teacher, Leyden 212
Classrooms across the country are filled with students who are eligible for both special education and English as a second language or bilingual services. This interactive workshop will demonstrate how technology can engage these students. It will also include ways to support students’ linguistic and cognitive needs with equity - both in the classroom and through a digital learning platform.

Strand: Special Education Services
9 - 12 | English
Teachers, Administrators

Dual Language Research: Engaging Our Community Stakeholders as Knowledgeable Advocates

Virginia Collier and Wayne Thomas | Professors Emeriti, George Mason University
With over 40 years of experience in evaluating the effectiveness of dual language education, Drs. Thomas and Collier understand that the most successful programs are implemented and supported by a knowledgeable and committed community. Come hear what their research says about the importance of families, as our children’s first teachers and educational advocates, and how the community must be engaged in order to sustain a successful dual language program.

Strand: Research
Pre-K - 12 | English
Teachers, Administrators, Parents, Students
Teaching Pre-Service Teachers to Enact Culturally Sustaining Pedagogy: Shifting Critical Consciousness
Allison Briceño I Professor, San José State University
Claudia Rodríguez-Mojica I Santa Clara University
This presentation builds on Raciolinguistics, Critical Race Theory, and Critical Consciousness to address practical ways to develop teachers who are willing and able to implement Culturally Sustaining Pedagogy in their classrooms. We share in-class practices and assignments with a focus on anti-colonial literacy teaching. This presentation applies to both bilingual and English-only teacher education, with a focus on K-8.

Dual Language Through Stories: Integrating all Modalities
Cynthia Barbera I President, CEO, STORYWORLD International
This workshop will use STORYWORLD's bilingual interactive program to model how teachers can use stories as the anchor for learning. The workshop will present successful ways teachers have integrated reading with vocabulary practice, listening, writing, and speaking to encourage students to think beyond the text and practice expression in both languages within individual or group settings.

La decolonización de la educación. Algunas notas
Martha Mata I Director, CILAC FREIRE
En esta intervención hablaremos de algunas de las teorías decolonizadoras de la educación, sus promotores y su impacto durante la pandemia 2020.

Accelerating LTEL Success Through Close Reading
Stephen Fowler I Retired Educator, Imagine Learning
In this session, we'll explore approaches to engage English learners in close reading anchored to grade-level complex text. We'll focus on helping English learners to analyze complex text and develop academic language in preparation for independent reading. We'll also focus on engaging students as they read in order to hold productive academic conversations embedded in shared literacy experiences.

Imagine Learning: More Than a Translation
We proudly support dual language education with culturally and linguistically responsive learning solutions for literacy and math.
Los sentidos y el lenguaje: Una metodología alternativa para enseñar lectoescritura

Felipe Pérez I Teacher, Riverview School
Silvia Venegas I Riverview School

Presentaremos diversas habilidades fundacionales (metalingüísticas) para el desarrollo de la lectoescritura y segunda lengua, basado en el aprestamiento sensorial. La pregunta a responder será: ¿Cómo potenciar los dominios lingüísticos mediante los sentidos en niños de primaria? Proveeré estrategias para afianzar las competencias. Haré introducción, teoría, ejercicios prácticos y discusión.

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

Canciones y cuentos para aprender a leer

Lada Kratky I Retired Educator, National Geographic Learning
Nosotros, los maestros, queremos que los niños vengan a nuestras clases entusiasmados. Esta presentación comparte canciones que se les pegan a los niños, y libros interesantes descifrables basados en ciencias y estudios sociales que captan el interés de los niños y los llevan en su viaje de aprendizaje a través de la conciencia fonológica, el conocimiento de letras y la lectura, seguidos por escritura basada en conversaciones que los animan a pensar.

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

Dual Language Parents Teach Literacy Skills to Their Children Using an E-Bilingual Library

Maria Bhattacharjee I Associate Professor, University of Houston-Downtown
Irene Chen I University of Houston-Downtown

This presentation will be about helping parents teach literacy skills to dual language children using an E-library (Spanish-English). The E-library provides opportunities to parents/caregivers of dual language children to read with them even when the parents’ reading skills are very limited. The presenters will share activities related to reading and writing using the E-library.

