VIRTUAL CONFERENCE
PROGRAM DRAFT
SEPTEMBER 30, 2020
Thursday, November 5, 2020 • 9:10 am – 10:30 am

Using the Narrative Input Chart as a basis for Early Childhood Literacy Centers
Laurie Magill | Retired Educator, Preschool GLAD® Trainer, Dual Language Education of New Mexico
Ines Perez | Dual Language Kindergarten Teacher, Preschool GLAD® Trainer, 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

Advancing Pro-Blackness in Bilingual Dual Language Education: Radical Possibilities in Light of an Ethical Imperative
Cristian Aquino-Sterling | Ph.D., San Diego State University
April Baker-Bell, Ph.D. | Michigan State University
Michel Anne-Frederic DeGraff, Ph.D. | Massachusetts Institute of Technology
Nelson Flores | Ph.D., University of Pennsylvania
Brittany Frieson | Ph.D., University of North Texas
Kenzo Sung | Ph. D. Rowan University
Scholars across multiple fields of research and practice critically examine anti-Black racism in bilingual dual language education (BDLE). We propose strategies for radically placing race and pro-Blackness at the forefront of policy, research, curriculum, and instruction in BDLE and related fields of interdisciplinary research and practice.
Strand: Biliteracy Development/Teaching for Transfer

El náhuatl y el español: Rasgos de una evolución
JOEL FRANCISCO Lagunas Ibarra | Professor, CILAC FREIRE
MARTHA BEATRIZ MATA RAMÍREZ | CILAC FREIRE
Existen una diversidad de palabras en el español moderno que tienen 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

Influencing Elected Officials: How to Effectively Influence Legislators To Support Bilingual and Equitable Education
Charles Goodmacher | 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
Connecting Dual Language Research to Policy and Practice: A Planning Guide
Theresa Catalano | Associate Professor, University of Nebraska-Lincoln
Edmund T. Hamann | Professor, University of Nebraska-Lincoln
Dan Moran | Washington Elementary School, 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

Dual Language Learners and Learning Disabilities: Challenges for Students and Teachers
Amy Johnson | Coordinator, Texas Education Agency
Laura Wilk | Section 504 Coordinator, 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

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: Biliteracy Development/Teaching for Transfer
K - 5
English

Online Relationship-Based Visual and AVID Strategies for the Bilingual Classroom
Ron Yoder | Teacher, Atrisco Heritage Academy High School
Loretta Sandoval | Teacher, Atrisco Heritage Academy High School
Jeremy Wood | Teacher, 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
Thursday, November 5, 2020 • 9:10 am – 10:30 am

Strategic Planning for Successful Launch of a Dual Language (DL) Program: A District Perspective
Blanca De La Sierra | Director, Irving ISD
Barbara Kennedy | Consultant Global Lingo, 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

La interdependencia entre plantas y animales: Construyendo polinizadores robáticos
Yesenia Kelly | 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

De España al aula: Conexiones curriculares en la enseñanza del español
Mariola Sánchez-Cascón | Director, Embassy of Spain
La Consejería de Educación de España en Estados Unidos promueve, dirige y gestiona las distintas acciones educativas para promocionar la lengua y la cultura españolas en el sistema educativo americano y la formación del profesorado de español en ambos países, a través de los Centros de Recursos. Integrar el arte, la literatura y la cultura en las aulas requiere planificación y metodología.
Strand: DLE Program Development Elementary/Secondary K-12
K - 5
Both English & Spanish

ENIL/IRLA: Let’s Bring Back the Love of Reading!
Marquita Montano | Instructional Specialist, El Camino Real Academy
Jakob Lain | School Principal, El Camino Real Academy
Katie Sward | Biliteracy Specialist (CLSD Grant), 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: Biliteracy Development/Teaching for Transfer
K - 5
English
Considerations for Identification and Assessment of English Learners for Special Education Services
Nancy Roza | Associate Professor, 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.

Assessment in Multiple Languages: Where Do We Begin?
Margo Gottlieb | 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.

Practical Initiatives to Integrate Latino Families in our Schools
SUSANA LOPEZPEREZ | Teacher, Harvard Cusd 50
Vanessa Mendoza | BILINGUAL PARENT COMMUNITY LIAISON, 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.

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.
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**Inmersión dual en el aprendizaje virtual, ¿es posible?**
Dr. Jordi Solsona-Puig | Teacher, Glendale USD
María Capdevila-Gutiérrez | Department Chair, Gusd

*Dos experimentados maestros de inmersión dual comparten sus vivencias en una escuela media del sur de California durante los meses de marzo, abril, mayo y junio de 2020. Un entorno escolar de aprendizaje para el enriquecimiento lingüístico y social basado en la presencialidad se ve de golpe obligado a volverse remoto con el advenimiento de una pandemia mundial.*

Strand: STEM/Integrating Technology
6 - 8
Spanish

**The Bilingual Seal, Near and Far**
Lisa Martinez | 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

**Enseñar en el aula bilingüe: Interdisciplinary Planning for Biliteracy Development**
Sandra Musanti | Associate Professor, The University of Texas Rio Grande Valley
Sandra Mercuri | 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. Compartiremos ejemplos y estrategias de diferentes grados para ilustrar el proceso de instrucción en español e inglés.

