Our Cultures, Our Languages —
Nuestra identidad comunitaria e igualdad educativa

Nihizaad Diyingo Bee Nihee'hózin
In toltahtol, in totequiohtl

Wednesday
November 2, 2022

27th Annual
Dual Language Conference
November 2 - 4
Santa Fe, NM
Bienvenidos + Welcome

The Conference by Teachers for Teachers

La Cosecha Hybrid National Conference will bring together the largest gathering of educators, parents, researchers, and practitioners supporting dual language, two-way immersion, one-way developmental bilingual, and one-way heritage language immersion programs from across the U.S.

Planning Committee
Jessica Chavarría — Atrisco Heritage Academy
Bernie Chávez — Adobe Acres Elementary School
Alice Banks-Sandoval Academy of Bilingual Education
Olivia Domínguez — Helen Cordero Elementary School
Luis García — Ernie Pyle Middle School School
JoAnn García — Mountain View Elementary
Rosie González-Rogers — Los Padillas Elementary School
Debra Gonzales - Cross of Hope School
Gina González-Young — Albuquerque Bilingual Academy
Florence López-Alderete — McCollum Elementary School
Carmen López-Gastón — Dolores Gonzales Elementary School
Rachel Gorman Martínez-Powers — East San José Elementary
Virginia Montoya — La Mesa Elementary School
Brad Neu — East San José Elementary School
Christine Rincon - Adobe Acres Elementary
Jackie Rodríguez — Sandoval Academy of Bilingual Education
María Rogahn — Families United for Education/Montezuma ES
Silvia Sosa de Chávez — Valle Vista Elementary School
Michele Trujillo — Zia Elementary School
Milagro Tognoni - East San Jose Elementary
Marquita Montano - El Camino Real Academy

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Jill Hutson — La Cosecha Conference Assistant
Kyle Roberts — La Cosecha Conference Manager

La Cosecha 2022
One Great Conference • Six Great Meeting Sites!

Meeting Sites:
- A - Santa Fe Convention Center
- B - First Presbyterian Church
- C - Eldorado Hotel
- D - Hilton Hotel
- E - Drury Inn
Virtually With You!
Welcome to the 27th annual 2022 La Cosecha conference in the oldest state capital in the United States–Santa Fe, New Mexico! It is our pleasure to provide you with a hybrid conference option once again, offering both in-person and virtual experiences. Providing our community with the option of connecting virtually is just as important today as it was a year ago. This year’s conference theme is “Our Legacy, Their Future: Providing Children with a World-Class, Multilingual Education”. La Cosecha is a place and time to strengthen and renew our commitment to provide a multilingual, multicultural education for our students. Children, families, and our community benefit from the services you provide as dual language advocates. As we know, the legacy of language and culture extends far beyond the classroom!

In addition, La Cosecha is a wonderful time to reconnect with old friends, as well as make new ones, to share our stories and experiences so we can learn from one another. We are confident that this year’s conference will provide you with the information, tools, and ganas to keep the vision alive for our youth!

¡Qué siga La Cosecha!

Loretta Booker, Co-Chair, DLeNM
Dr. Sylvia Martínez, Co-Chair, DLeNM

Message from our Board of Directors

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“Es de suma importancia para todos nosotros que apreciemos de dónde venimos y cómo esa historia nos ha moldeado de formas que tal vez no entendamos.”
– Sonia Sotomayor, Juez de la Corte Suprema de Estados Unidos

Sean bienvenidos al vigésimo séptimo congreso anual, La Cosecha 2022, en la capital estatal más antigua de los Estados Unidos, Santa Fe, Nuevo México. Es un placer ofrecerles de nuevo la opción de un congreso híbrido con experiencias presenciales y virtuales. Brindar a nuestra comunidad la oportunidad de conectarse virtualmente es tan importante hoy como lo fue hace un año.

El tema de nuestro congreso es, “Nuestro legado, su futuro: Proporcionando a los niños una educación de clase mundial”. La Cosecha es el espacio preciso para fortalecer y renovar nuestro compromiso de proveer a nuestros estudiantes con una educación multilingüe y multicultural. Los estudiantes, las familias y nuestra comunidad se benefician de los servicios que ustedes proporcionan como defensores de la educación de lenguaje dual. Como todos sabemos ¡El legado del lenguaje y de la cultura se extiende mucho más allá del salón de clase!

Además de esto, La Cosecha es una oportunidad maravillosa de reconectarse con viejas amistades, y formar otras nuevas, de compartir nuestras historias y experiencias para que podamos aprender unos de otros. ¡Confiamos que La Cosecha 2022 les proporcionará la información, las herramientas y las ganas de mantener viva la visión multicultural y multilingüe para nuestra juventud!

¡Que siga La Cosecha!

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Wednesday, November 2nd
6:30 a.m. – 2:30 p.m. School Visits*
8:30 a.m. – 3:00 p.m. Pre-Conference Institutes*
12:00 p.m. – 5:00 p.m. Early Check-In
1:00 p.m. – 5:00 p.m. Exhibits Open
5:30 p.m. – 7:00 p.m. Opening Session (Live Stream)
7:00 p.m. – 8:30 p.m. Opening Reception & Night at the Exhibits

Thursday, November 3rd
7:30 a.m. – 3:30 p.m. Check-In
8:00 a.m. – 5:00 p.m. Exhibits & Career Fair
9:10 a.m. – 2:50 p.m. Concurrent Sessions
12: 15 p.m. – 1:15 p.m. Networking Luncheon
3:15 p.m. – 4:30 p.m. Plenary Session (Live Stream)
7:30 p.m. – 10:30 p.m. Conference Dance/Fundraiser (Santa Fe Convention Center)*

Friday, November 4th
7:30 a.m. – 11:30 a.m. Check-In
8:00 a.m. – 5:00 p.m. Exhibits & Career Fair
9:10 a.m. – 2:50 p.m. Concurrent Sessions
12: 15 p.m. – 1:15 p.m. Networking Luncheon
3:15 p.m. – 4:30 p.m. Plenary Session (Live Stream)
3:30 p.m. – 11:00 p.m. Powwow (Eldorado)
8:30 a.m. – 3:00 p.m. Student Leadership Institute & Family and Community Institute
7:00 p.m. - 9:30 p.m. – Musical Peña (Hilton)

Saturday, November 5th
7:45 a.m. – 9:00 a.m. Breakfast with an Expert
9:10 a.m. – 12:15 p.m. Concurrent Sessions
12:30 p.m. – 1:00 p.m. Closing

*Indicates ticketed event.

Login to the La Cosecha Conference Platform Now!
Scan the QR Code below.

La Cosecha Program App is your mobile program at your fingertips!
Scan the QR Code below and search for La Cosecha Conference Now!

La Cosecha 2022  Santa Fe, NM
Institutos previos al congreso ~ Pre-Conference Institutes

9:00 am - 3:00 pm

*Pre-registration is required for all Institutes.

CAL SIOP for Dual Language: Integrating Language and Content Across Languages

CAL SIOP for Dual Language Program methodologies represent a marriage between the Guiding Principles for Dual Language Education (Howard, et al. 2018) and the CAL SIOP model of instruction. This interactive institute from the Center for Applied Linguistics (CAL) provides participants with an overview of effective instructional practices that make use of the special abilities emergent bilinguals have to use, knowledge of, and in, their two languages to learn. Grade 3-12 bilingual teachers and coaches will learn about the eight components of the SIOP Model while addressing the three pillars of DL programs: bilingualism and biliteracy, high academic achievement, and socio-cultural competence. The institute will include a variety of activities, including hands-on practice and small-group discussions about application, that will encourage reflection needed by teachers to adapt the CAL SIOP methods for their own classrooms. No prior knowledge of the SIOP Model is required for participation. School teams are encouraged to attend together.

Facilitators: Lisa Tabaku and Igone Arteagoitia - Center for Applied Linguistics
Sponsoring Partner: Center for Applied Linguistics (www.cal.org)

Español Académico en CILAC Freire: Practiquemos enseñando y aprendiendo!

En este Instituto, reflexionaremos sobre los temas complejos en la enseñanza del Español académico de manera dinámica y divertida. Revisaremos las situaciones y retos que se presentan en el aula, así como su vinculación con la lengua, la palabra generadora, la cultura y la realidad. Todos estos elementos para ayudarnos a mejorar nuestros conocimientos y usos en el proceso de aprendizaje en el Siglo XXI y poder orientar con más certeza a nuestros estudiantes.

Facilitators: Martha Beatriz Mata Ramírez y Joel Francisco Lagunas Ibarra - CILAC Freire
Understanding Math Proficiency: Going from Surface Learning to Deeper Understanding
What does it take to build mathematically proficient students? Come explore how to move students from surface learning to strong conceptual learning. Observe a live classroom demonstration, and analyze how the teacher scaffolds student learning to the grade-level standards and supports students in truly owning the mathematics. This will be an interactive institute targeting K-8 teachers focusing on practical classroom application.
Facilitators: Erin Mayer, Evelyn Chávez and Lisa Meyer
Sponsoring Partners: Dual Language Education of New Mexico

Effective Instruction for Multilingual Learners with Special Educational Needs
In this institute we will:
• Present key components of effective instruction and intervention for multilingual learners with special educational needs
• Interactively practice intervention approaches for both young and adolescent multilingual students
• Explore multilingual resources and supporting research pertaining to the benefits of bilingualism for learners with special educational needs
Facilitators: Cristina Sánchez-López - Paridad Education Consulting, Theresa Young - Paridad Education Consulting
Sponsoring Partner: Paridad Education Consulting (www.paridad.us)

Engaging in the practical application of translanguaging en las artes del lenguaje
In this engaging and interactive institute, K-12 participants will explore ways in which opportunities for translanguaging can be found in standards, lessons, and instructional tools. Exploring the seven Prácticas de la disciplina del Marco ALE, participants will develop skills to identify, enhance, and strategically plan translanguaging activities. In turn, participants will be able to integrate a practical approach to promoting the ability of students to see themselves as active learners who draw on their linguistic resources in the language arts classroom.
Facilitators: Yvonne Williams – Director of MLL Educator Engagement, WCEPS
Samuel Aguirre – Director of WIDA Español, WIDA
Partner: Wisconsin Center for Education Products & Services & Dual Language Education of New Mexico

Teaching for Biliteracy: Equity in Action!
In this institute the Center for Biliteracy team will provide an interactive overview of the instructional and programmatic elements of teaching for biliteracy within a variety of dual language program models, including 90/10, 80/20, 50/50, two-way immersion, and one-way immersion and including program models that use both one-teacher (self-contained) and two-teacher (partnering) configurations. Participants will experience elements of a biliteracy unit framework: the development of academic oral language, reading and writing instruction, content instruction, and the Bridge for transfer between languages and the development of contrastive analysis to develop metalinguistic awareness. Participants will also have digital access to sample standards-based year-long biliteracy curriculum maps, sample Biliteracy Unit Frameworks, informational webinars, and other resources.
Facilitators: Cheryl Urow – Director of Center for the Teaching of Biliteracy, Karen Beeman – Director of Center for the Teaching of Biliteracy
Partner: The Center for Teaching for Biliteracy

Translanguaging and Dual Language Bilingual Education: A Perfect Match
Four years ago, the ideas behind translanguaging and dual language programming seemed to be at odds and produced some very contentious discussions in the field. This institute will focus on the common ground - how the key components of translanguaging (documentation, rings and transformation), not only align with dual language programming but help it evolve to the next level of effective implementation!
Facilitators: Susana Ibarra-Johnson - New Mexico State University, Natalie Olague - Dual Language Education of New Mexico, and Teacher Leaders from throughout New Mexico
Sesión inaugural • Opening Session
miércoles, el 2 de noviembre de 2022 • Wednesday, November 2, 2022
5:30 pm – 7:00 pm MDT
Sweeney Ballroom • Santa Fe Convention Center

Streaming Live

Multilingualism, Equity, and Justice

Recepción de bienvenida • Opening Reception
7:00 pm – 7:30 pm MDT

Sponsored by: Center for Applied Linguistics (CAL) and Vista Higher Learning
Joel Gómez - CAL • Arturo Castillón - Vista Higher Learning

La Cosecha After Hours: Margarita Trail
Following Opening Session and Night at the Exhibits, take a walk through historic Santa Fe, NM along the Margarita Trail!
La Cosecha 2022 Poster Artist
Mallery Quetawki

Mallery is from the rural Pueblo of Zuni in western New Mexico. She is the mother of two and shares residence in both Albuquerque and Zuni Pueblo. She received her B.S. in Biology with a minor in Art Studio in the summer of 2009 from UNM. She is currently the Artist-in-Residence with the Community Environmental Health Program at the UNM College of Pharmacy.

