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

La Cosecha 2020
November 7 • Santa Fe, NM
La Cosecha 2020
November 7 • Santa Fe, NM
The Conference by Teachers for Teachers

¡25 años cosechando lo mejor de nuestra comunidad bilingüe!

Programación ★ General Schedule
sábado, el 7 de noviembre de 2020 • Saturday, November 7, 2020

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

Sesiones simultáneas • Concurrent Sessions
9:10 am – 10:30 am
10:55 am – 12:15 pm

• Student Leadership Institute
10:00 am – 12:30 pm

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

Sesión de clausura • Closing Session
Saturday, December 5, 2020
9:30 am-11:00 am MST

Closing Session will take place on Saturday, December 5, 2020 when the online platform officially closes. All registered participants will have access to the online platform and all the program recordings until Saturday, December 5th.

Sign into La Cosecha 2020 online platform at www.LaCosecha2020.psav.live. 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

Loretta Booker
Principal, Ramírez Thomas Elementary School/Board of Directors - Co-Chair
Santa Fe Public Schools/Dual Language Education of New Mexico

Introducción de la Llave
Dr. Allison Briceño
Managing Director/Deputy Secretary of Identity, Equity and Transformation
New Mexico Public Education Department

Pláticas Pandémicas: Challenges, Commitment, and Courage
Dr. Kathy Escamilla
Director of the BUENO Center for Multicultural Education, University of Colorado, Boulder

Dr. Escamilla is a professor of education in the division of social, bilingual and multicultural foundations at CU Boulder and Project Director, BUENO Center for Multicultural Education. Her research centers on educational issues related to Spanish-speaking language-minority students in U.S. schools. She is specifically interested in issues related to the development of bilingualism and biliteracy in early elementary grades for this Spanish speaking population. Her recent research has also examined assessment practices and the impact of high stakes testing on these children. Dr. Escamilla is a member of numerous professional organizations in education and has served two terms as the president of the National Association for Bilingual Education. She has recently been appointed as a co-editor of the Bilingual Research Journal, and has served as the chairperson of the Bilingual SIG for the American Education Research Association (AERA).

Introducción del Discurso del Senador
Edward Tabet Cubero
State Director
U.S. Senator Martin Heinrich

Special Address
Martin Heinrich
U.S. Senator
New Mexico

Entertainment Estudiantil
Ernie Pyle Middle School Folklórico
Director: Luis García

La Cosecha 2020 • Santa Fe, New Mexico
Where We Are Now: Former DL Students in the Workforce
Mishelle Jurado I Biliteracy Coach, Student Panel
Come and engage with former DL students as they give their testimonios on how dual language programs informed their young lives and how they have become proponents for new generations. These six incredible New Mexicans tell it like it is, and was, in dual language programs. They offer insight to the benefits of a DL education and bestow wisdom to us all on how we can do better. This will be a panel with time for interactive questions at the end.

Scaffolding Mathematics at the Secondary Level
Lisa Meyer I Director of Operations and Programming, Dual Language Education of New Mexico
Come hear secondary mathematics teachers share strategies that they use to shelter and scaffold math for their language learners to increase student engagement and achievement. This panel discussion will include a brief overview of the AIM4S™ math framework and how it has impacted these teachers’ math instruction.

I’m Bilingual! I’m Biliterate! I’m A Techie, Too!
Patricia Castano I Teacher, Mesita ECDC/Elementary School, El Paso ISD
Christina Cisneros I Mesita ECDC/Elementary School, El Paso ISD
Viviana Favela I Mesita ECDC/Elementary School, El Paso ISD
Utilize best practices in instructional technology to excite and motivate students. Engage students through many websites and apps, in all content areas, in English and Spanish, especially for project-/inquiry-based learning. Explore tech-infused strategies and interactive websites used in Connecting Worlds/Mundos Unidos Two-way DL Gifted/Talented Magnet Program that support bilingualism/biliteracy.

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Achievement Inspired Mathematics for Scaffolding Student Success
Offered by Dual Language Education of New Mexico
AIM4S™ is a powerful math framework that provides teachers with the tools to meet the needs of their English language learners as well as students who struggle with math and to be the architects of their instruction. Teachers learn strategies that allow students to own the language of mathematics, build conceptual math knowledge and fluency, and problem-solve critically.