Strand: Biliteracy Development/Teaching for Transfer
K - 6
Spanish

**Results from the State Seal of Biliteracy Focus Groups**
Jill Walston | American Institutes for Research, Researcher
Mayra Valtierrez | Director of Language and Culture Division, Hispanic Education Liaison, 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
English

**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
English
Cómo incrementar la lectura de comprensión en español
Trinidad Mercado | Teacher, Cesar Chavez Elementary School
Esta presentación presenta el trabajo realizado con estudiantes de 4o 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 fundamentales y lenguaje, al término del mismo aumentaron su nivel de comprensión de lectura en español.

Strand: DLE Program Development Elementary/Secondary K-12
K - 5
Spanish

Bring in the Music
Andres Salguero | 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. 123 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

Developing Metalinguistic Awareness with Emergent Bilingual Students
Lisa Tabaku | 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: Biliteracy Development/Teaching for Transfer
K - 5
English with Spanish Examples
Increasing Student Engagement and Participation during In-Person Online Math Lessons
Lisa Meyer | Director of Programming, DLeNM
Evelyn Chavez | Project Coordinator, DLeNM
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

Bridging the Gap in Reading Comprehension through Bilingual Vocabulary Instruction
Esmeralda Orozco | Administrator, International Leadership of Texas
Doris Luft Baker | Associate Professor, Southern Methodist University
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

Best Literacy Practices for English Learners K-2
Rosalie Pereda | Teacher
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

Growing Intercultural Communicative Competence in a Middle School, Dual Language Classroom
Marta Frederick-Petersheim | 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: DLE Program Development Elementary/Secondary K-12
6-8
English and Spanish
Moving An Elementary Dual Language Program to Secondary: Mapping the Journey
Kris Nicholls | 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.

One Size Does Not Fit All: Creating a DLI Program for Your Community
Patrick Brown | Coordinator, Robbinsdale Area Schools
Jennifer Morris | Dual Language Teacher, 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.

Digital Differentiation for Dual Language in Distance Learning
Lori Smith | National Curriculum Consultant, Learning A-Z
Join us to focus on digital 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!

Addressing Sociocultural Competence in Dual Language Education
ANGELA PALMIERI | 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.

| Thursday, November 5, 2020 • 10:55 am – 12:15 pm |
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**Teaching Science and Engineering in the Dual Language Classroom**
Marialuisa Di Stefano | Assistant Professor, University of Massachusetts - Amherst
Idalis Villanueva | Associate Professor, University of Florida
Alberto Esquinca | Associate Professor, San Diego State University
This presentation is designed for K-5 Spanish dual language (DL) teachers who teach or may be interested in including science and engineering concepts in their classes. It includes collaborative hands-on activities that connect bilingual instruction in science and engineering to the Next Generation Science Standard (NGSS) and the Common Core Standards (CCS).

Strand: STEM/Integrating Technology
K - 5
English and Spanish

**Academic Language: Importance and Implementation**
Jeremy Padilla | Teacher,
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
English

**A Critical Lens: Moving from Visualizing to Realizing the Strengths of Developing Bilinguals**
Patricia Núñez | Teacher, University of Texas
Julia Hernández | Teacher, 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 use of programs, the purchasing of resources, and 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
English

**Trenzando Academic Biliteracy Writing in Dual Language AP Classes.**
Mishelle Jurado | Teacher, Atrisco Heritage Academy High School
DL teachers of AP Government, AP Spanish Language Arts, and their biliteracy coach create translinguaging/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
Bilingual English/Spanish
Considerations for Spanish-English Dual Language Learners: Language Proficiency or Disorder?
Genesis Arizmendi | Staff, University of New Mexico
Jui-Teng Li | Staff, University of New Mexico
H. Lee Swanson | Professor, 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.

Engaging Families in Supporting Language Acquisition with Preschool GLAD®
Catalina Sanchez | Coordinator, Orange County Dept. of Education
Participants will learn about activities being piloted in the Family Engagement Component of the Preschool GLAD® model. Activities that families can do at home to support language acquisition as well as foster cultural equity will be highlighted and shared. All activities are aligned to support the components of Preschool GLAD®.

Linguistically and Culturally Appropriate Education: Transforming New Mexico’s Education System, A Legislative Roundtable
Rick Miera | TENM Coalition member as Moderator, Representative
In this session: " Culturally and Linguistically Responsive Education: A Legislative Round Table" 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.

Digital Badging in the Context of Dual Language Teacher Preparation Programs
Laura Monroe | Director, University of Central Florida
Kerry Purmensky | Associate Professor, University of Central Florida
Florin Mihai | Professor, University of Central Florida
Dr. Joyce Nutta, Leslie Mendez, Nadia Garzon
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.
Translanguaging Strategies: Equitable Access to Academic Content and Literacy
Yvonne Freeman | Professor, The University of Texas Rio Grande Valley
Mary Soto | Assistant Professor, California State University East Bay
David Freeman | 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
English

Successful Attainment of the New Mexico Bilingual/Biliteracy Seal: One School District's Proven Model
Lisa Vigil | Teacher, Santa Fe Public Schools
Karina Beltran | Secondary Bilingual Teacher, SFPS
Jose Duran | Secondary Bilingual Teacher, SFPS
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
Bilingual Presentation - English and Spanish

Factors that Impacted the Implementation of Middle School Dual Language Programs in Three School Districts
Maria Gomez-Rocque | Community Member, University of Houston Clear Lake
A presentation describing 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.