Mallery has used art to translate scientific ideas, health impacts, and research on uranium mines that are currently undergoing study in several Indigenous communities. Her work has been featured on National Institutes of Health websites and published in peer-reviewed journals on environmental health and academic medicine. Her painting entitled, “Our Microflora” is on permanent display at the Massachusetts Institute of Technology Department of Biological Engineering.

Contact Information:
quetauki07@gmail.com
www.thquetawkiart.com

Looking for high-quality instructional material focused on home language and ESL/SSL, ELD/SLD, and multicultural instruction? Make sure you stop by our virtual exhibit hall and visit our 2022 La Cosecha Sponsors and Exhibitors.

In-Person Exhibit Times
(ALL TIMES ARE MST)

Wednesday, November 2
1:00 pm - 5:00 pm

Opening Session • 5:30 pm - 7:00 pm
Opening Reception and Night at the Exhibits
7:00 pm - 8:30 pm

Thursday, November 3
8:00 am - 5:00 pm

Friday, November 4
8:00 am - 5:00 pm

Virtual Designated Exhibit Times

Wednesday, November 2
3:00 pm - 4:00 pm

Thursday, November 3 - Friday, November 5
10:30 am - 10:50, 12:10 pm - 1:30 pm, 2:50 pm - 3:15 pm

Saturday, November 5
10:30 am - 10:50 am
12:10 pm - 12:30 pm
Visit our online conference store at www.dlenm.org

Pick up your commemorative Conference T-Shirt, Limited Edition Poster, Water Bottle, Coffee Mug, or Beanie today!

And featuring:
Abriendo brecha: Antología crítica sobre la educación bilingüe de doble inmersión
by Michael D. Guerrero, María Consuelo Guerrero, Lucinda A. Soltero-González, and Kathy Escamilla

La Cosecha 2022  Santa Fe, NM
Imagine a dual language program that

- **CELEBRATES** Spanish language and culture
- **INCORPORATES** language acquisition research
- **PERSONALIZES** instruction for all students

[imaginelearning.com]
Objectivos del congreso • Conference Strands

There are over 200 professional presentations and workshops at La Cosecha Conference. The planning committee goes to great lengths to ensure a balance of related presentation topics. The depth of each conference strand varies for reasons including the number of proposals received during the Call for Proposals window.

For your convenience, this year’s presentations are organized under the following conference strands.

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Plataforma de presentación • Presentation Platform

La Cosecha 2022 Conference Platform is being hosted by Cvent. Sessions for La Cosecha 2022 Hybrid Conference Sessions will take place in the following formats:

- In-Person/Live Stream - Sessions will take place In-Person/Live and will be streamed on the conference platform
- Virtual Live Stream - Sessions will take place Live Stream on the platform.
- On-Demand Sessions – These sessions are pre-recorded and made available “on-demand” through the hosting platform.

Access the conference platform for the full conference program and schedule now! Visit https://cvent.me/0VBBxB

Login to the La Cosecha Conference Platform and enjoy your HYBRID conference experience!

Download the conference app and search for La Cosecha Conference!

All recorded presentations will be available for On-Demand viewing on the conference platform until January 1, 2023.
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La Cosecha 2022 ♀ Santa Fe, NM
Despliegue sus alas con WIDA Español

Learn more about WIDA Español resources, professional learning, and the Marco ALE!

wida.wisc.edu/memberships/espanol

Check back for the latest news on Marco de los estándares del desarrollo auténtico del lenguaje español de WIDA (Marco DALE), a new Spanish language development standards framework coming Fall 2023!
<table>
<thead>
<tr>
<th>Event</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Natalie Olague • DLE - Propagating or Disrupting Systemic Racism?</td>
<td>Coronado</td>
</tr>
<tr>
<td>Rob Darling • Strategy for Ensuring Dual Language Program Success</td>
<td>Kearney</td>
</tr>
<tr>
<td>Ying (Fiona) Du • Plan a Two-Part Bridge Lesson in a Chinese-English Dual Languages Immersion Classroom</td>
<td>Milagro</td>
</tr>
<tr>
<td>Patricia Acosta • Bridging Oracy and Oral Language Development</td>
<td>Peralta</td>
</tr>
<tr>
<td>Anita Hernández • Vocabulario académico y cognados</td>
<td>Pojoque/NAMBE</td>
</tr>
<tr>
<td>Michael D. Guerrero • Leveraging the National Dual Language Standards: Four Different Contextual Applications</td>
<td>Ballroom/Sweeney A</td>
</tr>
<tr>
<td>María Campanario • Good to Great: Access + Alignment = Equity</td>
<td>Ballroom/Sweeney B</td>
</tr>
<tr>
<td>José Medina • Planning for Sociocultural Competence and Critical Consciousness Via Culture Learning Targets</td>
<td>Ballroom/Sweeney C</td>
</tr>
<tr>
<td>Suzanne JácquezGorman • Using Narratives to Advocate For Multilingual Multicultural Programs in New Mexico in Light of Yazzie and Martínez vs. New Mexico</td>
<td>Lamy</td>
</tr>
<tr>
<td>Andrea De Armas • Teaching Early Literacy within a Meaningful Context</td>
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<tr>
<td>Ádriana Álvarez • Using a Cancionero to Develop Early Biliteracy Skills</td>
<td>O’Keefe</td>
</tr>
<tr>
<td>John Hilliard • Seeing Multilingual Learners’ Reflections en EL ESPEJO</td>
<td>Palace Ballroom A</td>
</tr>
<tr>
<td>Erica Suárez • Spanish Phonological Awareness in Dual Language Classrooms</td>
<td>Palace Ballroom B</td>
</tr>
<tr>
<td>Melanie Zúñiga • Engaging Strategies that Support the Foundational Skills of Language Learning</td>
<td>Chapel</td>
</tr>
<tr>
<td>Kathleen Salgado • Planning Made Easy: The Art of Instructional Dance</td>
<td>Devargas</td>
</tr>
<tr>
<td>Carlota Loya Hernández • Las matemáticas abren un mundo de oportunidades para nuestros alumnos bilingües y multilingües</td>
<td>Zia A</td>
</tr>
<tr>
<td>Mario Ferrón Solis • Diez practicas científicas para mejorar la efectividad en programas duales</td>
<td>Zia B/C</td>
</tr>
<tr>
<td>Melanie Zúñiga • Engaging Strategies that Support the Foundational Skills of Language Learning</td>
<td>Chapel</td>
</tr>
<tr>
<td>Margaret Marcus • Structures Shaping Equitable Access to Dual Language Immersion: The Promises and Pitfalls of Expanding Access to Bilingualism</td>
<td>Room A/B/C</td>
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<tr>
<td>Cynthia Toledo • Building Oral Literacy Through Student Collaboration</td>
<td>Canyon</td>
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<tr>
<td>Julia Rosa Emslie • The Hispanic Education Act Listening Tours: Feedback and Idea Session</td>
<td>Chapel</td>
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<tr>
<td>Diana Pinkston-Stewart • The Big Ideas of Project GLAD*</td>
<td>Mesa A/B</td>
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<tr>
<td>David Holbrook • Draft DL Assessment Peer Review Framework</td>
<td>Mesa C</td>
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<tr>
<td>Joel Francisco Lagunas Ibarra • Nuestro momentum histórico en la educación</td>
<td>Pecos</td>
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<tr>
<td>Katherine Barko-Alva • Construyendo Anchor Charts to Affirm Students’ Language and Content Knowledge</td>
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<tr>
<td>Kari Keith • Commitments for Dual Language Instructional Leaders: A Daily Challenge to Reflect and Practice Integrity</td>
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<tr>
<td>Mariana Castro • Policy Advocacy and Re-imagination</td>
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<tr>
<td>Theresa Austin • What Does it Mean to be Ethical in Multilingual Learning Communities?</td>
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<tr>
<td>Berenice Perez-Bradley • Does Translanguaging in Math Make a Difference?</td>
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<tr>
<td>Avant Assessment • Why Test for Proficiency?</td>
<td>On-Demand</td>
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<tr>
<td>Patrick Werito • Supporting TLC to Build their Narrative</td>
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La Cosecha 2022 • Santa Fe, NM
Janet Montoya Schoeppner Memorial Scholarship

“Janet Montoya Schoeppner, like seed sown on good soil, heard the call, accepted it, and produced a crop of golden apples a hundred times sown. For out of the overflow of her heart, her mouth spoke.”

- Frances Sánchez, 2009

Established in 2009, the Janet Montoya Schoeppner Memorial Scholarship Fund honors the memory and legacy of Janet Montoya Schoeppner. A native New Mexican, Janet was a proud UNM graduate and longtime educator, spending 25 years of her life working in bilingual programs in Albuquerque Public Schools. She considered herself an English as a second language teacher, and her work was grounded in her commitment to dual language education.

Janet’s passion for education and her belief in equal opportunity for all students inspired DLeNM to create this scholarship fund in an effort to encourage teachers and educational assistants to achieve their bilingual certification. For more information visit us online at www.dlenm.org under the Resource Center tab.
### La Cosecha 2022

**Santa Fe, NM**

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

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**Morning Concurrent Sessions Overview — 9:10 am-10:30 am**