Upcoming Level 1 Trainings - Grade Focus: K-8
Registration Fee - $1050 per person includes materials and access to AIM4S™ online resources.

Synchronous/Asynchronous Virtual Training
Synchronous Sessions
Wednesdays, January 6– March 9, and April 14, 2021
Choose between: 1:30-2:30pm MST or 3:00-4:00pm MST

Asynchronous Sessions
Content presented using Google Classroom

Six-Day Virtual Training
8:00am – 3:30pm MST
Days #1-2: February 2-3, 2021
Days #3-4: March 2-3, 2021
Days #5-6: April 20-21, 2021

For more information visit our website at: http://www.aim4scubed.dlenm.org
or email aim4s3@dlenm.org
Bringing Parents into the Translanguaging Conversation
Siury Pulgar I Teacher, MamaLingua
Aileen Passariello-McAlee I MamaLingua
We focus on translanguaging as a tool to engage parents in the development of bilingualism and biliteracy. This remains a controversial topic supported by a growing, yet small group of scholars. Parents have been kept out of the conversation, despite the role they play. We bring fresh parent perspectives and insights to actively engage them to help support translanguaging at home.

Visible Learning and Guiding Principles to Sustain Programs
Carmen Emery I Administrator, Chula Vista Elementary School District
This presentation will be an open discussion on essential components that require attention and support in order to start, sustain, and grow successful DLI programs and schools. We will be using the DLE Guiding Principles and a Visible Learning approach and framework to build a lasting foundation with an emphasis on “branding”, vision/mission & school culture, engaging and educating all stake-holders, and systemic program evaluation.

Engaging all Students with a Translanguaging Stance
Maria Elena Orozco I Teacher, Albuquerque Public Schools
This presentation will include an overview of the translanguaging stance. I will share student writing samples and a video of 3rd grade students taken in translanguaging spaces. This space includes WIDA’s Can Do descriptors for the target language and scaffolds to ensure student comprehension. Translanguaging will be explained as an umbrella for other cross-linguistic strategies in dual language programs.

What’s the Buzzzzz About Microcredentials? Building Effective Educators of English Learners
Laureen Avery I Director, UCLA Center X Northeast Region
Victoria White I Shelton Public Schools
Christine Butler I Shelton Public Schools
The need for teachers who can scaffold academics for students learning English is growing exponentially, yet traditional pre-service and in-service professional development efforts are not effective at preparing teachers for this reality. In response, schools across the country are adopting a competency-based approach to learning and endorsement based on earned microcredentials.

Lessons Learned During Distance Learning: Discovered Gems
Frank Salinas I Teacher, Richardson ISD
Teaching in a distance-learning environment because of school closures has its challenges, but new learnings for better teaching practices were discovered. This session will explore best practices to support dual language mathematics classrooms during school closures and how to better serve and prepare our students and parents moving forward.

The Shoulders We Stand On: A History of Bilingual Education in New Mexico
Rebecca Blum Martinez I Professor, University of New Mexico
Mary Jean Habermann López I Retired Director, Bilingual/Multicultural Education Unit, NMSDE/NMPED
We will present highlights from the first edited volume that traces the history of bilingual education in New Mexico from the Territorial period to the 1990s. Our book includes chapters from specific time periods and events or people that have had significant impacts on bilingual education.

Supporting our Youngest Dual Language Learners with Language and Literacy
Giselle Sánchez Santiago I Teacher, Velma Thomas Early Childhood Center
Arcelia Pineda I Velma Thomas Early Childhood Center
We will share strategies for providing rich language and literacy experiences for our youngest learners. Strategies shared will include how to design learning environments, how to follow children’s interests, and strategies around story dictation and dramatization. We will also discuss the importance of connecting to families and the school community as strategies to honor all home languages.