Strand: Family/Community Partnerships
K - 5 I English and Spanish
Teachers, Parents, Administrators

Juegos de lógica: Un reto para los estudiantes

Eva De Andrés Presa I Teacher, Tierra Encantada

Existen diferentes maneras de mantener la atención de los estudiantes con diferentes actividades para ayudar a desarrollar estrategias y resolver problemas. El pensamiento lógico en estos juegos ayuda a mejorar el proceso de razonamiento cuando se trabaja en el salón de clase.

Strand: DLE Program Development Elementary/Secondary K-12
K - 12 I Spanish
Teachers, Administrators , Parents, Students
Keeping Discourse Alive in School and Virtually

Claudia Salinas I Director, Curriculum Associates

Academic discourse is critical for ELs. We will explore the use of Discourse Cards and how it is still possible to have discourse in a distance-learning setting! In order to keep discourse alive, educators need to consider a few key best practices and add a little creativity. Join this session to explore ways to keep discourse thriving in your classroom and virtually.

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

Teaching Spanish Literacy with Latin American Books / Enseñanza de lectoescritura con libros latinoamericanos

Heather Robertson-Devine I Staff, Books del Sur

This session analyzes the text complexity of Latin American books and their cultural nuances. While these books deviate from U.S. levels, they are critical for Spanish academic-language development. We will also discuss tools and assessments to increase and scaffold for deeper comprehension. Finally, we will discuss how to use the texts to mentor writers and model non-linear narratives.

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

Haa Shagóon - Our Past, Our Present, and What We Will Become

Jessica Chester I Tlingit Language Teacher, Juneau School District

The Tlingit Culture, Language and Literacy Program (TCLL) is a place-based, culture-based school within a school where Tlingit language and culture are integral to daily instruction and are celebrated and respected. After 20 years, the TCLL Program continues to foster students’ Tlingit identity through one’s kinship, clan, and relationship to the land, water, and seasonal changes.

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

Integrating Inquiry: NGSS in the Dual Language Classroom

Jill Malkiewich I Teacher, Cien Aguas International School
Michelle Nellos I Cien Aguas International School

How can a dual language teacher allow for scientific inquiry and exploration while still providing the necessary academic language modeling for language learners? This presentation will dive into specific strategies to guide students’ language development alongside their scientific growth. We will work on matching appropriate strategies to fully meet the rigor of NextGen Science Standards.

Strand: STEM/Integrating Technology
K - 5 | English
Teachers, Administrators

Dual Language Instruction in Cambodia

Gary Bass I Teacher, El Camino Real Academy

I received a Fulbright Short-Term Award to go to Kampot, Cambodia to observe English language teachers in a local private school in November 2019. I was tasked with evaluating their program and offering suggestions for improvement. I quickly saw that their curriculum was a dual language model for English/Khmer, with similarities and differences to dual language instruction in North America.

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

Dual Language Teachers as Critical Pedagogues: Reframing our Identity, concientización, & Praxis

Belinda Flores I Professor, UTSA

I will approach my presentation from a critical sociocultural, transformative framework because it speaks to the possibilities and assets that our gente possess. The phrase, critical dual language pedagogues is used to describe teachers engaged in the praxis of dual language transformative education. Suggestions for DL teacher preparation and research will also be provided.

Strand: Socio-Cultural Responsiveness
K - 12 | English, Spanish
Teachers, Administrators , Researchers, Faculty
Dual Language Leadership: From the Classroom to State Superintendent
Rob Darling | Administrator, Yakima School District
Dual language can be the most robust, yet fragile, instructional model. Starting in the classroom all the way to the state level, leadership can make or break a dual language program. This presentation will share, through firsthand experience, the learning and challenges of initiating DL at the school level, and advocating for a statewide DL model.
Strand: Leadership Policy and Advocacy
K - 12 | English
Teachers, Administrators, Parents, Researchers

Improving Access to Math for All Students - Yes, We Can!
Evelyn Chávez | Project Coordinator, Dual Language Education of New Mexico
AIM45™ is a powerful framework used in traditional and dual language classrooms that has been proven successful in addressing the needs of language learners and students who struggle with mathematics. Come listen to our teacher panel share sheltering and scaffolding strategies from their classrooms that are making a difference in student outcomes and engagement.
Strand: STEM/Integrating Technology
K - 12 | English
Teachers, Administrators