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<tr>
<th>Time</th>
<th>Session</th>
<th>Location</th>
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<tbody>
<tr>
<td>8:00 AM</td>
<td>School Leadership Accountability to the Local Narrative on Indigenous Language Learning</td>
<td>Coronado</td>
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<tr>
<td></td>
<td>Literacy, Technology, and Blended Learning</td>
<td>Kearney</td>
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<td></td>
<td>Hand in Hand: Sociocultural Competence &amp; Cultural Identity</td>
<td>Milagro</td>
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<td></td>
<td>Dual Language Bilingual Education Research, Practice, and Trends</td>
<td>Peralta</td>
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<td>Equitable MTSS Systems for Multilingual Learners</td>
<td>Pojoaque/NMBe</td>
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<td>Caution: Mindset Shift Ahead! Tips, Tools, and Strategies</td>
<td>Ballroom/Sweeney A</td>
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<td>Cross-Linguistic Transfer: The Spanish-English Connection</td>
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<td>Welcoming Bilingual Learners with Disabilities into DLE Programs</td>
<td>Ballroom/Sweeney C</td>
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<td>A Foundational Reading Approach to Teaching RTI in Spanish</td>
<td>Lamy</td>
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<td>Language, Power, and Linguistic Colonization</td>
<td>Meem</td>
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<td>How Dual Language Data Got its Groove Back</td>
<td>O’Keefe</td>
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<td></td>
<td>Social-Emotional Learning and Sociocultural Considerations – How Equitable are School Cultures?</td>
<td>Palace Ballroom A</td>
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<td>Empower Families and Celebrate Language and Culture: Leveraging the Seal of Biliteracy and Pathway Awards</td>
<td>Palace Ballroom B</td>
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<td>Creating a Sustainable Secondary Dual Language Program</td>
<td>Anasazi North</td>
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<td>Diversidad cultural y bilingüismo</td>
<td>Anasazi South</td>
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<td></td>
<td>Music &amp; The Arts to Teach &amp; Reach Multilingual Students &amp; Families</td>
<td>Chapel</td>
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<td>Let me Show what I Know! Translanguaging in Content Areas</td>
<td>Devargas</td>
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<td>Building Capacity: Essentials of a Dual Language Teacher Cohort</td>
<td>Chapel</td>
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<td>MTSS and Dual Language</td>
<td>Room A/B/C</td>
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<td>Fostering an Inquiry-Based Dual Language Classroom</td>
<td>Canyon</td>
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<td>Bridging Cultural Humility and Language in School Communities</td>
<td>Chapel</td>
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<td>E3 - Equity, Efficacy, and Evidence: Authentic Biliteracy Practices in Dual Language Classrooms</td>
<td>Mesa A/B</td>
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<tr>
<td></td>
<td>The Power of Oracy in Early Childhood Settings</td>
<td>Mesa C</td>
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<td>The Science of Reading Spanish in a Dual Language Class</td>
<td>Pecos</td>
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<td>Leadership in Dual Language Programming Matters!</td>
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<td>Technology and Gaming in the Dual Language Civics Classroom</td>
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<td>Effects of Reclassification on Student Achievement</td>
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<td>Teaching con cariño: Teacher Agency and Teacher-Students Relationships in DL</td>
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<td>Electronic Science Notebooks: Affordances and Constraints Beyond Virtual Learning</td>
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<td>Funding Insights for Multilingual Learners</td>
<td>On-Demand</td>
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<td>¿Cómo usar libros culturalmente receptivos en la instrucción de grupos pequeños?</td>
<td>On-Demand</td>
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<table>
<thead>
<tr>
<th>Location</th>
<th>Session</th>
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<tbody>
<tr>
<td>Coronado</td>
<td>Eugenia Mora-Flor • Integrating Powerful Strategies Across the Curriculum: Supporting Academic Language Development</td>
</tr>
<tr>
<td>Milagro</td>
<td>Olivia Rivas • Estrategias para la adquisición del lenguaje académico</td>
</tr>
<tr>
<td>Peralta</td>
<td>Verónica Labarca • Kindergarten Readiness for All: Best Practices in Writing for Kindergarten</td>
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<tr>
<td>Pojoaque/NAMBE</td>
<td>Ginoris Garrison • Seminario Socrático en Acción: una estrategia para la integración curricular en la escuela secundaria</td>
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<tr>
<td>Ballroom/Sweeney A</td>
<td>Carlotta “Penny” Bird • Teaching Native Languages During the Pandemic: Sharing Our Experiences</td>
</tr>
<tr>
<td>Ballroom/Sweeney B</td>
<td>María Campanario • Good to Great: Access + Alignment = Equity</td>
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<td>Ballroom/Sweeney C</td>
<td>Daisy Han • Anti-Racist Language as an Act of Collective Defiance</td>
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<tr>
<td>Lamy</td>
<td>Helen Guerrero • Teaching the Digital Generation: Purposeful Use of Technology in the Dual Language Classroom</td>
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<td>Meem</td>
<td>Roció Raña • Effectively Measuring Literacy Readiness in Bilingual Kindergarteners</td>
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<tr>
<td>O’Keefe</td>
<td>Odalis Amparo • Culturally Sustaining Mathematics Teaching</td>
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<tr>
<td>Palace Ballroom A</td>
<td>Patricia S-Cate • Dual Language and Culturally Responsive Teaching</td>
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<tr>
<td>Palace Ballroom B</td>
<td>Catherine Carrison • Design with Intention: Developing a Strong DL Framework</td>
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<tr>
<td>Anasazi North</td>
<td>Melody Wharton • Creating Effective Biliteracy Instruction</td>
</tr>
<tr>
<td>Anasazi South</td>
<td>Anita Hernández • Familia and Community Literacies</td>
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<tr>
<td>Chapel</td>
<td>Gilberto Soto • Using Music, Songs &amp; Movement to Develop Biliteracy for the EC and/or Elementary School Programs</td>
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<td>Devargas</td>
<td>Persida Torres • Students Teaching Students</td>
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<td>Zia B/C</td>
<td>Heather Robertson-Davie • Personajes de literatura contemporánea y Cuenta Cuento</td>
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<tr>
<td>Chapel</td>
<td>Nichelle DeVaughn • Dual Language Commitment: Advocating for the Texas Seal of Biliteracy</td>
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<td>Room A/B/C</td>
<td>Josephine Rubio • Biliteracy Trajectories: What has Worked and What has not</td>
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<tr>
<td>Canyon</td>
<td>Craig A. Hughes • Implementing NDLE Teacher Preparation Standards</td>
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<td>Chapel</td>
<td>Lisa Harmon-Martínez • Capstones: Changing New Mexico’s Graduation Requirements</td>
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<tr>
<td>Mesa A/B</td>
<td>Edgardo Figueroa • Developing Oracy Through Accountability Talks</td>
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<td>Mesa C</td>
<td>Benjamin Simon • Poder y esperanza: Meaningful Teacher Agency in Dual Language Instruction</td>
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<td>Pecos</td>
<td>Ana Marisol Sánchez • Supporting DLLs in Early Education &amp; TK</td>
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<td>Virtual</td>
<td>Mishelle Jurado • Estrategias translingüísticas para estudiantes transfronterizos en los contextos escolares K-13</td>
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<td>Kimberley Kennedy • Extensión del programa dual al hogar: Eventos familiares virtuales</td>
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<td>Tita Matamoros • Aligning English and Spanish Foundational Skills</td>
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<td>Felipe Pérez • Mitos y leyendas en spanglish: una narrativa sociocultural para la enseñanza de la lengua</td>
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<td>Ana Granados • Validating and Cultivating Language and Culture</td>
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### Afternoon Concurrent Sessions Overview — 1:30 pm-2:50 pm

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<tr>
<th>Time</th>
<th>Session</th>
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<tbody>
<tr>
<td>1:30 pm</td>
<td>Sandra Mercuri • The Why and How of Crosslinguistic Connections for Biliteracy</td>
<td>Coronado</td>
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<tr>
<td></td>
<td>Myrna Reyna • Diversión y aprendizaje a través de la ciencia</td>
<td>Kearney</td>
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<tr>
<td></td>
<td>Moses Allen • A Teacher’s Guide to Highly Engaging Online Instruction</td>
<td>Milagro</td>
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<td></td>
<td>Hamlet Menses • Bilingual Musical Story Time! - Using Music to Support Early Literacy</td>
<td>Peralta</td>
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<td>Lada Kratky • ¡A aprender a leer cantando!</td>
<td>Pojoaque/NAMBE</td>
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<tr>
<td></td>
<td>Sonia Soltero • Dual Language Building Blocks: Designing Programs for Success</td>
<td>Ballroom/Sweeney A</td>
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<tr>
<td></td>
<td>Samuel Aguirre • Empowering Teacher Voices for Equitable Bilingual Tools</td>
<td>Ballroom/Sweeney B</td>
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<td></td>
<td>Jill Kerper Mora • Planning Teaching for Transfer in the Four Domains</td>
<td>Ballroom/Sweeney C</td>
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<tr>
<td></td>
<td>Angélica Gómez • Conversaciones estructuradas para desarrollar la oralidad y la comprensión</td>
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<td></td>
<td>Omar Guillén • Project GLAD® en español en la perseverancia hacia la biliteracidad</td>
<td>O’Keefe</td>
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<td>Marialuisa Di Stefano • Creando identidad STEAM en el salón de español de las escuelas primarias bilingües</td>
<td>Palace Ballroom A</td>
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<tr>
<td></td>
<td>Joan Lachance • Collaboration and Co-Teaching in Dual Language Programs: Shifting Mindsets and Practice Across Program Models</td>
<td>Palace Ballroom B</td>
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<tr>
<td></td>
<td>Laura Díaz • Juegos para el desarrollo del vocabulario y la escritura en el aula</td>
<td>Anasazi North</td>
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<tr>
<td></td>
<td>Luz Roth • Mis maestr@s: Let’s Build a Bridge between Literacy and Oracy: Rutinas efectivas y sencillas</td>
<td>Anasazi South</td>
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<tr>
<td></td>
<td>Sarah Farrell • Traditional Songs in Spanish to Support Language and Community</td>
<td>Chapel</td>
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<tr>
<td></td>
<td>Soledad Molina • Engaging Families Through Affinity Spaces</td>
<td>Devargas</td>
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<td>Kelli Scardina • Family and Caregiver Activities: Resources to Support Learning at Home</td>
<td>Zia B/C</td>
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<td></td>
<td>Jennifer Lisle • GLAD® Strategies That Hang Together: Your New BFF!</td>
<td>Chapel</td>
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<td>Jen Hernández • Counterstories of an Emergent Bilingual and the Power of Oral Language</td>
<td>Room A/B/C</td>
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<tr>
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<td>Erin Mayer • Exploring the Strands of Mathematical Proficiency</td>
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<td>Natalya Seals • Closing the Vocabulary Gap in L1 and L2 to Increase Academic Literacy</td>
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<td>Jaclyn Al-Hanna • &quot;Dual”ing it in Early Childhood</td>
<td>Mesa A/B</td>
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<td>Ron Yoder • Building Thinking Classrooms for Bilingual Learners</td>
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<td>Erika Peña • Building Cross-Language Connections: Developing Oracy Using The Dictado</td>
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<td>Courtney Smith • Accelerating Foundational Literacy</td>
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<td>Karina Chapa • Una probadita de fonología y ortografía en español</td>
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<td>Catalina Sánchez • Mas allá de la venta de galletas: Estrategias para involucrar padres</td>
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<td>Alejandra Domenzain • Los derechos de los inmigrantes: una unidad</td>
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<td>Nuria Ortíz-Mingorance • National Board Certification Process</td>
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<td>Arushi Goel • Language Immersion for Bilingual Education</td>
<td>On-Demand</td>
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</table>
LEADING EFFECTIVE DUAL LANGUAGE PROGRAMS

Are your dual language programs equitable? How do you use data to discover areas of improvement?

Advancing Equity in Dual Language Programs
> Help dual language administrators make decisions through an equity lens.

How Data Got Its Groove Back
> Discover a rich, authentic, and transformative relationship with authentic dual-language data and the actions to take.

What is the long-term plan for your dual language program?

Accelerating Outcomes for Dual Language Programs
> Develop a continuous improvement process at the school level that is responsive to the design of DL Programs.

SUPPORTING STUDENTS’ LITERACY DEVELOPMENT

How are we providing students with the support they need to develop social emotional learning competencies?

Empowering Els with Social Emotional Learning, Language and Literacy
> Addresses academic vocabulary and discourse, depth of reading comprehension, and content writing nested in social emotional learning strategies.

How can we maximize students’ opportunities to use and learn academic language in school?

Families Learning Together
> Support families’ efforts in their children’s learning with their native language.

How do we engage family & community support to celebrate our students, teachers, and programs?

EMPOWERING DUAL LANGUAGE EDUCATORS

How can we support coteaching in dual language classrooms?

Dual Language Tandem Teaching: Coordinating Instruction across Languages through Cross-Linguistic Pedagogies
> Strengthening coordination of instruction across program languages through the use of cross-linguistic pedagogies.

How can we help students develop bilingualism and biliteracy?

CLLI: Content, Language and Literacy Integration for Biliteracy
> Connecting standards to language use; the integration of Spanish or English Language and Literacy through the five-day concept cycle, as well as Preview-View-Review and Cross Linguistic Connections.

What is the long-term plan for your dual language program?

Virginia Collier & Wayne Thomas
Silvia Romero-Johnson
Mariana Castro
Kris Nicholls

How can we support coteaching in dual language classrooms?

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> Connecting standards to language use; the integration of Spanish or English Language and Literacy through the five-day concept cycle, as well as Preview-View-Review and Cross Linguistic Connections.

Family Engagement Day
Empowering families by engaging them in collaborative practices that celebrate their culture and language assets.

How to leverage student biliteracy in the classroom by using their language as a tool for learning.

BOOK YOUR 30 MINUTE CONSULTATION
CALL (626) 448-3448 • https://velazquezpress.com • info@AcademicLearningCompany.com
### Morning Concurrent Sessions Overview — 9:10 am - 10:30 am

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<th>Title</th>
<th>Location</th>
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<tbody>
<tr>
<td>Frank López</td>
<td>Love, Leadership, &amp; Language</td>
<td>Coronado</td>
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<tr>
<td>Rachel Woods</td>
<td>Creating Graphic Novels to Tell Migration Stories</td>
<td>Kearney</td>
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<tr>
<td>Diana Villagran</td>
<td>Desarrollando un plan de lección diaria apoyando la alfabetización y la biliteracidad</td>
<td>Milagro</td>
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<tr>
<td>Carlos Ávila</td>
<td>The Ins and Outs of Bilingual Multicultural Education Programs in New Mexico</td>
<td>Peralta</td>
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<tr>
<td>Sandra Mercuri</td>
<td>Engage, Connect, and Empower Through PVR in Small-Group Reading</td>
<td>Pojoaque/NAMBE</td>
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<tr>
<td>Laura DuMond Kerr</td>
<td>Seal of Biliteracy Student Portfolio Presentations</td>
<td>Ballroom/Sweeney A</td>
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<tr>
<td>Ángeles Muñoz</td>
<td>Translanguaging in Multicultural and Multilingual Classrooms</td>
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### Morning Concurrent Sessions Overview — 10:50 am - 12:10 pm

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La Cosecha 2022 • Santa Fe, NM
Site Maps

Santa Fe Convention Center
201 W Marcy St
Santa Fe, NM 87501

First Presbyterian Church
208 Grant Ave
Santa Fe, NM 87501
Discover the Missing Link in Your Dual Language Instruction!

Biliteracy para todos™, your essential new resource for dual-language learning, is a uniquely designed, standards-based program carefully crafted for Spanish-English instruction, targeting language, content, and translanguaging practices.