Strand: Research
K - 12
English

Race, Equity, and Diversity Through Children’s Literature: The Importance of Incorporating a More Diverse Library into ELL Instruction
Gloria Carlson | ELD teacher, Harris Bilingual Elementary School
Danielle Rojas | Teacher, Harris Bilingual Elementary School
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
English
Thursday, November 5, 2020 • 1:30 pm – 2:50 pm

De la teoría a la práctica: El diseño de oportunidades de aprendizaje transformadoras en español
Ev Castilleja | Instructional Specialist, WestEd
Airam Ruiz | Instructional Specialist, Fort Worth Independent School District
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 andamiajes - desarrolla simultáneamente lenguaje y contenido.

Strand: Biliteracy Development/Teaching for Transfer
K - 5
Spanish

Social-Emotional Learning Online: Bringing Balance to Students
Erin Mayer | Teacher, APS
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:

You Have to Go Slow to Go Fast: Transitioning your TBE Program to Dual Language Using Research and Best Practice
Amy Mosquera | Consultant, Adelante Educational Specialists Group, Adelante Educational Specialists Group
Lissette Brito | Multilingual Program Supervisor, 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
English

¿Cómo se promulga el translenguaje por medio de las definiciones de desempeño de WIDA?
Analleli Munoz | Assistant Director, WIDA
Yvonne | Director of Educator Engagement, WCEPS
En tiempos recientes, los maestros han centrado su atención en el translenguaje. Utilizando las definiciones de desempeño de WIDA exploraremos cómo honrar la practica 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
Spanish
Effective Sheltered Instruction Strategies to Promote Language Development- From Whole Group to Independent Practice
Laura Diaz | Instructional Specialist, Participate Learning
Irene Zamora | Instructional Specialist, Participate Learning
Jake Henry | Director, Participate Learning

In this session participants will gain a deeper understanding of the benefits of sheltered instruction strategies to support language development. The workshop will focus on best practices to promote student engagement during whole group and independent practice to support long-term linguistic proficiency.

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

Identifying and Serving Culturally and Linguistically Diverse Gifted Students
Carol Leyendecker | 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
English

Examine and Uncover Biases in the Classroom
Erica Bearman | 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
English
Identidad bilingüe en adolescentes de un programa de doble inmersión español-inglés
Alma Lucinda Díaz-Philipp | Teacher, Meadow Park Middle School/Beaverton School District
Tatiana Cevallos | ESOL Director, 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
Spanish

Mi voz, mi pregunta: Lessons from the Inquiry-Based, Dual Language Classroom
Michele Rewold | 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
Bilingual English and Spanish

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

Dual Language Sociocultural Awareness & Social-Emotional Learning with Music & Motivation to Inspire Biliteracy
Güero Loco | Bilingual Nation USA
Learn how to create & use rhythm, repetition, songs, & rhyming as tools for sociocultural awareness & social-emotional learning to support our students in becoming bilingual, bicultural & biliterate. With focus on Hip Hop, Poetry & Reggaetón, Güero Loco demonstrates how music can be used to develop literacy skills & increase experiential learning while advocating for cultural & linguistic diversity.

Strand: Socio-Cultural Responsiveness
K - 12
Bilingual
Multilingual Learners are Everyone’s Responsibility  
Samuel Aguirre | 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  
English

“Naranja dulce, limón partido”: Conectando a la familia con el folklór para desarrollar la lectoescritura  
Emilio Ríos-Jíménez | Student, Texas Woman's University  
Victor Lozada | Texas Woman's University  
Annette Torres Elías | 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  
Spanish

Sealaska Heritage Institute’s Language Revitalization Efforts  
Jill Meserve | Assistant Director, Sealaska Heritage Institute  
Susie Edwardson | Project Coordinator, Sealaska Heritage Institute  
Nicole George | Project Coordinator, Sealaska Heritage Institute  
Sealaska Heritage Institute’s new language program focuses on creating new teachers for the Lingít (Tlingit), Xaad Kíl (Haida), and Sm’algyax (Tsimshian) languages of Southeast Alaska.  
Strand: Indigenous Language Immersion and Dual Language Immersion Programs  
Higher Education  
Tlingit, Haida, and Tsimshian

VOICES OF HOPE: Climate Science (A Project GLAD® unit)  
Kate Lindholm | 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  
English
Thursday, November 5, 2020 • 1:30 pm – 2:50 pm

Teach In, Speak Out: Teachers Against Child Detention
Ivonne Orozco | Teacher, Volcano Vista High School, Albuquerque Public Schools
Mirle Hernandez | Retired Educator
Dair Obenshain | Teacher, 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

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 | Statistician, Washington State - Office of Superintendent of Public Instruction
Will Williams | Director of Multilingual Education, 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

Unleashing the Power of Science Education for Young Dual Language Learners
Dr. 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 why 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 & Instructio
Pre - K
English

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 | Instructional Coach, 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
Friday, November 6, 2020 • 9:10 am – 10:30 am

**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

**Language, Music, and Movement to Enhance Learning**
Jose-Luis Orozco | 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
English, Spanish or Bilingual (Spanish/English)

**Improving Access to Math for All Students - Yes, we Can!**
Evelyn Chavez | Project Coordinator, Dual Language Education of New Mexico
AIM4S™ is a powerful framework used in traditional and DL classrooms that has been proven successful in addressing the needs of language learners and students who struggle with mathematics. Come listen to our teacher panel share sheltering and scaffolding strategies from their classrooms that are making a difference in student outcomes and engagement.