The C6 Biliteracy Framework as an Equity Lesson-Planning Tool: Voices from the Field
José Medina | Director, Dr. José Medina: Educational Solutions
Elizet Moret | Region 13 Education Center
The C6 Biliteracy Framework was conceptualized specifically to align with the Guiding Principles for Dual Language Education: 3rd edition. It provides a roadmap to lesson plan effectively for the needs of emergent multilingual students. Presenters from across the country will share their experiences in using the framework as a tool for lesson planning in the dual language classroom.
Strand: Biliteracy Development/Teaching for Transfer
K - 12 | English
Teachers, Administrators

Leveraging Your Language Models: Planning and Implementing Structured Peer-Interaction Activities
Barbara Kennedy | Administrator, Globa Lingo Ed. Consulting
Peer interaction is fundamental to building bilingualism and biliteracy, but sustained language production does not just magically occur. Learn to engage your DL learners in structured, student-centered activities that hold them accountable for modeling and providing peer feedback. Leave with examples of effective planning, strategic grouping, and incorporation of peer language coaching supports.
Strand: Academic Language Development
K - 12 | English
Teachers, Administrators

Crecemos que la riqueza de la literatura escrita originalmente en español no tiene comparación.
Es por esto que es nuestra misión llevar lo mejor de la literatura infantil auténtica de Latinoamérica a los salones de Estados Unidos.

La Cosecha 2020
viernes, el 6 de noviembre de 2020 • Friday, November 6, 2020
1:30 pm – 2:50 pm MST

La Cosecha 2020 • Santa Fe, New Mexico
viernes, el 6 de noviembre de 2020 • Friday, November 6, 2020
1:30 pm – 2:50 pm MST

LA COSECHA EVENTS - VISIT OUR BOOTH
THURSDAY, November 5, 2020
12:15 pm - 1:30 pm
Almuerzo con autora Paz Corral

FRIDAY, November 6, 2020
10:55am – 12:15p.m
Heather Robertson: “Enseñanza de lectoescritura con libros latinoamericanos”

12:30p.m – 1:30 p.m
Almuerzo con Dr. María Uribe
Footsteps2Brilliance offers a comprehensive, bilingual early literacy curriculum that is proven to increase kindergarten readiness and 3rd grade reading proficiency.

- **Bilingualism and Biliteracy:** Students learn to speak, read, write and listen in both English and Spanish.
- **High Academic Achievement:** Rigorous bilingual cross-curricular literacy instruction.
- **Sociocultural Competence:** Students explore and celebrate cultural differences and similarities.

For a FREE trial, go to www.footsteps2brilliance.com/trial

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**Weaving la trenza de biliteracidad:**

*Strategic Language Connections Through Preview/View/Review and Cross-Linguistic Connections*

Vivian Pratts | Educational Consultant, Okapi Educational Publishing
Sandra Mercuri | Educational Consultant, Velázquez Press

Participants will explore how to use preview/view/ review during small-group reading instruction to connect students' background knowledge in their dominant language prior to reading in the target language. Participants will also explore how to use English and Spanish texts to conduct cross-linguistic connections mini lessons.

*Centros que dan VIDA*

Luz Roth | Retired Educator, Global VIDA
Viviana Hall | Global VIDA

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

*OCDE Project GLAD® en español*

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

Esta sesión proporcionará una descripción general del modelo y los próximos pasos para OCDE Project GLAD® en español. Nos centraremos en tres estrategias de instrucción clave/primordial que apoyará fuertemente el desarrollo del lenguaje, la transferencia y la alfabetización dentro de un entorno de lenguaje dual. Exploraremos la aplicación en un entorno bilingüe/biletrado donde el idioma de instrucción es el español.

*A Key Understanding to Effective Dual Language Teacher Preparation: Claves eficaces para la preparación de maestros de doble lengua*

Daisy López | Induction Lead Coach, Chicago Public Schools
Lisset Rosales | Chicago Public Schools

En esta sesión bilingüe, los maestros principiantes, mentores, líderes de escuelas y profesores de preparación universitaria podrán comprender las cualidades que se requieren para un maestro de dos idiomas y que difieren de los aspectos de preparación docente de un maestro de educación general.
Leap into Literacy: Using Cultural Responsiveness in a Classroom
Shauna Williams I Teacher, Houston ISD
Providing a culturally responsive classroom allows students to expand their perspectives and filters. Participants will prepare 21st Century students for rigor and independent learning by developing their abilities during instructional time and connect across lines of difference. Elevating historically marginalized voices using quality literature empowers students as agents of social change.