Available for the Early, Developing, and Advanced Stages, each stage of Biliteracy para todos™ consists of two separate resources, which are available as standalone products or as one comprehensive package:

Cross Linguistic Connections (CLC) is the pedagogy teachers use to guide students in noticing similarities and differences in English and Spanish phonology, morphology, grammar, and syntax as they talk about each language side by side.

Preview-View-Review (PVR) small-group lessons provide a three-step bilingual strategy to: 1. Access the students’ home language. 2. Activate background knowledge. 3. Develop vocabulary before engaging in reading in the other language.

Student Texts CLC and PVR sets include dozens of student texts at each stage – 480 for CLC and 432 for PVR at the Early and Developing stages and 384 for CLC and 240 for PVR at the Advanced stage. Spanish texts are matched by their counterpart texts in English, and both are included for dynamic instruction and student engagement across languages.

MERCIURI & PRATTS

Biliteracy para todos™ program authors Dr. Sandra Mercuri and Vivian Pratts have been a guiding force in improving student achievement. Mercuri & Pratts channel the latest research into effective practices for emergent bilinguals through teaching for interdisciplinary biliteracy, dual language, and language transfer. Their continuing work supports students in reaching academic and linguistic goals.

Scan here to view FREE digital samples or visit biliteracy-para-todos.myokapi.com/program-resources.
Request your FREE print sample by contacting us at info@myokapi.com

La Cosecha 2022  ♦  Santa Fe, NM
What is **FUENTE365**?

**FUENTE365** is an online professional development platform—a “tool kit” full of resources that every school and district needs 24/7—designed to support you throughout the year.

**FUENTE365** provides you access to instructional videos, professional articles, and programmatic and instructional resources, all focused on the implementation of quality instruction for your English Learners and Emerging Bilingual students.

**FUENTE365** provides La Cosecha Conference discounted registration fees.

**FUENTE365** is the centerpiece of DLeNM’s Dual Language Clearinghouse for resources and support.

Investing in FUENTE365 provides 24/7 access to instructional videos, professional articles, and programmatic and instructional resources. FUENTE365 resources are focused on the implementation of quality dual language enrichment education, targeted specifically to you as a dual language teacher or administrator, researcher, parent, or community member. No matter what your role, **FUENTE365** provides instructional and programmatic resources, networking opportunities, and advocacy to support you and the larger dual language community.

**FUENTE365** is Dual Language of New Mexico’s online professional development platform with information regarding our services, classroom resources, white papers, videos, job opportunities, publications, and more!

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**FUENTE365 Rates**

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NOV 3 2022

JOIN US FOR AN EVENING OF ENTERTAINMENT TO SUPPORT EDUCATION! PROCEEDS WILL BENEFIT THE JANET MONTOYA SCHOEPNNE MEMORIAL SCHOLARSHIP — HELPING ENSURE A BILINGUAL FUTURE FOR NEW MEXICO’S STUDENTS.

TICKETS
$28 IN ADVANCE
$33 Day-of-Show

Featuring
Las CAFETERAS

7:30 pm – doors open at 6:30 pm
https://tickets.holdmyticket.com/tickets/401091?tc=ampconcerts,

The Family of Janet Montoya Schoepnne
Programación ★ General Schedule
jueves, el 3 de noviembre de 2022 • Thursday, November 3, 2022

Sesiones simultáneas • Concurrent Sessions
9:10 am – 10:30 am
10:50 am – 12:10 pm

Almuerzo • Lunch
Santa Fe Convention Center, Drury Plaza, Hilton
12:10 pm – 1:30 pm

Sesiones simultáneas • Concurrent Sessions
1:30 pm – 2:50 pm

Sesión plenaria • General Session
Santa Fe Convention Center • Sweeney C
or
Eldorado Hotel • Ballroom
3:30 pm – 4:30 pm

Dance Benefit — Concert with Las Cafeteras

JOIN US FOR AN EVENING OF ENTERTAINMENT TO SUPPORT EDUCATION! PROCEEDS WILL BENEFIT THE JANET MONTOYA SCHOEPNNER MEMORIAL SCHOLORSHIP — HELPING ENSURE A BILINGUAL FUTURE FOR NEW MEXICO’S STUDENTS.

TIKTICS
$28 IN ADVANCE
$33 Day of Show

7:30 pm - doors open at 6:30 pm
Sesión plenaria * General Session

jueves, el 3 de noviembre de 2022 • Thursday, November 3, 2022
3:30 pm – 4:30 pm

Iluminando El Camino
Santa Fe Convention Center

Montserrat Garibay
Senior Advisor for Labor Relations
U.S. Department of Education

F. Isabel Campoy
Universidad Complutense de Madrid, Velázquez Press Author

Alma Flor Ada
University of San Francisco, Velázquez Press Author

Entre dicho y hecho hay gran trecho: Separating the Rhetoric of SOR from the Reality in the Field
Eldorado Ballroom

Laurie Olsen
The Sobrato Organization

Kathy Escamilla
BUENO Center, University of Colorado, Boulder

Socorro Herrera
Kansas State University

Ester J. de Jong
University of Colorado, Denver

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Making Dual Language Instruction More Effective, More Efficient, and More Equitable through Tandem Teaching

Santa Fe Convention Center - Coronado

Elizabeth Howard | Associate Professor, University of Connecticut
Shera Simpson | Instructional Specialist, Dual Language Connections LLC

Being a dual language teacher is amazing, inspiring, and a lot of fun... but it also comes with its share of challenges, including the successful coordination of instruction across program languages. This is especially true when two teachers are involved - what we call tandem teaching. In this session, we will brainstorm, discuss, and model various approaches for promoting efficacy, efficiency, and equity through successful tandem teaching.

Socio-Cultural Responsiveness, Educational Equity and Access
K-5
English

Effective Language Routines for NGSS Science in a Dual Language Classroom

Santa Fe Convention Center - Kearney

Lucas LeardMann | Instructional Specialist, Imagine Learning

Experience research-based language routines embedded in NGSS science curriculum, designed for a dual-language classroom. Learn how your science block can be a time to develop academic language proficiency (Spanish and English), scientific literacy, as well as addressing ELA, ELD, and SLA standards. Language Routines will be modeled interactively in both English and Spanish.

Academic Language Development
K-5
Spanish & English

Recognizing Tensions in Curriculum and Practice for Multilingual Learners: Escuchando las voces de docentes

Santa Fe Convention Center - Milagro

Cristina Alfaro | Professor, San Diego State University
William Zahner | Associate Professor of Mathematics and Statistics, SDSU
Sera Hernandez | Associate Professor of Biliteracy and Bilingual Education, SDSU
Melissa Navarro | Assistant Professor of Bilingual Science/Math, SDSU

This session will present findings from a national study on the voices of teachers that teach multilingual learners. Instructional materials can support or hinder pedagogy aligned with sociolinguistic and sociocultural dimensions of teaching and learning. Participants will engage with and discuss excerpts from interviews with K-12 classroom teachers to consider the impact and tensions between instructional materials and teacher knowledge.

Socio-Cultural Responsiveness, Educational Equity and Access
K-12
English
Fitting it all in: Biliteracy and Your Daily Schedule  
Santa Fe Convention Center - Peralta  
Barbara Kennedy I Founder, GloboLingo Education Consulting, LLC  
Bethany Martinez I Director of Multilingual & Multicultural Services, Wahluke School District WA

Developing full bilingualism and biliteracy is foundational to dual language (DL) education. In theory, we know this is true. But how do we appropriately address literacy standards in two languages within the time limits of our daily schedule? DL teachers face this challenge daily. This session shares tips for laying out your biliteracy block in ways that align with current research (including development of metalinguistic awareness and oracy) AND conform to real-world time limitations. Participants will identify key elements of effective biliteracy instruction, explore sample biliteracy block schedules, and reflect on how new learning may positively impact biliteracy instruction within their own classroom schedules.

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

John and Juan: The Evolution of a Bilingual Play  
Santa Fe Convention Center - Pojoaque  
David Prather I Teacher, John and Juan  
Carlos Ortega I Teacher, John and Juan

"John and Juan", a bilingual play exploring the history of New Mexico, has a long association with La Cosecha. Actor and author David Prather and native New Mexican Armando Ortega first brought the play to the conference in 2005. The original version of the play focused on California and was a response to the anti-immigrant Proposition 187. In addition to touring throughout California, performing thousands of shows in schools, David and Armando brought a third version to Texas and the Alley Theatre in Houston. Tragically, Armando recently suffered a brain aneurysm and is still recovering; in this reading of the play, in his honor, his brother Carlos Ortega will take his part. A conversation will follow.

Socio-Cultural Responsiveness, Educational Equity and Access  
K - 5  
English

Translanguaging pedagogías: Encouraging the Use of Translanguaging in K-6 Classrooms  
Santa Fe Convention Center - Sweeney A - In Person/Live Stream  
Blanca Araujo I Professor, New Mexico State University  
Violet Henderson I College Professor, New Mexico State University  
Leanna Lucero I Assistant Professor, NMSU  
Angela Owens I College Professor, NMSU

As numbers of English Learners enrolled in U.S. public schools increase, the shortage of bilingual teachers increases. Our focus is to share strategies and approaches on translanguaging pedagogies for dual language learners in K-6 settings. Authentic opportunities for translanguaging in different content areas will be explored. Audience will be encouraged to participate and share translanguaging engagements and discussions.

DLE Program Development & K-12 Implementation  
K - 6  
English and Spanish
Implementation of a K-12 Dual Language Program
Santa Fe Convention Center - Sweeney B
Robin Farup-Romero | Administrator, Salem-Keizer Public Schools
Teresa Tolento | Elementary Curriculum Director, Salem Keizer School district

In this presentation we will share about our collaboration with Dual Language of New Mexico and how our school district engaged in leadership and program development to begin implementation of a K-12 program. We will highlight how community input, our district equity plan, and data informed our decision to expand dual language opportunities. We will also share strategies and processes on how we identified teachers and began leadership structures at the district level.

DLE Program Development & K-12 Implementation
K-12
English

El desarrollo del español auténtico: WIDA SLD Standards
Santa Fe Convention Center - Sweeney C - In Person/Live Stream
Samuel Aguirre | Director, WIDA Español
Mariana Castro | Deputy Director, WCER
Margo Gottlieb | Co-Founder & Lead Developer, WIDA
Anaileli Munoz | Assistant Director of Professional Learning, WIDA

WIDA Español is working on new Spanish language development standards and we want your input on the new standards framework! Join us for this engaging session where WIDA will present elements of the new Marco del desarrollo auténtico del lenguaje español (Marco DALE). Attendees will have an early opportunity to review the standards and be part of a discussion about application and needs.

DLE Program Development & K-12 Implementation
K-12
English

Build English Language Proficiency
Anchored by dynamic text sets and grounded in rigorous instruction in the four language domains, Language Power, 2nd Edition develops English language skills and accelerates students’ proficiency.

Join our session on Integrating Powerful Strategies Across the Curriculum: Supporting Academic Language Development by expert and author Dr. Eugenia Mora-Flores, Assistant Dean of Teacher Education and Professor of Clinical Education at the Rossier School of Education at the University of Southern California (USC).

Friday, November 4th at 1:30 pm
See program for location details.

Drop by our booth # PF12 for more information and to be entered to win a new Language Power, 2nd Edition kit!
The Long-Term Impacts of a Dual Language Program

Drury Inn - Lamy
Manuel Vásquez I Principal Researcher-Multilingual Learners, Education Northwest

This research examines how students who participated in Beaverton, Oregon's Spanish-English dual language program perform on selected academic outcomes (including assessment scores, reclassification, graduation, and post-secondary outcomes) in comparison to peers who do not participate. The research also examines how differences in academic outcomes vary by student characteristics and program.

Leadership: Research, Policy and Advocacy
K - 12
English

Multiculturalismo, bilingües y la selección de textos

Drury Inn - Meem
Teresa Krastel I Staff, NWEA
Cecilia Gazza Sena I Staff, NWEA

Nuestros alumnos merecen leer textos que despierten su interés y curiosidad. Comprender la riqueza cultural que los estudiantes bilingües traen consigo es fundamental a la hora de elegir textos auténticos y culturalmente receptivos. En esta sesión interactiva, exploraremos la representación de la diversidad cultural en los textos y presentaremos una rúbrica para analizar pasajes de textos en español e inglés para pruebas y el aula.