Developing Authentic Biliteracy in the PreK Years
Jonathan Ruiz I Director of Business Development, Velásquez Press
Sandra Mercuri I Velásquez Press
The PreK years are key to children’s success later in school and life. When bilingual children’s home languages are valued and used for instruction, a clear path to biliteracy is created. This session presents strategies that facilitate the development of early biliteracy skills in PreK and that are anchored in authentic texts presented within interdisciplinary mini-units and social-emotional needs.
Number Talks in a Two-Way Language School
Michele Ortega I Administrator, El Camino Real Academy
Debora Magaña I El Camino Real Academy
El Camino Real Academy is a K-8 dual language school located in Santa Fe, New Mexico. We use Number Talks in kindergarten through fifth grade to strengthen students’ understanding of place value and to build mathematical academic vocabulary in both Spanish and English. DLENM’s Visitas™ model of instructional rounds supports teachers in developing proficiency with this mathematics routine.
Strand: Academic Language Development
K - 5 I English and Spanish
Teachers, Administrators

Sing, Say, Dance, and Play: Language Development in an Artful Way
Victor Lozada I Teacher, Denton ISD
Join Lozada in hands-on activities for multimodal language development through arts integration. Examples include visual arts, poetry, music, and drama with children’s literature. Come ready to sing, say, dance, and play! Bilingual session: English and Spanish.
Strand: Approaches to English Language Development: Targeted and/or Integrated
K - 5 I Spanish and English
Teachers, Administrators, Parents

Word Study and Fluency: A Key Component to Biliteracy Development in DL Classroom
Laura Bryant I Teacher, Central Elementary - Las Cruces Public Schools
Patricia Lozano I Central Elementary - Las Cruces Public Schools
Word study and fluency have been strong practices and teachable moments in southern NM. Participants will engage in proven practices on how students use all their language skills in learning to read and write in both languages, thus developing their metalinguistic awareness and preparing them for the bridge in the target language.
Strand: Biliteracy Development/Teaching for Transfer
K - 5 I English and Spanish
Teachers, Administrators, Parents

Providing Equitable Access Through a Co-Teaching Model
Kelli Scardina I Senior Advisor/Consultant, Education Northwest
Chrisy Chapman I Woodburn School District
Woodburn School District, in partnership with Education Northwest, is providing equitable access to students receiving both special education and English learner services through a co-teaching model. A middle school ELD teacher and a special education specialist together deliver integrated language and content, providing students with coordinated services and access to additional course offerings.
Strand: Special Education Services
6 - 8 I English
Teachers, Administrators

La enseñanza de matemáticas en la preparatoria con AIM4S3™
Juan Piorno-Campo I Teacher, Santa Fe High School
AIM4S3™ es una metodología para aprender matemáticas en todos los niveles K-12, que garantiza el éxito—incluso con los alumnos que tienen más dificultades. En un entorno bilingüe, los estudiantes utilizan gráficos para entender de manera visual las matemáticas y aprenden a resolver los ejercicios paso a paso. Dual Language Education of New Mexico es colaborador principal en el desarrollo deAIM4S3™.
Strand: DLE Program Development Elementary/Secondary K-12
K - 12 I Spanish
Teachers, Administrators, Parents, Students

What Guides Your Spanish Instruction? Check Out This Framework!
Samuel Aguirre I Director, WIDA
Margo Gottlieb I WIDA
Mariana Castro I Wisconsin Center for Education Research
Teachers and other school leaders in K-12 settings where Spanish is a language of instruction are always looking for additional resources for curriculum, instruction, and assessment. Using Spanish language arts standards from the U.S. and abroad, WIDA has designed a Spanish Language Arts Framework. Join us for a lively discussion on how to apply this framework to your setting.
Strand: Academic Language Development
K - 12 I English
Teachers, Administrators, Researchers

Chicano Studies/ Pueblo Native History for Elementary Students
Daniel Espinoza I Teacher, Coronado Elementary/APS
Using OCDE Project GLAD® strategies, I will present a New Mexico history template that focuses on Pueblo, Plains, Aztec, and Spanish history in our community. This lesson is very popular with my parents and students. It involves music, hands-on activities, field trips, reading, writing, and community presenters. In bilingual education, it is important our students learn about their own identities first.
Strand: Indigenous Language Immersion and Dual Language Immersion Programs
K - 5 I English
Teachers, Administrators, Parents, Researchers, Students