Strand: Socio-Cultural Responsiveness
K - 5 I English
Administrators

Tumbando paredes y abriendo senderos; Voceros efectivos para fortalecer nuestros programas bilingües
Geri Chaffee M.Ed. I Director, PDO.org & Founder, Dreamers Academy, Catherine Rodriguez, Ed.D. I Biliteracy Focused Education Consulting
Las familias hispanas frecuentemente presentan percepciones falsas que perjudican el éxito académico de nuestros hijos. Aprenda cómo remover estas barreras para identificar, educar, desarrollar y empoderar a líderes locales y nacionales que traigan la influencia y el apoyo necesario para que sus programas bilingües tengan el mayor impacto.

Strand: Family/Community Partnerships
K - 12 I Spanish
Teachers, Administrators, Parents, Researchers, School board members, legislators

The National Dual Language Education Teacher Preparation Standards: Updates!
Joan LaChance I Associate Professor, UNC Charlotte
Michael Guerrero I University of Texas Rio Grande Valley
This presentation features The National Dual Language Education Teacher Preparation Standards ©, with co-author updates on the Council for the Accreditation of Educator Preparation (CAEP) and the newly established Specialized Professional Association (SPA). The Standards aim to serve as specialty area licensure standards for the preparation of K-16 dual language teachers in the US and beyond.

Strand: Leadership Policy and Advocacy
Higher Education I English
Teachers, Administrators, SEA Professionals, Curriculum Specialists, District Coaches/PD

Bilingual Boot Camp: Helping Students Reflect on Bilingualism, Biliteracy, and Cultural Competence
Juan Aragón I Coordinator, West Mesa High School
Luisa Castillo I West Mesa High School
West Mesa High School has implemented the Bilingual Seal Portfolio Process for the past three years. Confronted with district changes to the evaluation system, we developed a system to help bilingual seal candidates reflect and prepare their portfolios presentations as well as demonstrate their proficiency in bilingualism, biliteracy, and cultural competence.

Strand: Biliteracy Development/Teaching for Transfer
12-Sep I English
Teachers, Administrators, Students

Building a Community of Bilingual Learners Through Seesaw
Teresa Razo I Teacher, Elma A Neal Elementary School/San Antonio Independent School District
Discover how to implement digital portfolios to share student learning. Gather ideas and strategies that can be easily adapted and implemented in your classroom immediately. Learn how you can have your students be responsible for tracking their own learning by doing informal and formal assessments which will be kept in an eFile folder. Students self-monitor(track their OWN progress.

Strand: STEM/Integrating Technology
K - 12 I English/Spanish
Teachers, Administrators, Students, Parents

Estrellita: Building a Reading Foundation in Spanish for ELL & SLL Students
Christina Botello I Executive Director, Estrellita, Inc.
Our accelerated, beginning Spanish reading program is intended for students in bilingual, ELL, and DL classrooms. We provide literacy development for Pre-K through 2nd grade, and beyond. It is appropriate for all tiered instruction as well as new arrivals. Based on scientific learning and reading principles, Estrellita provides multisensory instruction in phonemic awareness, phonics, and fluency.

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

Culturally Responsive Instructional Conditions as Pathways to Success for ELs with Disabilities
Le Tran I Staff, University of Texas, Austin
Margene Brohammer I Lawrence Public Schools, Lawrence High School
Effective, culturally responsive instructional conditions for ELs with disabilities promote access to content, reduce barriers, encourage interaction with information, and integrate flexible methods for demonstrating learning. With appropriate instructional conditions, learning can be orchestrated to build knowledge, validate their cultural assets, and meet students where they are.

Strand: Special Education Services
9 - 12 I English
Teachers, Administrators, Students
What is Project GLAD®? (GLAD = Guided Language Acquisition Design)

Project GLAD® is a model of professional development that enhances teachers’ design and delivery of standards-based instruction through an approach that integrates content and language teaching and learning and affirms and values students’ languages and cultures.

DLeNM Project GLAD® Training Opportunities

Project GLAD® Leadership Training (Virtual or In-person, email gladinfo@dlenm.org for more information)

This workshop is recommended for districts and schools whose teachers are receiving the Foundations training.

Project GLAD® Foundations Training for schools and districts: ($1075 per participant)

1. Research & Theory Workshop (Virtual or In-person);
2. 4-Day Classroom Demonstration: Stay tuned for virtual options in the future!

Project GLAD® Customized trainings (Virtual or In-person)

- DLeNM Project GLAD® trainers work with your district or school to determine the focus areas for the training sessions. Please contact us at the email listed below for pricing information.