Strand: STEM/Integrating Technology
K-5
English

**Building Capacity - Seven Essential Components of an Effective Professional Learning Plan**
Catherine Rodriguez, Ed.D. | Administrator, Biliteracy Focused Education
Jeannie Negron | Kindergarten Dual Language Spanish Teacher & Coach, 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
Integrating OCDE Project GLAD® and AVID Writing Strategies.
Ryan Palmer | 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.

Strand: Academic Language Development
5 - 12
English

Let’s Talk! Equitable Talk for Language Learners
Rocio Figueroa | Director, 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.

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

¡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

Inclusion in a Dual Language Program
Marisela Antillon | Teacher, Los Padillas ES
Yeney Candell- Gomez | Bilingual Interventionist Teacher, Albuquerque Public Schools

Effective collaborative teaching through inclusion means lowering students-teacher ratio and targeting specific areas in a dual language classroom. By using different hands-on activities and strategies provided by differentiated instruction and embracing collaboration with special education, gifted, and resource-room teachers we can enrich our classroom instruction.

Strand: DLE Program Development Elementary/Secondary K-12
K - 5
English and Spanish
How Are the Goals of Language Development and Language Arts Different When Teaching Spanish Reading?
Samuel Aguirre | Director Español, WIDA
Doris Chávez-Linville | Director, English Learner Innovations, Renaissance
Carol Johnson | National Education Officer, 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

Revitalizing Denaakk'e in an Early Learning Head Start Program in Fairbanks, AK
Barbara Sundberg | Administrator, Head Start ages 3-5
Lorraine David | Project Director, Denaakk'e Headstart Program

This session will allow presenters to share the process of developing and implementing a dual language Indigenous Denaakk’e program for children ages 3-5 in a Head Start classroom. Denaakk’e is a Koyukon Athabaskan language of the Interior Alaska region. This grant-funded program has allowed for the development of curriculum, activities, and assessments. We are excited to share our resources.

Strand: Pre-K DLE Program Development & Instruction
Pre-K
English

Estableciendo habilidades de lenguaje académica K-5
Selena Enriquez | Teacher, White Mountain Elementary
David Brownrigg | 4th Grade Dual Language Teacher, White Mountain Elementary
Veronica Gomez | Kindergarten Dual Language Teacher, Ruidoso Municipal School District

En este taller, compartiremos estrategias específicas utilizadas para desarrollar el lenguaje académico con los estudiantes en las aulas de lenguaje dual K-5. Nuestro enfoque será el aprendizaje práctico del lenguaje académico en una era de educación que depende de la tecnología. Los presentadores compartirán las plataformas de aprendizaje que han tenido más éxito en la enseñanza de los estudiantes.

Strand: Academic Language Development
K - 5
Spanish

Stanley Lucero YouTube Artist Channel
Stanley A Lucero | Retired Educator, Volunteer
Yolanda M Lucero | Retired Educator, Volunteer

My videos represent children's music passed on from generation to generation and represent our rich, cultural musical heritage.

Strand: Socio-Cultural Responsiveness
K - 12
Spanish and English
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 clases bilingüe y comenzar un año escolar lleno de éxitos.

Strand: Biliteracy Development/Teaching for Transfer
K-5
Spanish

Experiences with Peer Tutoring and Culturally and Linguistically Diverse Learners in Secondary Schools
David Nieto | Associate Professor, Northern Illinois University
Estella Almanza | Project Director, BUENO Center
Alexandra Mcgrath | Doctoral student, 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
12-Sep
English

The Role of the Home Language in the Reading Development of Emerging Bilingual Students
Igone Arteagoitia | 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
English

What is "Special" about our Kids?
Felicitas Reyes | Teacher, Sandoval Academy of Bilingual Education
Miliza Zamora de Geisel | teacher, 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
English/Spanish
Friday, November 6, 2020 • 9:10 am – 10:30 am

**Equity is not an Elective: Changing Mindsets for a Bicultural Secondary Dual Language Program**
Monica Medina | Student, University of Texas at San Antonio
Christina Gomez Hernandez | Student, Texas State University - San Marcos
Cecilia Trujillo-Lozano | Student, 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-Jun
English

**Languages of the Land: Learning in Healing Spaces**
Pancho McFarland | 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
English

**Development and Integration of Native Language Program Designations**
Francis Vigil | Administrator, Bureau of Indian Education
Dmitriy Neezhooni | Education Specialist-Native Culture and Language, Bureau of Indian Education
Timothy Begaye | Education Specialist-Native Culture and Language, 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
English

**Tecnológicamente dual**
Laila Ferris | Administrator, Mesita ECDC/Elementary School, El Paso ISD
Claudia Fernandez | Teacher, Mesita ECDC/Elementary School, El Paso ISD
Dora Robles | Teacher, 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
English and Spanish
Advocating for Yourself and Your Bilingual Learners
Jody Slavick | Student, Literacy Squared/BUENO Center/CU Boulder
Virginia Valverde | Kindergarten Bilingual Teacher, Adams 14 Public Schools
Eunice Lopez | 5th Grade Teacher, 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
English