Socio-Cultural Responsiveness, Educational Equity and Access
K - 12
Spanish

Why STEAM is so Important to 21st Century Education

Drury Inn - O’Keefe
Natali Barreto I Teacher, Truman Middle School
Ángel Méndez I Teacher, Truman Middle School
Dean Madrid I Teacher, Truman Middle School

In the STEAM classroom setting, our primary purpose is to create a space where students explore inquiry-based learning in a fun and innovative way by establishing a foundation for scientific thinking and ideas. As the education world explores strategies to equip students with the skills and knowledge they’ll need to be successful innovators in a 21st century workforce, there has been a growing emphasis on STEAM.

Integrating Technology and On-line Instruction
K - 12
English

CREATE! Considerations for High-Quality Biliteracy Planning

Drury Inn - Palace Ballroom A
Rubi P Flores I Director, CABE
Anya Bobadilla I Professional Learning Specialist, CABE

Effective biliteracy instruction for emergent bilingual students takes into consideration the linguistic, academic, and socioemotional needs of students. This session will present 6 specific components that will guide teachers as they plan for effective biliteracy instruction that is responsive to the unique needs of emergent bilingual students in dual language programs.

Strategies and lesson ideas will be shared.

Effective Literacy: Biliteracy, Oracy, and Oral Language Development
K - 12
English
Equity Advocate: Literacy, Language, and Asset-Minded Leadership Session
Drury Inn - Palace Ballroom B
Lisset Rosales | Educational Leadership Coach, TEACH PLUS
Lindsey Bird | Education Leadership Coach, TEACH PLUS
Deficit v. Asset-Minded Lens. Today and going forward, develop as equity advocates and anti-racist leaders by reflecting on our own American origin story, and examine the role of bias, privilege, and racism in our own lives and schools in terms of language and literacy. Get to know the students we serve, in order to engage in courageous conversations about defining and celebrating multilingualism as we build more culturally responsive practices.
Leadership: Research, Policy and Advocacy
K - 12
English

Systemic Racism: The Commonalities Between Our Fight for Dual Language Education and the Civil Rights Movement.
Eldorado - Chapel
Aradhana Mudambi | Director, Framingham Public Schools
Houston, TX was the largest Jim Crow system in the South, yet is now one of our nation’s most integrated large cities. We will explore the biases that, in spite of Brown v. Board of Education’s ruling, delayed the desegregation of the Houston Independent School District by 30 years. We will then compare these biases to those faced by the dual language movement. Finally, we will learn from HISD’s struggle how to enact lasting, cultural change so that we can protect existing dual language programs and support the opening of new ones.
Socio-Cultural Responsiveness, Educational Equity and Access
K-20
English

Musical Peña!
Featuring Lasotras y varios músicos

Friday · November 4th
7:00 pm - 9:30 pm
Hilton Santa Fe

Come lift your voice with Los músicos de la cosecha!
Relationships First: Academic and Social-Emotional Success in the Dual Language Classroom.
**Eldorado - DeVargas**

Maria Barragán Ortiz | Teacher, University of Seville

Establishing a positive and productive learning environment within the classroom is crucial for students’ academic, emotional, and social success. This presentation will provide attendees with classroom activities, restorative practices, and strategies to create an environment characterized by a climate of safety, where interactions are highly respectful and individuals’ background and differences are celebrated.

Socio-Cultural Responsiveness, Educational Equity and Access
K-20
English

Excellent Classroom Strategy - Formative Strategy
**Eldorado - Zia A**

Virginia Elkhader | Teacher, Hayes Middle School

In my bilingual science classroom at middle school, a new educational strategy in teaching, learning, and formative assessment was developed and implemented. The aim of this strategy was to improve the following skills for each student: observation, critical thinking, logical reasoning, artistic expression, and retention of new scientific concepts.

DLE Program Development & K-12 Implementation
K-12
Spanish

Biography-Driven Instruction: Creating Equitable Learning Spaces through Sustainable Translanguaging Practices
**Eldorado - Zia B/C**

Lisa Porter | Associate Professor, James Madison University
Socorro Herrera | Professor, University of Kansas
Katherine Barko-Alva | Assistant Professor, William and Mary School of Education

This session provides participants with meaningful ways to design and implement lessons centered around their students’ biography and family narratives. Biography-driven instructional strategies (i.e., DOTS, Picture this, and linking language) will be used to create translanguaging spaces and cross-linguistic instructional opportunities in Spanish and English across different academic disciplines.

Effective Literacy: Biliteracy, Oracy, and Oral Language Development
K - 12
Spanish/English

Administrator Perception of the Development of Biliteracy by Latine Emergent Bilingual Students
**First Presbyterian - Chapel**

Kathy Vergara | Director, Klein ISD

This presentation will review the contexts that appear related to when campus administrators’ have a deficit- versus an asset-based perception towards the continued development of biliteracy and bilingualism by Latine emergent bilingual students.

Leadership: Research, Policy and Advocacy
K - 12
English
A Journey towards Transformation
First Presbyterian - Room A,B,C
Patricia Núñez I Coordinator, UT at Austin
Julia Hernández I Coordinator, UT Austin

In this session, La colaborativa project, a transformative journey of teachers to Oaxaca, Mexico to experience schooling in indigenous communities, is presented as an opportunity to shape instructional pedagogies for emergent bilinguals in U.S. classrooms. We share, through teacher pláticas and reflections, the impact of removing ourselves from the “white gaze” (Stewart & Gachago, 2020) of U.S. educational spaces to inform and sustain us.

Socio-Cultural Responsiveness, Educational Equity and Access
K - 6
Spanish/English

Talk, Sing, Read, Write, and Play: Building Early Literacy Skills with Preschool GLAD®
Hilton - Canyon
Christie Baird I Administrator, Orange County Department of Education

These five simple practices: talking, singing, reading, writing, and playing form the basis for developing early literacy skills. Preschool GLAD® provides teachers with strategies for intentionally implementing these practices as they offer a learning environment that builds brain connections, develops communication skills, and paves the pathway to reading.

Early Childhood and Special Education
Pre-K
English

Discusiones matemáticas en el aula DL
Hilton - Chapel
Maria Martínez del Campo I Teacher, Telluride School District R-1

La sesión se centrará en estrategias para desarrollar la colaboración y la discusión en la clase de matemáticas en DL.

Academic Language Development
K - 5
Spanish

Language and Literacy Through the L2 Lens
Hilton - Mesa A/B
Angelica Corral I Coordinator, East Aurora School District 131
Tina Clement I Assistant Director, East Aurora SD 131
Rita Guzman I Executive Director, East Aurora SD 131
Lisa Dallacqua I Assistant Superintendent, East Aurora SD 131

In this presentation, participants will explore a standards-aligned curriculum that is scaffolded for second language acquisition. Curriculum highlights include building academic vocabulary, cross-linguistic analysis of language, and supporting the extension of L1 literacy development. Cultural exploration is the culminating component of this language workshop model.

Effective Literacy: Biliteracy, Oracy, and Oral Language Development
K - 5
English
Integrando STEAM: A Guide for District Leaders of Bilingual and Dual Language Programs

**Hilton - Mesa C**
Maria Luisa Di Stefano | Assistant Professor, University of Massachusetts-Amherst
Rosa Rodriguez-Pion | Supervisor of Multilingual Learners, Springfield Public Schools
Katie Richardson | ELL and Dual Language Coordinator, Amherst Pelham Regional Schools
Laura Espinoza-Mufson | Dual Language Program Coordinator, Holyoke Public Schools
Alberto Esquinca | Associate Professor, San Diego State University
Idalis Villanueva Narcón | Associate Professor, University of Florida

This panel session is a guide for school leaders, district administrators, and policymakers, who are planning to implement new or strengthen existing bilingual and dual language (BDL) elementary programs for multilingual learners in the U.S., focusing on the integration of STEAM (science, technology, engineering, art, and math) subject-matter knowledge with the biliteracy development in English and a partner language other than English (LOTE).

DLE Program Development & K-12 Implementation
K-20
English & Spanish

Cultivar la bialphabetización y promover el desarrollo del SEL a través de mensajes diarios interactivos

**Hilton - Pecos**
Bernadette Pilar Zermeno | Multilingual Specialist, Early Childhood, Oakland Unified CA
Erika Vargas | TK Dual Immersion Educator, Oakland Unified CA

¡Venga y aprenda consejos y estrategias para cultivar la alfabetización bilingüe en la educación temprana a través del uso de mensajes diarios interactivos! Discutiremos la importancia de los cognados, las habilidades transferibles, todo mientras trabajamos en el desarrollo socioemocional a través de la escritura. ¡Diviértense mientras aprenden!

Effective Literacy: Biliteracy, Oracy, and Oral Language Development
Pre-K
Spanish

Detrás del verso: Destrezas básicas en la magia del poema.

**Virtual Live Stream - 1**
Francisca Campoy | Instructional Specialist, Transformative Education Institute
Alma Flor Ada | Author, University of San Francisco

Dialogar con el poema, comprender su estructura y su lenguaje.
Enamorarse del ritmo, la rima, el simbolismo y el soneto.
Hacemos amigos de aquellos poetas que aman a los niños.
Rompemos el techo de cristal de un verso con la punta de un lápiz.
Levantamos el velo que oculta al poeta que vive dentro de cada educador.
Una sesión para compartir todo esto y mucho más con maestras y maestros.

DLE Program Development & K-12 Implementation
K-20
Spanish
Participants of all programs
- Are U.S. citizens;
- Have a graduate level degree or higher; and
- Demonstrate a commitment to the field of TESOL.

Projects
- Projects are designed by U.S. Embassies to build English language capacity at the local and national level.
- All projects promote mutual understanding as part of the U.S. Department of State’s public diplomacy initiative.
- Both in-person and virtual projects offer opportunities for cultural exchange.

For over 50 years, English Language Programs has placed highly qualified and experienced U.S. educators in the field of TESOL on in-country and virtual projects to assist U.S. Embassies in delivering quality English language programs and to support public diplomacy objectives.
Making the Most of Translanguaging in DL Instruction

Virtual Live Stream - 2
Lisa Tabaku | Director, Center for Applied Linguistics

Participants will examine translanguaging in dual language programs: what it is, what it is not, and how translanguaging can be successfully utilized in the classroom. Participants will leave with greater clarity, as well as concrete examples of translanguaging practices in dual language instruction.

Effective Literacy: Biliteracy, Oracy, and Oral Language Development
K - 5
English

Making Strong Math Gains in DL Programs

Virtual Live Stream - 3
Lisa Meyer | Director of Instructional Equity, Dual Language Education of New Mexico

How can administrators and instructional leaders support DL teachers in providing high-quality math instruction? Get a sneak peek at some of the content being published this spring in the book Integrando STEAM in Elementary Bilingual and DL Programs. Join DLeNM’s math PD team in looking at 1) building school systems to support math instruction, 2) cultivating buy-in and accountability, and 3) advocating for your program at the district level.

Academic Language Development
K - 12
English

Storytelling Matters in all Cultures: A Way to Build Biliteracy and Identity

Virtual Live Stream - 4
Angélica Yepes Velosa | Teacher, Diggs-Latham Elementary school
Carla Andrea Salinas Mura | First Grade DL/ teacher, Picket Elementary

"La Fábrica de Cuentos" is a storytelling strategy in which students have the opportunity to create their own stories, and build oracy and oral language skills. It encourages creativity, critical thinking, problem-solving, and global competencies. Kids will have the chance to be authors and developers of their own stories by using a set of color-coded cards that include diverse characters, settings, and cultures.

Effective Literacy: Biliteracy, Oracy, and Oral Language Development
K - 5
English
Engaging, Culturally Responsive Resources

Authentic Voices

Build Knowledge and Multicultural Perspectives
Culturally relevant texts enrich instruction and social-emotional understanding. All students deserve to see themselves in a book.

Benchmark Fonética y gramática

Phonics Instruction That Honors Spanish
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Las redes sociales y el aprendizaje de la lengua de herencia

**Virtual Live Stream - 5**
Marcela Fritzler | Teacher

En este taller presentaremos el papel que desempeñan los artefactos digitales como herramientas para el desarrollo de la lectura escritura en los hablantes de lengua de herencia. Asimismo ofreceremos una secuencia de actividades concretas creadas para construir una comunidad de práctica multidisciplinaria, intergeneracional, plurilingüe e intercultural a través de los servicios de las redes sociales.

Integrating Technology and On-line Instruction
9 - 12
Spanish

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Building Biliteracy Better: Research, Practice, Outcomes

**On-Demand - 1**
Stephen Fowler | Sponsor, Imagine Learning

During this session, attendees will review research-informed best practices, strategies, and resources for dual language programs to support the development of grade-level, cross-curricular skills in Spanish and English. Attendees will explore connections with the three pillars of dual language education, develop a shared vocabulary of instructional programming, and examine the positive academic outcomes attributed to bilingualism, biliteracy, and cultural competence. Attendees will also be provided access to free printable and digital resources to encourage and enhance academic discourse during and after the presentation.