Project GLAD® Virtual Saturday Strategies Institute, Jan. 23, 2021 ($125 per participant)

- A Pathway to Biliteracy with GLAD® Registration information coming soon! For updates, go to dlenm.org.

Project GLAD® Virtual Summer Institute, June 2021

- More information coming soon! (You won’t want to miss it! For updates, visit dlenm.org)

For more information or to set up a meeting to discuss the possibilities for your school or district, contact us at gladinfo@dlenm.org or visit dlenm.org.

Benchmark Education has taken the lead on the development of quality, standards-based, authentically written Spanish Language Arts materials. They have delivered in a very big way!

— Rosa Molina, Executive Director of Association of Two-Way & Dual Language Education (ATDLE)

Parallel Programs
Support Dual Language Education

Biliteracy & Bilingualism

Academic Achievement

Sociocultural Competence

Standards-based instruction features powerful technology, resource parity, and home-school connections in support of dual language and sociocultural development.
**Cambiando paradigmas, cambiando vidas: Un programa dual de colegio temprano PreK-12**

Mario Ferrón | Director, Uvalde Consolidated Independent School District

*En un Programa Dual de Colegio Temprano PreK-12, los estudiantes alcanzan niveles más altos de desarrollo cognitivo y académico, autoestima y orgullo cultural. Un programa Dual de Colegio Temprano realmente alcanza las promesas de biliteracidad, bi-culturalidad y alto desempeño académico.* Esta presentación te muestra cómo desarrollar un Programa Dual de Colegio Temprano PreK-12 en tu comunidad.

**Creating Biliteracy Learning Communities: A Framework for Dual Language Professional Learning**

Rubi Flores | Director of Professional Learning, California Association for Bilingual Education

*Do you know the essential features of effective instruction according to the Guiding Principles of Dual Language Education? Would you like to learn how to turn research into practice? Learn about a reflective process of inquiry using a Dual Language Teacher Reflection Journal that is responsive to the professional learning needs of biliteracy programs.*

**Las unidades temáticas como una experiencia auténtica de lenguaje académico**

Tania Chepetla-Jiménez | Teacher, Madison Metropolitan School District

*Las unidades temáticas tienen la cualidad de exponer a los estudiantes a situaciones lingüísticas reales, además de contribuir a la interacción continua con vocabulario académico relevante en distintos contextos. Esta ponencia tiene como objetivo describir la implementación de unidades temáticas en la escuela primaria Sandburg en Madison.*

**Supporting Dual Language Programming in Rural Schools: Opportunities and Challenges**

Stephanie Andler | Director, Selah School District

Barbara Kennedy | Globa Lingo Ed. Consulting

*Studies have shown that companies with diversity in their organizations benefit from improved financial performance, engaged employees, increased innovation, and improved group performance. However, bringing your whole self to work can be scary and intimidating. Providing students with the courage to bring their whole selves to the classroom will prepare them to transition to a work environment.*

**Using Language with Authenticity**

Rogelia Peña | Teacher, Chicago Public Schools

*This session explores the current debate between translanguaging and the traditional approach of strict separation of language when seeking to find a common ground that “makes sense” for bilingual students in DL classrooms. The presenter will review culturally relevant approaches to language learning in the classroom that are grounded in research about the the brain and its “language.”*

**Linguistic Geniuses: Teaching for Transfer in Elementary Classrooms**

Heather Skibbins | Training Supervisor, Sobrato Early Academic Language

*Bilingual children need the skills to analyze and understand both their languages; to know how they are similar and different. This workshop will explore how to develop students’ metalinguistic awareness. Through classroom videos and artifacts, we will equip teachers with the practical skills to develop students biliteracy through understanding the relationship between their two languages.*

**Indigenous Dual Language: A Journey and Some Considerations**

Azul Cortés | Director of Heritage Languages, DLeNM

*Keres Children Learning Center journeyed into dual language education five years ago in an effort to revitalize the Keres language. DLE has served as a guide, but crucial distinctions and challenges exist that are specific to Indigenous dual language programs. This panel discussion of in-the-filed experts and renowned researchers offers points of discussion, non-negotiables, and critical communal resources through an Indigenous-knowledge lens.*

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Proceeds from the event will support the Janet Montoya Schoeppner Memorial Scholarship Fund, which supports future bilingual educators – helping to ensure a bilingual future for New Mexico’s students.