Digital Interactive STEM Notebook for Science & Math
Natali Barreto-Baca I Teacher, Truman Middle School/APS
Angel Méndez I Truman Middle School
Dean Madrid I Truman Middle School
Student Panel: Samuel Flores, Manuel Bustillos, Jesús Alvarado, Martha de la Cruz, Mirlexis Quintana, Karley Márquez
In our classrooms, we utilize STEM digital interactive notebooks in science and math to track our students’ knowledge, and critical-thinking, summary, hypothesis-generating and testing, and vocabulary-learning skills, as well as their progress with projects. STEM education creates critical thinkers, increases science literacy, and enables the next generation of innovators.
Strand: STEM/Integrating Technology
K - 12 I English
Teachers, Administrators, Researchers, Students, Parents
Educators on the Frontlines: Avenues for Advocacy & Social Justice
Brooke Shanley I Teacher, East Aurora School District 131
An interactive look at three avenues for educator social-justice advocacy (school, union, public office) and what advocacy looks like within each. The presenter will share her experience as a teacher, union leader, and candidate for office, working with participants to identify the avenue in which they wish to enhance their skills, generating an action list of first steps they can use immediately.
Strand: Leadership Policy and Advocacy
K - 12 I English
Teachers

The impact of the Language of Math Instruction on EL Achievement in Two-Way Dual Language Programs
Patricia Cheatham I Director, Coppell ISD
This presentation will look at the doctoral-research results regarding the academic impact of the language of instruction for mathematics within dual language programs across the state of Texas. The research is focused on the English learners and former English learners within two-way dual language programs across Texas over three years.
Strand: Research
K - 5 I English
Teachers, Administrators, Researchers

El Modelado de Procesos Químicos para fomentar la comprensión conceptual
Magdalena Pando I Professor, New Mexico State University
Zenaida Aguirre-Muñoz I University of Houston
Esta sesión brindará a los asistentes con oportunidades para construir modelos que representen procesos químicos. Los participantes construirán sus modelos con una explicación adjunta para fomentar la comprensión conceptual. La sesión presentará de manera explícita sobre los requisitos de contenido y conocimiento del idioma para enseñar sobre procesos químicos a los estudiantes bilingües.
Strand: Academic Language Development
6 - 8 I Spanish
Teachers

World Solutionaries
Amanda Kraft I Teacher, New Mexico International School
World Solutionaries is a student-centered, play-based simulation I created, where students study the world’s greatest problems, and attempt to solve them in collaboration-based sessions. Sessions can be done in English or Spanish, and can integrate a variety of standards, as well as world and local issues that students feel are in dire need of solving.
Strand: Socio-Cultural Responsiveness
6 - 8 I English
Teachers, Researchers, Administrators

Virtual Exhibit Hall

Virtual Exhibit Hall Product Demo & LIVE Q & A/Meet the Author Schedule
Friday, November 7, 2020
8:45 am - 9:10 am MST
American Reading Company • Differentiation During Disruption

10:30 am - 10:55 am MST
American Reading Company • Differentiation During Disruption

12:15 pm - 1:30 pm MST
American Reading Company • Dual Language in a Virtual Space
The Shoulders We Stand On
A HISTORY OF BILINGUAL EDUCATION IN NEW MEXICO

Edited by Rebecca Blum Martínez & Mary Jean Habermann López

The Shoulders We Stand On traces the complex history of bilingual education in New Mexico, covering Spanish, Diné, and Pueblo languages. The book focuses on the formal establishment of bilingual education infrastructure and looks at the range of contemporary challenges facing the educational environment today. The book's contributors highlight particular actions, initiatives, and people that have made significant impacts on bilingual education in New Mexico, and they place New Mexico's experience in context with other states' responses to bilingual education. The book also includes an excellent timeline of bilingual education in the state. The Shoulders We Stand On is the first book to delve into the history of bilingual education in New Mexico and to present New Mexico's leaders, families, and educators who have pioneered program development, legislation, policy, evaluation, curriculum development, and teacher preparation in the field of bilingual multicultural education at state and national levels. Historians of education, educators, and educators in training will want to consider this as required reading.

Rebecca Blum Martínez is a professor of bilingual education and ESL in the Department of Language, Literacy, and Sociocultural Studies in the University of New Mexico's College of Education.