Cooking Up With Emergent Handwriting Success
Eva Sandoval | 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
English

A study of Dual Language Schools in Albuquerque: Theory of Change Logic Model & Early Findings
Rachel McCormick | Director, Abt Associates
Jacqueline Mendez | Abt Associates
David Rogers | Executive Director, DLeNM
Michael Rodriguez | DLeNM
Elizabeth Howard | University of Connecticut
Matthew Pahl | Public Charter Schools of New Mexico

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
English

Relationships First: Academic and Social-Emotional Success in the Dual Language Classroom.
Maria Barragan Ortiz | 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
English
Friday, November 6, 2020 • 10:55 am – 12:15 pm

**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 enactive, 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

**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.

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

**Scaffolding Mathematics at the Secondary Level**
Lisa Meyer | 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 AIM4S3™ math framework and how it has impacted these teachers' math instruction.

Strand: STEM/Integrating Technology
6 - 8
English

**Student-led ECHO Project**
Moises Gonzalez | Community Member, Dual Language Education of New Mexico
Emilio Barraza | IT Specialist, DLeNM
Starting in Fall 2020, students, through the Student Leadership Institute, will be meeting bi-weekly in an open-cohort ECHO session to address issues confronting secondary-school students in New Mexico (and, perhaps, beyond). During the session, after a brief primer on the ECHO model, there will be a meeting of the student-led ECHO in real time.

Strand: Leadership Policy and Advocacy
12-Sep
English/Spanish/Native Languages
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

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

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

Dual Language Research: Engaging Our Community Stakeholders as Knowledgeable Advocates
Virginia and Wayne Collier and 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
Teaching Pre-Service Teachers to Enact Culturally Sustaining Pedagogy: Shifting Critical Consciousness
Allison Briceño | Professor, San Jose State University
Claudia Rodríguez-Mojica | Assistant Professor, 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.
Strand: Socio-Cultural Responsiveness
Higher Education
English

La decolonización de la educación. Algunas notas
Martha Mata | 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.
Strand: Academic Language Development
Higher Education
Spanish

Accelerating LTEL Success Through Close Reading
Stephen Fowler | 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.
Strand: Academic Language Development
8-Jun
English

Los sentidos y el lenguaje: Una metodología alternativa para enseñar lectoescritura
Felipe Perez | Teacher, Riverview School
Silvia Venegas | Teacher, 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
Spanish
Canciones y cuentos para aprender a leer
Lada Kratky | Retired Educator, National Geographic Learning
As teachers we want our students excited about school and learning. The presentation shares memorable songs and interesting content based stories that capture the children's interest and get them on the academic road through phonological awareness, letter knowledge, and reading of decodable texts, followed by discussions and writing to develop and practice higher order thinking skills.

Strand: Biliteracy Development/Teaching for Transfer
K - 5
Spanish

Dual Language Parents Teach Literacy Skills to Their Children Using an E-Bilingual Library
Maria Bhattacharjee | Associate Professor, University of Houston-Downtown
Irene Chen | Professor, 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
English and Spanish

Juegos de lógica: Un reto para los estudiantes
Eva De Andres Presa | 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
Spanish

Keeping Discourse Alive in School and Virtually
Claudia Salinas | 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
Haa Shagóon - Our Past, Our Present, and What We Will Become
Jessica Chester | Tlingit Language Teacher, Juneau School District
Hans Chester | 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.

Integrating Inquiry: NGSS in the Dual Language Classroom
Jill Malkiewich | Teacher, Cien Aguas International School
Michelle Nellos | Teacher, 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.

Dual Language Leadership: From the Classroom to State Superintendent
Rob Darling | Administrator, YAKIMA SCHOOL DIST
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.

Indigenous Dual Language: A Journey and some Considerations
Azul Cortes | Director of Heritage Languages, DLèNM
Keres Children Learning Center journeyed into dual language education five years ago in an effort to revitalize the 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.
Enseñanza de lectoescritura con libros latinoamericanos
Heather Robertson-Devine | 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

Dual Language Teachers as Critical Pedagogues: Reframing our Identity, conscientización, & Praxis
Belinda Flores | 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
The C6 Biliteracy Framework as an Equity Lesson Planning Tool: Voices from the Field
José Medina | Director, Dr. José Medina: Educational Solutions
Elizet Moret | Coordinator of Multilingual Instruction & Migrant Program, Region 13 Education Center
Dr. Elena Izquierdo | , University of Texas at El Paso
The C6 Biliteracy Framework was conceptualized to align with the Guiding Principles for Dual Language Education: Third Edition. It provides a roadmap, grounded in equity and social justice, to effectively plan for the needs of emergent multilingual students. Panelists will share their experiences in using the tool as a means to disrupt educational systems that have marginalized some student communities.
Strand: Biliteracy Development/Teaching for Transfer
K - 12
English

Translanguaging and DLE - Critical Conversations from the DL Community
Natalie Olague | Project Coordinator, DLeNM
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.
Strand: Biliteracy Development/Teaching for Transfer

Weaving la trenza de biliteracidad: Strategic Language Connections through Preview/View/Review and Cross-Linguistic Connections
Vivian Pratts | Retired Educator, Okapi Educational Publishing
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 minilessons.
Strand: Biliteracy Development/Teaching for Transfer
K-5
English

OCDE Project GLAD® en español
Omar Guillén | Administrator, Orange County Department of Education
Diana Hernández | Coordinator, 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.
Strand: Academic Language Development
K - 5
Spanish
Friday, November 6, 2020 • 1:30 pm – 2:50 pm

A Key Understanding to Effective Dual Language Teacher Preparation: Claves eficaces para la preparación de maestros de doble lenguaje
Daisy Lopéz | Induction Lead Coach, Chicago Public Schools
Lisset Rosales | Dual Language Teacher, 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.