Effective Literacy: Biliteracy, Oracy, and Oral Language Development
K - 6
English

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Fast Track Students with Vista Level Spanish to Sustain and Evaluate Reading Proficiency Levels

**On-Demand - 2**
Maria Torres | Professor, Vista Higher Learning

A great concern of teachers of ELs and DLs is that they face the challenge of learning to read in the new language, (Fountas and Pinnell, 2018). Teachers need materials that support, sustain, and evaluate their teaching Reading practices. This presentation provides an in-depth online K-8 Literacy program utilizing Guided Reading Levels, Mastery Level Standards and Benchmarks. The presenter will share a state-of-the-art, online Spanish Literacy program, Grades K-8, where teachers can assess students, analyze data results to place students in the appropriate levels of reading proficiency, plan differentiated instruction, provide instruction, assign practice readings according to differentiated reading levels, and afford students multiple learning opportunities.

Effective Literacy: Biliteracy, Oracy, and Oral Language Development
K - 8
English
In this foundational professional development, participants will build a deep knowledge of how emergent bilinguals and dual language students learn how to read in ways that are fundamentally different than monolingual, English-speaking students – and the decades of research that have confirmed this model. So, what has research revealed about the science of reading for dual language and emergent bilingual students that’s been excluded from...
Using Our Privilege: Anti-Racist Work & Socio-Cultural Competency
Santa Fe Convention Center - Coronado
Kevin Donoher I Teacher, Mesa County Valley School District 51 - DIA @ BMS
Ryan McLaughlin I Lectorescrita y Historia - 8vo grado, Mesa County Valley School District 51 - DIA @ BMS
Michele Rewold I Dual Language Program Facilitator, Mesa County Valley School District 51 – DIA

This presentation details our work with 8th-grade dual language students, sociocultural competency, and Tiffany Jewell’s book, “This Book is Anti-Racist.” We highlight how students chose the book, our teaching strategies, the attempted removal of the book by powerful community members, student agency in relation to sociocultural competency, and how we leveraged pushback to advocate for the expansion of dual language education in our community.

Socio-Cultural Responsiveness, Educational Equity and Access
6 - 8
English

Estrategias de andamiaje: de la oralidad a la escritura
Santa Fe Convention Center - Kearney
Irene Zamora I Program Manager, Participate Learning
Laura Diaz I Director of Education Programs, Participate Learning
Laura Macartney I Program Manager, Participate Learning

¿Estás interesado en incluir andamiajes en tus actividades para el desarrollo del lenguaje?
¿Necesitas ideas para que tus estudiantes utilicen el español en el aula? Ven a esta sesión para aprender estrategias prácticas y efectivas que apoyan, a través del andamiaje, el desarrollo del lenguaje oral y escrito.

Effective Literacy: Biliteracy, Oracy, and Oral Language Development
K-5
Spanish

Enseñando en español: Utilizando el Marco ALE en tu salón
Santa Fe Convention Center - Milagro
Samuel Aguirre I Director, WIDA Espanol
Analleli Muñoz I Assistant Director of Professional Learning, WIDA
Wilma Valero I Professional Learning Specialist, WICEPS

WIDA launched Marco ALE in 2021 to enhance educator’s Spanish language arts teaching and learning. Join us for this interactive workshop in which we will explore ways that teachers can utilize Marco ALE: Aplicación para la enseñanza para enhance their instruction. This presentation will be delivered primarily in Spanish.

Academic Language Development
K-12
Spanish

Bring in the Music!
Santa Fe Convention Center - Peralta
Andrés Salguero 123 Andrés
Christina Sanabria 123 Andrés

A high-energy session that gets everyone up and moving! We explore ways to use music to deepen and extend lessons, especially for literacy. Music can make everything more engaging, memorable, and fun, as it helps us build bonds as a community, helps us remember key takeaways, and opens up new spaces and channels physical and creative energy. 123 Andrés (Andrés and Christina) bring their expertise in music and education in a dynamic and interactive presentation!

DLE Program Development & K-12 Implementation
K - 5
Bilingual (Spanish/English)
Translanguaging Pedagogical Practices for Emergent Bilinguals in the Reading Process
Santa Fe Convention Center - Pojoaque
Elisabeth Valenzuela | Assistant Professor, New Mexico Highlands University
Cecilia Garcia | Bilingual Reading Interventionist, Albuquerque Public Schools

With the premise that the reading process is complex: this presentation will focus on rethinking how reading intervention programs for emergent bilinguals in dual language bilingual programs can be rearticulated by utilizing a translanguaging framework. The presenters will share translanguaging pedagogical practices that capitalize on emergent bilinguals’ languages, literacies, and sociocultural experiences to support their biliteracy development. Participants will learn about best biliteracy practices that allow emergent bilinguals to utilize their entire linguistic and social repertoires in the reading process. This session will be conducted entirely in Spanish.

Effective Literacy: Biliteracy, Oracy, and Oral Language Development
K - 5
Spanish

The Bilingual Village: Engaging Classroom with Community
Santa Fe Convention Center - Sweeney A - In Person/Live Stream
Margorie Ceballos | Associate Professor, University of Central Florida
Joyce Nutt | Professor, University of Central Florida
Laura Monroe | Professor, University of Central Florida
Florin Miha | Professor, University of Central Florida
Kerry Purmenny | Professor, University of Central Florida
Nadia Garzon | Outreach Coordinator, University of Central Florida

The Bilingual Village is a partnership between dual language schools and the local community. The Bilingual Village activities occur virtually and in person to create learning opportunities for students to be immersed in authentic, bicultural activities. Students are presented with tasks completed at participating local businesses, developing and supporting students’ new language while providing them with real-world experiences.

FamilyCommunity Partnerships
K - 5
English

The Cognitive & Social Power of Standard Language
Santa Fe Convention Center - Sweeney B
Shengxiao "Sole" Yu | Founder and Social Justice Educator, Nectar

This workshop will serve as an introduction into the research behind standard language; the language that is typically taught and promoted in school settings. We will discuss why standard language is seen as important and, oftentimes, “correct.” We will analyze standard language as carrying both cognitive power and social power. These concepts apply to a variety of languages used in educational settings, including English and Spanish.

Socio-Cultural Responsiveness, Educational Equity and Access
Community
English
Effective Literacy for Emergent Bilingual Learners: Voices From the Field
Santa Fe Convention Center - Sweeney C - In Person/Live Stream
Jody Slavick | Director and Research Associate, Literacy Squared/CU Boulder
Esther de Jong | Professor, University of Florida
Kathy Escamilla | Professor Emeritus, University of Colorado Boulder
Barbara Flores | Professor Emeritus, CUBE
Martha Hernandez | Executive Director, Californians Together
Socorro Herrera | Professor, University of Kansas

The National Committee for Effective Literacy was formed when leaders in the field grew concerned about the science of reading movement and its lack of attention to quality literacy instruction for emergent bilingual learners. Panelists will discuss the history of failed literacy approaches, research on effective literacy instruction for EB students, updates on how the movement is affecting EB learners nationwide, and a call to action.

Effective Literacy: Biliteracy, Orcacy, and Oral Language Development
K-20
English

Windows, Mirrors, and Doors: Literature for a Culturally Responsive Classroom
Drury Inn - Meem
Emmy Tither | K-12 Educational Program Coordinator, Latin American and Iberian Institute-UNM

What is culturally responsive literature? How can we identify it and incorporate it into the classroom? This presentation and workshop by UNM’s Latin American and Iberian Institute will aid educators in recognizing the characteristics and importance of integrating culturally responsive literature into the classroom for learners of all ages, as well as provide free and classroom-ready resources.

Socio-Cultural Responsiveness, Educational Equity and Access
K-20
English

Coaching Teachers in Bilingual and Dual Language Classrooms: A Responsive Observation & Feedback Cycle
Drury Inn - O’Keefe
Alexandra Guillamo | Chief Equity and Achievement Officer, TaJu Educational Solutions LLC

Engaging dual language teachers in constructive observations and feedback is essential to teacher excellence and the three goals of DLE. Participants will understand a proven framework for coaching dual language and bilingual teachers with fair and effective feedback. Coaches and administrators gain the skills and tools needed to answer the question, “How can I effectively coach in dual language if I don’t speak the language of instruction?”

Leadership: Research, Policy and Advocacy
K - 12
English

1, 2, 3—Tech, You’re IT!
Drury Inn - Palace Ballroom A
Laia Ferris | Administrator, Mesita ECDC/Elem School, ISD El Paso ISD
Patricia Castano | Teacher, Mesita ECDC/Elementary School
Ana Chairez I Teacher, Mesita ECDC/Elementary School, El Paso ISD

Join us as we get ready to tag our digital generation tech engagement. Websites and apps will be shared that will engage students in using these digital tools to embrace their learning, in Spanish and English. So, be ready to inspire your students and ignite classroom projects, using empowering technologies such as those used in our Connecting Worlds/Mundos Unidos Two-Way Dual Language Gifted/Talented Magnet Program.

Integrating Technology and On-line Instruction
K - 6
Spanish and English
Two-Way Programs: Uniting Cultures and Languages

Drury Inn - Palace Ballroom B
Ivanna Mann Thrower Anderson | Multilingual Learner/Title III Consultant, NCDPI

The North Carolina SEA has a unique set of committees to unite DL/I educators with IHE faculty, supporting the state’s growing multilingual learner (ML) population. Our presentation shares the K-20 work, guided by DL’s 4 pillars, to promote a stronger sense of “we” within the school, community, and world.

DLE Program Development & K-12 Implementation
K - 12
English

Translanguaging, Transdisciplinary Research, and Mindfulness Strategies in the Classroom

Eldorado - Chapel
Dawn Wink | Director, Santa Fe Community College

Translanguaging reflects the dynamic flow of braiding languages that multilinguals naturally use and falls within transdisciplinary research that focuses on holistic language acquisition. Mindfulness research provides various strategies relevant to the process of language acquisition. Presentation expands DL guiding principles of curriculum, instruction, professional development, and support.

Leadership: Research, Policy and Advocacy
K-20
English

What to Teach? 4 Tips for Designing Math Intervention

Eldorado - DeVargas
Le Tran | Staff, University of Texas at Austin
Sarah King | Graduate Research Assistant, University of Texas at Austin

Research indicates teaching math is much more complex than just teaching about numbers and computation. When implementing effective math interventions, educators should incorporate these 4 strategies: 1) teach precise math language, 2) develop conceptual understanding of symbols, 3) use gestures, and 4) use instructional conditions. We will demonstrate a series of math intervention strategies for educators to integrate into their teaching.

Early Childhood and Special Education
K - 12
English

African Presence in México

Eldorado - Zia A
Dinah Armstead | ESL Teacher/Spanish & French Interpreter, Urbana School District 116

Little is known and even less is taught of the narratives of people of African descent in Mexico. I will give the background on this group and share an auto-ethnographic account of my visit to Chacahua, Oaxaca, Mexico. I will provide resources that can be used for project-based teaching, including utilizing the National Museum of Mexican Art in Chicago, IL. Finally, I will lead teachers in a cultural-awareness activity.

Socio-Cultural Responsiveness, Educational Equity and Access
K - 5
English
Parents and Community Members

La Cosecha 2022 is excited to announce Raíces y Semillas Instituto/Parent and Community Institute. This in-person experience is designed for parents and community members. Participants will leave La Cosecha with actionable steps in being an educational partner/leader, and community advocate.