Mary Jean Habermann López was the state director for state and federal bilingual education at the New Mexico Public Education Department for most of her professional career. She also has extensive classroom and university teaching experience.

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978-0-8263-6017-5
328 pp.
6 x 9 in.
1 chart

UNIVERSITY OF NEW MEXICO PRESS
unmpress.com
Boys Don’t Cry: Amplifying the Voices of the LGBTQ+ Community in the Dual Language Program
José Medina I Director, Dr. José Medina: Educational Solutions

Sociocultural competence and critical consciousness are the foundation of dual language programs. Yet, many of us continue to ignore our important role in amplifying the voices of marginalized communities as an integral part of the dual language journey for our students. In this workshop, we will work to overcome oppressive ideologies that continue to frame LGBTQ+ issues as taboo.

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

Bilingualism, Biliteracy, Biculturalism ... and Critical Consciousness to Support Equity in Dual Language Bilingual Education
Deborah Palmer I Professor, University of Colorado Boulder

DLBE programs share three core goals: academic achievement, bilingualism/ biliteracy, and sociocultural competence. Yet equity is an ongoing challenge in diverse DLBE communities. To address this, we propose a fourth goal: Critical Consciousness. Fostering an awareness of structural oppression and a readiness to take action to correct it can support social justice. I’ll define four elements of critical consciousness.

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

Contextualized Learning with CLAVES™: Equitable and Accessible Instruction for Language Learners
Evelyn Chávez I Project Coordinator, DLeNM
Yanira Gurrola I DLeNM

Join us for an engaging session and participate in a variety of sheltering and scaffolding strategies and activities that can strengthen teaching and learning for emerging bilinguals both online and in-person. We will focus on providing students access to the content, while developing the language needed to participate in the lesson. The 8 Pathways from DLeNM’s CLAVES™ Framework will be shared.

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

Promoting Oracy in the DLI Classroom
Micaela Bermúdez I Teacher, Speas Elementary School

This presentation will go over strategies I have used in my classroom to promote oracy in the DLI setting. I will show participants how to use applications such as FlipGrid and Seesaw to develop student oracy, and I will also show how I implemented GLAD® Observation Charts and Narrative Input Charts in centers to promote language development.

Strand: Academic Language Development
K - 5 | English/Spanish
Teachers

Los Padillas Elementary School’s 5th Grade Bilingual Seal
Ludyvina Gómez I Bilingual Resource Teacher, Los Padillas Elementary School, Albuquerque Public Schools
César Hernández I Los Padillas Elementary School
Mary Carmen Sánchez I Los Padillas Elementary School

At Los Padillas, all 5th grade students complete a bilingual seal portfolio. This presentation will outline how teachers and support staff collaborate to assist students in creating and presenting their portfolio. To help students achieve biliteracy, we focus on the journey, the milestones, and the challenges.

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

Thoughts on the Adequacy of Translanguaging in Two-Way Immersion Programs
Michael Guerrero I Professor, University of Texas Río Grande Valley

There has been a call for a reframing of language allocation in two-way immersion programs by translanguaging advocates. In this presentation, a critical assessment of translanguaging is set forth examining its theoretical, empirical, and pedagogical adequacy for use in this program model.

Strand: DLE Program Development Elementary/Secondary K-12
Higher Education | English
Teacher, Researchers
Sembrando y cultivando las semillas de Biliteracy: Making Visible Its Sociopolitical, Sociohistorical, and Pedagogical Roots

Dr. Barbara Flores I President Elect, California Association of Bilingual Education

In celebrating La Cosecha’s 25th Anniversary, this presentation will make visible the impact of biliteracy addressing its sociopolitical, sociohistorical, and pedagogical roots. At the heart of biliteracy development is examining how children learn and develop their proficiency through sociocultural, sociopsycholinguistic, and sociopsychogenesis lenses to guide how we organize teaching and learning to the potential.

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

Estrategias y recursos para la enseñanza de Artes del Lenguaje en español en la clase dual

Cristina Campillo I Teacher, Harvard District 50

El propósito de esta sesión es crear un espacio común para diferentes educadores para compartir y aprender una variedad de recursos, estrategias y actividades para utilizar en la clase de español, en el aula dual, con ejemplos prácticos fácilmente adaptables a su contexto escolar y de aula, basado en la experiencia personal como maestra en España y EEUU, y el contacto con otros maestros.