Centros que dan VIDA
Luz Roth | Retired Educator, Global VIDA
Viviana Hall | Co-founder, Dual Language Consultant, 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.

Success Story: Using Technology to Transform Math instruction for ELLs and Bilingual Students
Ulrike Kerstges | Assistant Principal, APS
You will learn about how Alamosa Elementary (Albuquerque Public Schools) implemented an innovative Math system called ClassHero, specifically designed to support ELL and bilingual students. Learn from school leadership on 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.

Leap into Literacy: Using Cultural Responsiveness in a Classroom
Shauna Williams | 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.
Friday, November 6, 2020 • 1:30 pm – 2:50 pm

**Tumbando paredes y abriendo senderos; Voceros efectivos para fortalecer nuestros programas bilingües**
Geri Chaffee | Geri Chaffee, M. Ed., Director, PDO.org & Founder, Dreamers Academy, Dreamers Academy
Catherine Rodriguez, Ed.D. | Administrator, Biliteracy Focused Education Consulting
Las familias hispanas frecuentemente preservan 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
Spanish

**The Impact of Home Language on Reading Comprehension in English Learners**
Hope Gill | Student,
Reading Comprehension (RC) of English Learners changes over time and may be explained by language spoken at home. In this presentation, we will discuss 1) how home language plays a critical role in predicting changes in RC, and 2) the impact of ethnicity and home language on English RC.

Strand: Research
K - 5
English

**Building a Community of Bilingual Learners Through Seesaw**
Teresa Razo | 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
English/Spanish

**Instrucción de comprensión y vocabulario en un salón de lenguaje dual**
Caren Garcia | Teacher, El Camino Real Academy
Claudia Coriz | Dual Language Reading Specialist, Santa Fe Public Schools
Durante esta presentación los participantes tendrán la oportunidad de conocer estrategias y recursos en base a investigaciones referentes al vocabulario y comprensión, para favorecer el aprendizaje y desarrollo del idioma.

Strand: Academic Language Development
K - 5
Bilingual
Best Practices in a Dual Language Classroom
Karina Ligon | Teacher, Ector County ISD
Margarita Acosta | Ector County ISD/Bilingual-ESL
We want to share the best practices used in our dual language program. We will share different ways to get students to use their second language and give teachers access to our bank of various resources to help teachers go back into their dual language classrooms with new and innovative ideas. We will include ways to integrate technology using second language strategies.

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

Bilingual Boot Camp: Helping Students Reflect on Bilingualism, Biliteracy, and Cultural Competence
Juan Aragon | Coordinator, West Mesa High School
Luisa Castillo | Teacher, 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
English

Culturally Responsive Instructional Conditions as Pathways to Success for ELs with Disabilities
Le Tran | Staff, University of Texas, Austin
Margene Brohammer | Associate Principal, Lawrence Public Schools, Lawrence High School
Jeannie Merritt | Reading Specialist/Teacher, 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
English

Cambiando paradigmas, cambiando vidas: Un programa dual de colegio temprano PreK-12
Mario Ferron | 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.

Strand: DLE Program Development Elementary/Secondary K-12
K - 12
Spanish
Bringing Your Whole Self to School and Work / Trae toda tu persona al colegio y al trabajo
Natalia Herrera | Community Member, Sandia National Laboratories

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.

Strand: Leadership Policy and Advocacy
12-Sep
Both English and Spanish

Supporting Dual Language Programming in Rural Schools: Opportunities and Challenges
Stephanie Andler | Director, Selah School District
Barbara Kennedy | Consultant, Globa Lingo Ed. Consulting
Elizabeth Hockens | Principal, East Valley School District
Ann Bohrnsen | Principal Granger School District

Students in rural areas deserve all that dual language has to offer. Rural districts face unique challenges including extreme income disparities, limited district-level capacity to support, budgetary constraints, low staff numbers, and fewer PD opportunities. Learn how three districts in rural Eastern Washington are tackling these challenges to create life-changing opportunities for their students.

Strand: Socio-Cultural Responsiveness
K - 12
English

Linguistic Geniuses: Teaching for Transfer in Elementary Classrooms
Heather Skibbins | Training Supervisor, SEAL (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.

Strand: Biliteracy Development/Teaching for Transfer
K - 5
English

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.

Strand: DLE Program Development Elementary/Secondary K-12
K - 12
English
Las unidades temáticas como una experiencia auténtica de lenguaje académico
Curriculu Chepetla-Jimenez | 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.

Strand: Academic Language Development
K - 5
Spanish

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 "languaging."