Friday, November 4, 2022
4 de noviembre 2022
Eldorado Hotel

WWW.LACOSEQUACHACONFERENCE.ORG
Socratic Seminars for Emerging Bilingual Students: Elementary & Beyond
Eldorado - Zia B/C
Lisa Hammond I Teacher, University Hill Elementary School
Cecilia López I Teacher, University Hill Elementary School
Curious about Socratic Seminars? Ever thought about trying them with emerging bilingual students, but weren't sure how to get started? Wonder how to implement Socratic Seminars in a dual language context? Come find out! The session will include an overview of Socratic Seminars, skill-building lessons, appropriate modifications and scaffolds, as well as suggested texts and resources for teacher use. Useful for elementary and beyond!
Effective Literacy: Bilingual, Oracy, and Oral Language Development
K - 12
English

RESET: Social and Emotional Learning (SEL) in Multilingual Classrooms
First Presbyterian - Chapel
Joni Magee I Teacher, Multistate Association for Bilingual Education, Northeast (MABENE) & Needham High School
Educators are aware of the pivotal role SEL plays in our students' lives. This is especially true for multilingual students as they navigate academics, weave cultural and linguistic identities, and witness social inequities. This session will model a critical wellness approach to deliver SEL that reinforces students' strengths, assets, and agency. Participants will design an SEL protocol, curate resources, and develop professional networks.
Socio-Cultural Responsiveness, Educational Equity and Access
K - 12
English

Bookjoy, Wordjoy with Pat Mora
First Presbyterian - Room A,B,C
Katie Porter I Lee & Low Books
What stories would your students tell about their lives? Meet award-winning New Mexico-based author Pat Mora! Her outstanding poetry has become essential anchor texts in countless curriculum and literacy programs nationwide. Learn about the author's process writing her books that shows how families and experiences are meaningful sources of inspiration. Participants will come away with engaging activities for their personal narrative and poetry units.
Academic Language Development
K - 5
English

Teaching with Language Objectives at the Secondary Level
Hilton - Canyon
Danna Lomax I Teacher, Ventura Unified School District
June Lomax I Paraeducator, Ventura Unified School District
Sarah Gluck Perez I Teacher, Ventura Unified School District
In this presentation, educators will discuss the why and how of language objectives. The session will begin with an overview of the ELD standards, and then participants will work together through the process of intentionally creating language objectives that align with content objectives in math, science, social studies, English, and world languages. Finally, participants will consider equity when grading students' content and language abilities.
Academic Language Development
6 - 8
English
La Cosecha 2022
Santa Fe, NM

jueves, el 3 de noviembre de 2022 • Thursday, November 3, 2022
Morning Concurrent Sessions — 10:50 am - 12:10 pm

El desarrollo del lenguaje español como segundo idioma: El béisbol nos salvó
Hilton - Chapel
Gisela O'Brien | Associate Professor, Center for Equity for English Learners (CEEL)

En este taller se demostrarán diferentes estrategias colaborativas que promueven el desarrollo del lenguaje oral (formas y funciones) así como el desarrollo de más complejas habilidades del pensamiento. Basado en los estandares Common Core de Artes de Lenguaje, tendrá como enfoque los conceptos literarios a través del uso de las ilustraciones en obras literarias infantiles.

Effective Literacy: Biliteracy, Oracy, and Oral Language Development
K - 6
Spanish

RTI in Both Languages from the Start
Hilton - Mesa A/B
Shahnaz Sahnow | Instructional Specialist, Lincoln Elementary

This session will detail how, after a long history of native-language intervention with sub-par long-term results, our K-5 dual language school has created an RTI system in which students needing extra reading support receive interventions in both Spanish and English from the start. I will also share how we supplement our core instruction in both Spanish and English, based on the science of reading.

Effective Literacy: Biliteracy, Oracy, and Oral Language Development
K - 5
English

Educators Rising in New Mexico: A Pathway for Sustainability for Dual Language Programs
Hilton - Mesa C
Mishelle Jurado | Student, PDK International Educators Rising

In this session, New Mexico Field Director Mishelle Jurado, will engage participants in a discussion and reflection about how Educators Rising is inspiring and preparing HS students in New Mexico and throughout the country to become educators. Through an interactive presentation and panel discussion, participants will learn the importance of recruiting and engaging young people, specifically bilingual Latinx and Native American students.

Leadership: Research, Policy and Advocacy
K-20
English/Spanish

Texas Effective Dual Language Immersion Pilot Schools Framework Implementation
Hilton - Pecos
Myrna Rosado-Rasmussen | Dual Language Coordinator TEA, Texas Education Agency
Dr. Xochitl Rocha | Bilingual/ESL Manager TEA, Texas Education Agency
Dr. Julie Lara | English Learner Support Division Director TEA, Texas Education Agency

As Texas continues leading the development and implementation of high-quality dual language programs, the TEA ELs Support Division began piloting the Texas Effective Dual Language Immersion Framework in several school districts. This framework was created to ensure the expansion and effective implementation of Dual Language Immersion (DLI) education throughout the state of Texas. In this presentation, the presenters will share information about the first-year pilot and the next steps in the framework refinement process.

DLE Program Development & K-12 Implementation
K - 12
English
Language Allocation: Decisions, Decisions, Decisions!

Virtual Live Stream - 10

Natalie Olague | Project Coordinator, Dual Language Education of New Mexico

Dual language language allocation planning is complex, with many different moving parts! This session will explore the multiple layers that can exist, in the context of 90:10, 50:50, biliteracy development, translanguage, publishers' curricula, and instructional frameworks like Project GLAD® and CLAVES™. Example DL Language Allocation Plans will be shared based on partnerships with DL programs throughout the nation!

DLE Program Development & K-12 Implementation
K - 12
English

Estrategias y recursos para la enseñanza de artes del lenguaje y lectura en español en el aula dual

Virtual Live Stream - 6

Cristina Campillo | Teacher, Community of Madrid, Spain Public Schools

This presentation aims to establish a dialogue between educators and the best practices when teaching Spanish in the dual language classroom. Through my personal experience, and all the contributions that I have learned over the years from other educators, I will present a compilation of strategies and resources to teach the four skills (listening, reading, writing and speaking) of the Spanish language in a dynamic way in a dual language setting.

Effective Literacy: Biliteracy, Oracy, and Oral Language Development
K - 5
Spanish

Middle School Language Immersion Curriculum Design: What We Know, Want to Know, and Have Learned

Virtual Live Stream - 8

Katherine Kirschner | Teacher, Herricks UFSD
Adriana Mendrinos | Teacher, Herricks UFSD

As middle school teachers, we often find ourselves wondering how we can maintain the necessary rigor of a DLI program while still being responsive to the unique SEL needs of the middle school student. In this presentation, participants will learn strategies and best practices gleaned from our own experiences designing, implementing, and redesigning our curriculum for the only fully articulated K-12 Spanish language immersion program in New York State.

DLE Program Development & K-12 Implementation
6 - 8
English

Making Math Accessible for our K-8 Students

Virtual Live Stream - 9

Lisa Meyer | Director of Instructional Equity, Dual Language Education of NM

Join DLeMN’s math trainer team for a brief overview of our math framework, AIM4S3™, and for a deeper dive into sheltering math instruction to increase mathematical discourse and accessibility for our language learners and students who struggle with math. During the session, we will analyze classroom video from K-8 classrooms. Participants will identify sheltering strategies in action with students and deepen their understanding of sheltering in the dual language classroom.

Academic Language Development
K - 12
English
La Cosecha 2022
Santa Fe, NM

jueves, el 3 de noviembre de 2022 • Thursday, November 3, 2022

Morning Concurrent Sessions — 10:50 am - 12:10 pm

Addressing Sociocultural Competence in Dual Language Education
Virtual Live Stream - 7
Angela Palmieri I Professor, California State University Los Angeles

Join DLeNM's math trainer team for a brief overview of our math framework, AIM4S3™, and for a deeper dive into sheltering math instruction to increase mathematical discourse and accessibility for our language learners and students who struggle with math. During the session, we will analyze classroom video from K-8 classrooms. Participants will identify sheltering strategies in action with students and deepen their understanding of sheltering in the dual language classroom.

Academic Language Development
K - 20
English

How to Use Model UN Debates to Increase Language Proficiency
On-Demand - 4
Jason Straus I Sponsor, Participate Learning

This presentation details an example of teachers collaborating across districts to implement the Conexiones Model UN event and provides ideas for replication. With the help of Participate Learning and an online community, teachers organized a hybrid event where students acted as delegates from different countries and debated the negative impacts of fast fashion as it relates to SDG #12 Responsible Consumption and Production- all in Spanish.

Academic Language Development
6 - 8
English
DLE - Propagating or Disrupting Systemic Racism?
Santa Fe Convention Center - Coronado
Natalie Olague | Staff, Dual Language Education of New Mexico

From their inception, dual language (DL) programs were meant to disrupt systemic racism in education. However, sometimes DL implementation decisions are made that end up propagating systemic racism. In this session we will explore some "hypothetical" DL implementation scenarios around enrollment, curriculum, instruction, and parent involvement, all with a basis in reality, in order to ensure our DL programs are doing what they were meant to do!

DLE Program Development & K-12 Implementation
K - 12
English

Strategy for Ensuring Dual Language Program Success
Santa Fe Convention Center - Kearney
Rob Darling | Administrator, Yakima School District

Participate in a DL Pre-Mortem Autopsy; a simple yet powerful strategy you can easily replicate for: 1) future DL implementation, 2) to reassess an existing program, or 3) revive a DL program on its death bed. We will systematically analyze what led to the (future) demise, who was responsible, and use this information to prevent and avoid a potential failure of any dual language program, and to guide/create your school/district’s DL action plan or strategic plan.

DLE Program Development & K-12 Implementation
K-12
English

Plan a Two-Part Bridge Lesson in a Chinese-English Dual Languages Immersion Classroom
Santa Fe Convention Center - Milagro
Ying (Fiona) Du | Instructional Specialist, Carver-Lyon Elementary School

This presentation will use a sample lesson with teacher-created, metalinguistic resources the presenter has created and scaffolding strategies to demonstrate how a Chinese-language immersion teacher can teach the two parts of the Bridge with lesson content vocabularies that transfer from English to Chinese, and the contrastive analysis between Chinese and English to develop biliteracy learners’ metalinguistic awareness and language approximation.

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

Bridging Oracy and Oral Language Development
Santa Fe Convention Center - Peralta
Patricia Acosta | Instructional Specialist, Vista Higher Learning

The presenter will use Bridges to Literature and Content to demonstrate how to develop oral and written language and literacy skills. Participants will recognize how to ensure students are learning and building critical content area academic language and content knowledge. Participants will also understand how to enhance all domains of language and cultivate student’s oracy through authentic discussions and cross-disciplinary approaches.

Effective Literacy: Biliteracy, Oracy, and Oral Language Development
6-8
English
La Cosecha 2022 • Thursday, November 3, 2022
Afternoon Concurrent Sessions — 1:30 pm - 2:50 pm

Vocabulario académico y cognados
Santa Fe Convention Center - Pojoaque
Anita Hernández | Professor, NMSU
Jose Montelongo | Program Director, New Mexico State University

El inglés y español tienen mucho en común. Nos enfocaremos en el vocabulario académico que sus hijos necesitan y las expectativas de los maestros en varias materias escolares. Los invitamos a esta sesión para aprender sobre vocabulario académico y cognados en inglés y español.

Academic Language Development
K - 5
Spanish

Leveraging the National Dual Language Standards: Four Different Contextual Applications
Santa Fe Convention Center - Sweeney A - In Person/Live Stream
Michael D. Guerrero | Professor, University of Texas Rio Grande Valley
Eric J. Johnson | Professor, Washington State University Tri - Cities
Mariluísa Di Stefano | Professor, University of Massachusetts Amherst
Melinda Martin Beltran | Associate Professor, University of Maryland
Dr. Joan Lachance | Professor, University of North Carolina

In this panel presentation the four presenters share how the National Dual Language Education Teacher Preparation Standards were adopted and are being used in their respective contexts, including challenges encountered. The four contexts include the states of Massachusetts and Washington, the University of Maryland, and the forthcoming Specialized Professional Association, Educators for a Multilingual Multicultural America (EMMA), under the Council for the Accreditation of Educator Preparation (CAEP).

Leadership: Research, Policy and Advocacy
Higher Education
English

Good to Great: Access + Alignment = Equity
Santa Fe Convention Center - Sweeney B
Maria Campanario | Sponsor, Benchmark Education Company

Differing definitions of access, alignment, and equity create the need for a conversation around the intent and sense of belonging in dual language/bilingual programs. The norms and standards for this work are sometimes cloudy, and and this may impact access and success of students in the programs. In this session, participants will reflect and discuss the many facets of this work. How do we take what we know about dual language settings and build instructional practices that support and are inclusive for our student populations. This session is interactive, as participants discuss considerations, approaches, and language needs in a culturally responsive dual language program.

Socio-Cultural Responsiveness, Educational Equity and Access
K - 12
English
Planning for Sociocultural Competence and Critical Consciousness Via Culture
Learning Targets
Santa Fe Convention Center - Sweeney C - In Person/Live Stream
José Medina I Director, Dr. José Medina Educational Solutions

Lesson planning is a political act that either chips away at or maintains systems of oppression. Engaging dual language students in the important work of sociocultural competence and critical consciousness does not happen by chance. This session will highlight the four ways to plan for culture learning targets to ensure that biliteracy instruction is grounded in equity and social justice work.