Strand: DLE Program Development Elementary/Secondary K-12
K - 5 I Spanish
Teachers, Students, Parents

Bilingual Students and Spanish-Speaking Parents during COVID19

Virginia Elkhader I Teacher, Hayes Middle School

In the spring of 2020, educational environments changed for everyone as teachers, students, and administrators transitioned from face-to-face classroom interactions to online instructional tools due to COVID19. Surprisingly little or no attention was been paid to bilingual or ELL middle school students or how their Spanish-speaking parents should be involved. This presentation will address this issue.

Strand: Socio-Cultural Responsiveness
6 - 8 I English and/or Spanish
Teachers, Administrators, Parents, Researchers, Students

Usando textos y tecnología para crear Translanguaging en el poema

Joe Dvorak I Teacher, Teton County School District

En esta presentación, compartiré el proceso que siguió una clase de 4o grado en una escuela bilingüe en su estudio de la poesía. Por medio de textos y canciones auténticos que utilizaban translanguaging, los estudiantes escribieron poemas y los publicaron en Flipgrid. Usaron un espacio de translanguaje para encontrar sus identidades multilingües.

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

Increasing Vocabulary Processing Techniques Through Technology for ELs with Disabilities

Le Tran I Staff, University of Texas, Austin
Margene Brohammer I Lawrence Public Schools, Lawrence High School
Jeannie Merritt I Lawrence Public Schools, Lawrence High School

Infusing culturally responsive strategies with technology increases the brain’s processing ability by reducing cognitive load when learning new vocabulary. Technology designed for students to repeatedly rehearse, respond, and receive immediate feedback increases self-efficacy. In turn, ELs with disabilities engage in academic interactions, demonstrate knowledge, and gain conceptual understanding.

Strand: Academic Language Development
9 - 12 I English
Teachers, Administrators, Parents

Binding Biliteracy: Strengthening Biliterate Communities through Student-Created Books

Angela Larsen I Teacher, J.S. Morton High School District 201

Bilingual students move through life having profound experiences in both languages. By writing, revising, and sharing their stories, the use of student-created books works to strengthen both presentational writing and the sense of community in the classroom. This session will examine effective strategies and online tools that can be used to help students both find and share their voice.

Strand: Approaches to English Language Development: Targeted and/or Integrated
9 - 12 I am bilingual, so can provide the presentation in either language
Teachers

Race, Equity, and Diversity Through Children’s Literature: The Importance of Incorporating a More Diverse Library into ELL Instruction

Gloria Carlson I ELD teacher, Poudre School District
Danielle Rojas I Poudre School District

This session will explore the benefits of integrating diverse literature into language instruction for ELLs. Presenters will provide sample book lists, materials, and examine the “why” and the “how” behind integrating these books in our classrooms at a dual language school in Fort Collins, CO. The goal will be for attendees to walk away from this session ready to implement activities.

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

Supporting Newcomers and all ELLs in the Physical and Virtual Classroom

Patricia Acosta I 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 I English
Teachers, Administrators
Expanding Linguistic and Cultural Flexibility Through Instruction
Analleli Muñoz I Assistant Director of Professional Learning, WIDA
Join us for a Spanish-English bilingual session where we will explore critical components, such as translanguaging and the relationship between language and power, within a lesson to question the impact of a monolingual/multicultural lens and how it can shape bilingual instruction.

Fostering Parent Engagement in Dual Language Immersion
Indira Soto I Teacher, Western Union Elementary School
Angélica Yepes I Southwood Elementary School
This workshop is focused on helping DLI teachers and parents by providing ideas for supporting their child at home. The ideas come from parents who have their children enrolled in DLI programs and have found it difficult to support their kids. It will be divided into three types of problem-solving perspectives: target-language, content-area, and students’ cognitive-developmental stages.