Strand: Biliteracy Development/Teaching for Transfer
K - 5
English

Dual Language Instruction in Cambodia
Gary Bass | 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
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. Come 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

Aceptando la creatividad lingüística de los estudiantes bilingües en los EE.UU.: Un deber sociocultural
Karen Beeman | Director, Center for Teaching for Biliteracy
Cheryl Urow | Director, Center for Teaching for Biliteracy
Esta sesión analizará el lenguaje productivo de los estudiantes bilingües enfocándose en el español estadounidense usando una perspectiva multilingüe. Exploraremos el uso lingüístico prevaleciente en nuestras comunidades escolares y la importancia de aceptar el lenguaje de nuestros estudiantes, afirmando su contexto socio-cultural y proponiendo estrategias que valoran y desarrollan su lenguaje.

Strand: Socio-Cultural Responsiveness
Spanish

I’m Bilingual! I’m Biliterate! I’m A Techie, Too!
Dora Robles | Teacher, Mesita ECDC/Elementary School, El Paso ISD
Claudia Fernandez | Teacher, Mesita ECDC/Elementary School, El Paso ISD
Viviana Favela | Teacher, 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.

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

Ed Tech Superpowers for the Dual Language Classroom
Dr. Edith Treviño | Instructional Specialist, Dr. ET & Company
This dynamic session will take participants through a series of free, and user-friendly ed tech tools for English language learners. The educational tools support research and sheltered instruction. All participants will leave the session with knowledge and skills to implement this on their own. Twitter handle @dretontheborder

Strand: STEM/Integrating Technology
K - 12
English
Saturday, November 7, 2020 • 9:10 am – 10:30 am

Bringing Parents into the Translanguaging Conversation
Siury Pulgar | Teacher, MamaLingua
Aileen Passariello-McAleer | Parent, 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.

Strand: Family/Community Partnerships
K - 5
English

Visible Learning and Guiding Principles to Sustain Programs
Carmen Emery | 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.

Strand: Leadership Policy and Advocacy
K - 6
English

Engaging all Students with a Translanguaging Stance
Maria Elena Orozco | 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.

Strand: Biliteracy Development/Teaching for Transfer
K - 5
bilingual

What's the Buzzzzz About Micro-Credentials? Building Effective Educators of English Learners
Laureen Avery | Director, UCLA Center X Northeast Region
Victoria White | Administrator and ExcEL Lead, Shelton Public Schools, Shelton Public Schools
Jason Cervone | Project Director, ExcEL, UCLA Center X Northeast Region
Christine Butler | TESOL teacher and ExcEL Coach, Shelton Public Schools
Maria Zampano | TESOL teacher and ExcEL Coach, 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 micro-credentials.

Strand: DLE Program Development Elementary/Secondary K-12
K - 12
English
Lessons Learned during Distance Learning: Discovered Gems
Frank Salinas | Teacher, Richardson ISD
Teaching in a distance learning environment because of schools closures has its challenges but new leanings 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.

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

The Shoulders We Stand On: A History of Bilingual Education in New Mexico
Rebecca Blum Martinez | Professor, Transform Ed.
Mary Jean Habermann López | Co-editor
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 1990’s. Our book includes chapters from specific time periods and events or people that have had significant impacts on bilingual education.

Strand: Leadership Policy and Advocacy
K-12
English

Supporting our Youngest Dual Language Learners with Language and Literacy
Giselle Sanchez Santiago | Teacher, Velma Thomas Early Childhood Center
Arcelia Pineda | Teacher, 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.

Strand: Pre-K DLE Program  Development & Instruction
Pre-K
English

Number Talks in a Two-Way Language School
Michele Ortega | Administrator, El Camino Real Academy
Debora Magana | Math Interventionist, 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
English and Spanish
Sing, Say, Dance, and Play: Language Development in an Artful Way  
Victor Lozada | 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  
Spanish and English

Word Study and Fluency: A Key Competent to Biliteracy Development in DL Classroom  
Laura Bryant | Teacher, Central Elementary - Las Cruces Public Schools  
Patricia Lozano | Teacher, Central Elementary - Las Cruces Public Schools  
Word study and fluency has been a strong practice and teachable moment from 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 in preparing them for the bridge in the target language.

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

Providing Equitable Access Through a Co-Teaching Model  
Kelli Scardina | Senior Advisor/Consultant, Education Northwest  
Chrissy Chapman | Director of Teaching, Learning, and Assessment, 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  
8-Jun  
English

La enseñanza de matemáticas en la preparatoria con AIM4S3™  
Juan Piorno-Campo | 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 de AIM4S3™.

Strand: DLE Program Development Elementary/Secondary K-12  
K - 12  
Spanish
What Guides Your Spanish Instruction? Check Out This Framework!
Samuel Aguirre | Director, WIDA
Margo Gottlieb | WIDA Co-Founder and Lead Developer, WIDA
Mariana Castro | Interim Director, WCER, 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
English

Chicano Studies/ Pueblo Native History for Elementary Students
Daniel Espinoza | 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
English

Digital Interactive STEM Notebook for Science & Math
Natali Barreto-Baca | Teacher, Truman Middle School/APS
Angel Mendez | Teacher, Truman Middle School
Dean Madrid | Teacher, Truman Middle School

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
English

Educators on the Frontlines: Avenues for Advocacy & Social Justice
Brooke Shanley | 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
English
El Modelado de Procesos Químicos para fomentar la comprensión conceptual
Magdalena Pando | Professor, New Mexico State University
Zenaida Aguirre-Muñoz | Professor, 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
Spanish

The impact of the Language of Math Instruction on EL Achievement in Two-Way Dual Language Programs
Patricia Cheatham | 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
English

World Solutionaries
Amanda Kraft | 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
English
Boys Don’t Cry: Amplifying the Voices of the LGBTQ+ Community in the Dual Language Program
José Medina | 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.