Supporting Indigenous Language Programs
Azul Cortés I Director of Heritage Languages, DLeNM
Advocates and scholars share supports for Indigenous language programs serving tribal communities. When tribal communities make the decision to put their community language in the school, ILP’s face a tremendous challenge in working with students who are non-speakers of their heritage language. Work and research on sovereignty, teacher support, and community engagement will be presented by four different programs.

Using Data for a Purpose: Building Effective Instructional Programs
Adriana Bermea I Director of Bilingual Services, Southside ISD
Joey Martinez I Southside ISD
Melissa Martinez I Southside ISD
Come see how to use data with a purpose. Using data in a purposeful manner has helped build an effective instructional program for our ELs while empowering all stakeholders. We will review the instructional components of an effective bilingual program and discuss the collaboration that should occur in order to meet the instructional needs of ELs while building best practices for your program.

Effective Practice for Teaching in a Bilingual Classroom: A Positive Classroom Environment and Virtual Resources
Nancy Uribe I Teacher, East Somerville Community School
The purpose of this workshop is to share strategies that create a positive and relaxing classroom environment that aids the ELL to develop social and academic language skills. I will review and discuss the most recent research in bilingual language acquisition that aligns with the strategies I use in my classroom. Also, I will be sharing some videos about how students work independently.

Digitizing Writing to Empower and Affirm the Identities of Dual Language Students
Laura Ramos I Dual Language Teacher, Katy ISD
The integration of technology is an effective approach to promote biliteracy and empower students. This session discusses how to develop digital writing experiences that affirm the students’ identity and connect to their lives. Examples of writing samples as well as planning tables will be shared. The recommendations are product of a case study in a second-grade dual language classroom.

Vanguard University Graduate Education Program
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Literacy and Content to Boost Productive Language Skills in Secondary Dual Language Immersion through Cultural and Global Competencies

Johanna Carrion I Teacher, Iredell Statesville Schools

Ready to use literacy and content strategies to boost productive language skills in language immersion classes in middle and high school? Writing and speaking academic Spanish requires intentional, scaffolded practice. Cultural and global competencies make the best framework to support our students in their development as proactive citizens of the world.

Addressing Sociocultural Competence in Dual Language Education

Angela Palimeri I Teacher, Glendale Unified School District/Fulbright Distinguished Award in Teaching Program

Sociocultural competence (SC) is known as the most elusive pillar of DL since there is little guidance for DLI educators on how to address it in the classroom, or how to embed it in the curricula. This presentation will address a) the most recent research on SC, b) SC pedagogy, c) meaningful conversations around culture and language, and d) sharing of ideas on how to address SC in the classroom.

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

Estrategias para desarrollar la lectoescritura en español

Damaris Free I Biliteracy Coordinator at Del Valle ISD, Region 13

En esta sesión, los participantes entenderán los métodos y estrategias apropiadas para el desarrollo de la lectoescritura en español. Las estrategias incluyen: entender la secuencia de la fonética, el uso de las silabas para decodificar y el estudio de morfemas. Los participantes también entenderán cómo los lectores bilingües utilizan los procesos de literacidad simultáneamente.

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Laura A. Valdiviezo, University of Massachusetts-Amherst, USA

This book gives educational leaders (beginning with our teachers) important ‘food for thought’, encouraging reflection upon what our individual and collective contribution needs to be if we are to be successful in delivering the promise of K-12 Dual Language Bilingual Education for ALL families who choose to participate.

David Rogers, Dual Language Education of New Mexico, USA

This excellent book provides a fascinating example of dual language bilingual education today. Rich in ethnographic detail and insightful analysis, Henderson and Palmer carefully document how teachers navigate what proves to be extremely challenging policy terrain. While the case is unique, the findings and recommendations offer crucial implications for language education policies and bilingual programs everywhere.

Kate Menken, City University of New York, USA

This book explores the role of the teacher in dual language bilingual education (DLBE) implementation in a time of nationwide program expansion. It provides case studies of teachers in the process of implementing and adapting DLBE and highlights the role of teachers as language policymakers.

Kathryn I. Henderson is an Associate Professor of Bicultural-Bilingual Studies in the School of Education at The University of Texas at San Antonio, USA. Deborah K. Palmer is a Professor of Equity, Bilingualism and Biliteracy in the School of Education at the University of Colorado Boulder, USA

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