Bilingualism, Biliteracy, Biculturalism ... and Critical Consciousness to Support Equity in Dual Language Bilingual Education
Deborah Palmer | 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.

Contextualized Learning with CLAVES™: Equitable and Accessible Instruction for Language Learners
Evelyn Chavez | Project Coordinator, DLeNM
Yanira Gurrola | Professional Development Coordinator, 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.

Promoting Oracy in the DLI Classroom
Micaela Bermudez | 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 observational charts and narrative input charts in centers to promote language development.
Thoughts on the Adequacy of Translanguaging in Two-Way Immersion Programs  
Michael Guerrero | Professor, University of Texas Rio 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.

Estrategias y recursos para la enseñanza de Artes del Lenguaje en español en la clase dual  
Cristina Campillo | 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.

Bilingual Students and Spanish-Speaking Parents during COVID19  
Virginia Elkhader | 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.

Usando textos y technology para crear Translanguaging en el poetry  
Joe Dvorak | Teacher, Teton Couty 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 translenguaje para encontrar sus identidades multilingües.
Increasing Vocabulary Processing Techniques through Technology for ELs with Disabilities
Le Tran | Staff, University of Texas, Austin
Margene Brohammer | Associate Principal, Lawrence Public Schools, Lawrence High School
Jeannie Merritt | Reading Specialist/Teacher, 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
English

Binding Biliterates: Strengthening Biliterate Communities through Student-Created Books
Angela Larsen | 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

Biliteracy in Action: Crossing the Bridge to Develop Metalinguistic Awareness in the Two-Way Immersion First-Grade Classroom
Adriana Hart | Teacher, Collinswood Language Academy

In this presentation, participants will have the opportunity to learn about the Bridge, one of the six stages in a Biliteracy Unit (Beeman & Urow, 2013), through authentic instruction/materials in a two-way immersion first-grade class. The Bridge promotes metalinguistic awareness development in both languages, helping emergent bilinguals to make meaning of their own language acquisition process.

Strand: Biliteracy Development/Teaching for Transfer
K - 5
English

DLE Planning and Preparation: Ensuring a Successful Implementation in Year 2 & Future Sustainability
Aubrey Monks | Assistant Administrator, Alfred Nobel - Chicago Public Schools
Manuel Adrianzen | Principal, Alfred Nobel - Chicago Public Schools

Question: How do we leverage research during DLE incubation, year 2 to create effective DLE schools?
Solution: Focus on Utilizing CAL’s DLE Guiding Principles for district-wide DLE incubation in year 2. Hear from administrators who have begun implementing DLE, how they are utilizing CAL’s DLE Guiding Principles, and how they used them to address challenges and obstacles.

Strand: DLE Program Development  Elementary/Secondary K-12
K - 12
English
Fostering Parents Engagement in Dual Language Immersion.
Indira Soto | Teacher, Western Union Elementary School
Angelica Yepes | Teacher, 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.
Strand: Family/Community Partnerships
K-5
English

Supporting Indigenous Language Programs
Azul Cortes | 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.
Strand: Indigenous Language Immersion and Dual Language Immersion Programs
K-12
English

Effective Practice for Teaching in a Bilingual Classroom: A Positive Classroom Environment and Virtual Resources
Nancy Uribe | 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.
Strand: Academic Language Development
K-12
English

Using Data for a Purpose: Building Effective Instructional Programs
Adriana Bermea | Director of Bilingual Services, Southside ISD
Joey Martinez | Assistant Principal Heritage Elementary, Southside ISD
Melissa Martinez | Dual Language Teacher-5th, 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 EL's 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 EL's while building best practices for your program.
Strand: Leadership Policy and Advocacy
K-12
English
¡Aquí hablamos todos!!
Africa Dutor Noguera | Teacher, Bluestone Elementary School
Do you struggle to get your students to SPEAK in the target language? Do they struggle to engage in CONVERSATIONS even in small settings? Come join me and learn some strategies to help improve students’ ORAL PRODUCTION.
Strand: Pre-K DLE Program Development & Instruction
K - 6
Spanish

Literacy and Content to Boost Productive Language Skills in Secondary Dual Language Immersion through Cultural and Global Competencies
Johanna Carrion | 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.
Strand: DLE Program Development Elementary/Secondary K-12
6 - 8
English

Estrategias para desarrollar la lectorescritura en español
Damaris Free | Biliteracy Coordinator at Del Valle ISD, Region 13
En esta sesión, los participantes entenderán los métodos y estrategias apropiadas para el desarrollo de la lectorescritura en español. Las estrategias incluyen: entender la secuencia de la fonética, el uso de las sílabas para decodificar y el estudio de morfemas. Los participantes también entenderán cómo los lectores bilingües utilizan los procesos de literacidad simultáneamente.
Strand: Biliteracy Development/Teaching for Transfer
K - 5
Spanish

Los Padillas Elementary School’s 5th Grade Bilingual Seal
Ludyvina Gomez | Bilingual Resource Teacher, Los Padillas Elementary School, Albuquerque Public Schools
Cesar Hernandez | Principal, Los Padillas Elementary School
Mary Carmen Sanchez | Gifted Teacher, 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