Socio-Cultural Responsiveness, Educational Equity and Access
K - 12
English

Using Narratives to Advocate For Multilingual Multicultural Programs in New
Mexico in Light of Yazzie and Martinez vs. New Mexico
Drury Inn - Lamy
Suzanne Jaquez Gorman I Bilingual Instructional Coach, NMAE & Santa Fe Public School District
Bernard Chimoni I Zuni Language Educator, NMAE & Albuquerque Public School District
Jesse Winter I Language Teacher, NMAE, Albuquerque Public Schools, Truman Middle School
Cesar Rubio I Middle School ESL Teacher, NMAE & Hatch Valley School District

Why should we advocate for our Bilingual Multicultural Educational Programs (BMEP)? In this workshop, we will focus on the demographics of our children in New Mexico under the lens of the Yazzie and Martinez vs New Mexico court case. After a review of current policy, participants will have the opportunity to develop a narrative that advocates for the programs that best support the linguistic, socio-cultural, academic, and emotional needs of our diverse student population in New Mexico. This will be an interactive session using Spanish, English, and Indigenous language(s). The NMAE board welcomes you to join this advocacy session to support NM BMEP programs.

Leadership, Research, Policy and Advocacy
K-20
English

Teaching Early Literacy within a Meaningful Context
Drury Inn - Meem
Andrea De Armas I Instructional Specialist, The Center for Teaching for Biliteracy
Crystal Ramos I Instructional Specialist, The Center for Teaching for Biliteracy
Dana Hardt I Instructional Specialist, The Center for Teaching for Biliteracy

Have you ever wondered how to integrate phonics and phonemic awareness (word study) into your biliteracy instruction? Participants will engage in research-based practices for teaching reading, writing, and word study within a meaningful context (social studies, science, or a universal theme) for developing bilinguals in Spanish and English. Using examples and interactive strategies, participants will learn how to use these best practices.

Effective Literacy: Biliteracy, Oracy, and Oral Language Development
PreK - 2
English
Using a Cancionero to Develop Early Biliteracy Skills

Drury Inn - O’Keefe

Ádriana Álvarez | University of Colorado Denver
Tania Álvarez | Pre-K Dual Language Teacher, El Paso Independent School District
Robin Farup-Romero | Salem-Keizer Public Schools
Pedro Espinosa Gómez | K Dual Language Teacher, Salem-Keizer Public Schools

This session presents how to use a Cancionero to teach and develop early biliteracy skills through songs as meaningful texts. Strategies presented focus on integrating explicit instruction of literacy skills and concepts of print within an engaging context. The session will include modeling of strategies, analyzing for teaching points, and using interactive structures to increase student engagement. Students will enjoy creating and learning with their Cancionero!

Effective Literacy: Biliteracy, Oracy, and Oral Language Development
K - 5
Spanish

Seeing Multilingual Learners' Reflections en EL ESPEJO

Drury Inn - Palace Ballroom A

John Hiliard | Professor, Paridad Education Consulting
Margo Gottlieb | Co-founder, WDA

In this presentation, we explore a curricular and instructional framework to empower K-5 multilingual learners and teachers in dual language settings. Consisting of paired unit and lesson components, EL ESPEJO is designed to reflect multilingual learners’ lived experiences. Participants explore ways to create accessible learning pathways for their multilingual learners.

DLE Program Development & K-12 Implementation
K - 12
English

Bring your National Geographic Learning program to life!

At National Geographic Learning, we believe education is one of the great transformative forces of this century. Our goal is to help learners experience the world through authentic global content for distance learning, hybrid, and/or classrooms.

For additional information contact:
Sally Newcomb | (505) 401-3700
sally.newcomb@cengage.com
"I didn't get it until I read it..."

Dual Language Education Legacy Series by Drs. Virginia Collier and Wayne Thomas

Dual language matters, and if you're looking for a resource that not only connects the 'what' with the 'why' of dual language education, then the legacy series by Drs. Wayne Thomas and Virginia Collier has what you need.

"Bilingual educators throughout the U.S. have always had the burden of proof in demonstrating the benefits of learning a second language and, at the same time, maintaining the richness of a maternal language that nourishes and defines the essence of our cultural identity in this global society. The work of Thomas and Collier has unified and empowered educators and provided us with a common language. This empirical common language, complimented with processes and schemas..., has demonstrated without a doubt the effectiveness of bilingual education, regardless of the sociopolitical matrix that surrounds our field. At the national level, their longitudinal research and data has created an environment to develop additive instructional programs. In our district, this data has been instrumental not only in our move from transitional bilingual education into the dual language program models, but also in the expansion of a program in which two linguistic groups form part of one learning community where each and every student's language and culture are recognized."

Wilma Valero, Former Director, Programs for English Learners, U-46, Elgin, Illinois.

The series starts off with Educating English Learners for a Transformed World, a publication that should be read by anyone who is making decisions regarding the design, implementation, and assessment of education programming for English learners. Dual Language for a Transformed World follows and makes the case for dual language education to become the standard for all schools. The third book in the series, Administrators Speak is a must read for administrators and school leaders. Leaders from around the country share challenges, best practices, and celebrate the success of their dual language programs.

The fourth book in this series, Why Dual Language Schooling, was written for families, boards of education, and business and community members who seek to understand the exciting promise of K-12 dual language education. The final book in this series, Transforming Secondary Education, features authors representing secondary dual language programs across the United States. They share insights, considerations, and successes—an invaluable resource for schools and districts that are preparing to expand their program to the secondary level.

"The research of Dr. Wayne Thomas and Dr. Virginia Collier has opened the eyes of many educators, policy makers, and the community at large about the long-term effects of dual language education... Their work is also powerful for promoting the development of students’ native language, second language, and academic achievement."

Rossana Boyd, Ph.D., Director, Bilingual/ESL Teacher Certification Programs—University of North Texas; Past President—National Association for Bilingual Education

The legacy series by Drs. Virginia Collier and Wayne Thomas is published by Fuente Press and available for purchase at www.dlenm.org.

Drs. Virginia Collier and Wayne Thomas are internationally known for their research on long-term school effectiveness for culturally and linguistically diverse students. Dr. Thomas is Professor Emeritus of Evaluation and Research Methodology and Dr. Collier is Professor Emerita of Bilingual/Multicultural/ESL Education, both at George Mason University. Their research on dual language education is perhaps the most well-known across the United States. Their longitudinal studies of student achievement in various types of educational programs for English learners are considered seminal work in the field.
Spanish Phonological Awareness in Dual Language Classrooms

Drury Inn - Palace Ballroom B
Erica Suárez | Sponsor, Heggerty
Laura Castro | Literacy Specialist, Heggerty

Phonological awareness is an essential ingredient when learning to read a transparent, alphabetic language like Spanish. Traditionally, Spanish early-literacy instruction focuses on memorization of syllables - similar to the inefficient instructional practice of memorizing English sight words as whole units. This emphasis on memorizing syllables leaves many kids behind, especially those with dyslexia. However, research throughout Spanish-speaking countries has demonstrated the need for explicit foundational skills instruction that reaches the phoneme level. By providing systematic and explicit Spanish phonological (syllabic) and phonemic level instruction, we can more easily identify a student’s true academic needs.

Effective Literacy: Biliteracy, Oracy, and Oral Language Development
K - 5
English

Planning Made Easy: The Art of Instructional Dance

Eldorado - DeVargas
Kathleen Salgado | Staff/Project Coordinator, DLENM

When you have multiple classes or limited instructional time, planning and prep can feel daunting. Make planning and prep a breeze with “GLAD® Minuet”: three planning steps, three instructional movements, and three exceptional outcomes. You will experience a series of low-prep, easily reproducible, high-impact Project GLAD® strategies and brainstorm ideas for your own GLAD® Minuet that focus on making content comprehensible and move students through all domains of language. Come fill your dance card and join us for a GLAD® Minuet!

Academic Language Development
3 - 12
English

Las matemáticas abren un mundo de oportunidades para nuestros alumnos bilingües y multilingües

Eldorado - Zia A
Carlota Loya Hernández | Teacher, Boulder Valley School District

En la primaria, hay un importante enfoque en la lectura y la mayoría de la enseñanza se enfoca en la lectoescritura en inglés y en español. Pero, hay que promover las matemáticas como una habilidad de gran importancia en el futuro de nuestros alumnos multilingües en los campos y las profesiones STEM (ciencias, tecnología, ingeniería y matemáticas). ¿Qué podemos hacer para apoyar más a las matemáticas? Se les ofrece ideas claves y exitosas.

Socio-Cultural Responsiveness, Educational Equity and Access
K - 6
Spanish

Diez practicas científicas para mejorar la efectividad en programas duales

Eldorado - Zia B/C
Mario Ferron Solis | Director, Uvalde CISD

Para alcanzar su potencial, los programas duales deben usar prácticas diseñadas para desarrollar biliteracidad. La ciencia ha mostrado que los cerebros bilingües funcionan diferente y, por lo tanto, aprenden de manera diferente. Los programas deben distanciarse de marcos y prácticas tradicionales diseñadas para estudiantes monolingües y adoptar marcos y prácticas de instrucción diseñadas para desarrollar biliteracidad en estudiantes bilingües.

DLE Program Development & K-12 Implementation
K - 12
Spanish
LA COSECHA 2022
SESSION #1
PLANNING FOR SOCIOCULTURAL COMPETENCE AND CRITICAL CONSCIOUSNESS VIA CULTURE LEARNING TARGETS
THURSDAY, NOVEMBER 3, 2022
1:30 PM - 2:50 PM (MST)

LA COSECHA 2022
SESSION #2
E3 - EQUITY, EFFICACY, AND EVIDENCE: AUTHENTIC BILITERACY PRACTICES IN DUAL LANGUAGE CLASSROOMS
FRIDAY, NOVEMBER 4, 2022
9:10 AM - 10:30 AM (MST)

FOR MORE INFORMATION VISIT
WWW.DRJOSEMEDINA.COM

TESOL 2023
INTERNATIONAL CONVENTION & ENGLISH LANGUAGE EXPO
PORTLAND, OR, USA | 21 – 24 MARCH
www.tesol.org
#TESOL2023
Engaging Strategies that Support the Foundational Skills of Language Learning
Eldorado- Chapel
Melanie Zúñiga I Teacher, Coronado DLMS

Are you looking for engaging strategies to support the four foundational skills of language learning? Providing strategies that allow for movement and structured turn taking to support speaking, writing, reading, and listening skills allows for student success in increasing their language development. Come learn and experience strategies like quiz quiz trade that you can take to your classroom!

Effective Literacy: Biliteracy, Oracy, and Oral Language Development
K - 5
English

Structures Shaping Equitable Access to Dual Language Immersion: The Promises and Pitfalls of Expanding Access to Bilingualism
First Presbyterian - Chapel
Margaret Marcus I Professor, University of Maryland
Conor Williams I Senior Fellow, The Century Foundation
Jonathan Zabala I Policy Associate, The Century Foundation

This session will help teachers and DLI advocates recognize the promise—and potential pitfalls—inherent in efforts to expand access to bilingualism and biliteracy in U.S. schools. We share findings from a new study of the policy structures that shape access to DLI and examine DLI enrollment in thousands of DLI programs. Most importantly, we identify DLI (and beyond) policies that appear to support diverse and equitable DLI access for DLL students.

Socio-Cultural Responsiveness, Educational Equity and Access
K - 12
English

Translanguaging, Assessments, and Interventions: Re-envisioning Emergent Bilingual Literacy
First Presbyterian - Room A,B,C
Elvira Pichardo I Professor, Lewis University/La Grange School District 102
Rachel Owens I Director of Language Acquisition, La Grange School District 102
Jessica Valverde I Spanish 1st Grade Dual Language Teacher, La Grange School District 102
Mayra Romero I ESL Teacher, La Grange School District 102

Using a translanguaging lens redefines literacy as transcending languages and linguistic borders, as a unified process, and focuses on how students make meaning through the use of languages, social, and cultural resources (Ascenzi-Moreno,2018). How, then, does dual language assess what students can do and how students read bilingually? Our district (re)assessed English and Spanish literacy and language development using translanguaging.

DLE Program Development & K-12 Implementation
K - 12
English

Building Oral Literacy Through Student Collaboration
Hilton - Canyon
Cynthia Toledo I Teacher, Christine Duncan Heritage Academy

After one year of virtual teaching, getting back into the classroom was refreshing. A new approach to teaching took place. During this interactive presentation, we will review and practice methods that reinforce oral literacy through student collaboration. The goal is to enhance verbal fluency, create a safe and fluid space for learning, engage all diverse learners, and build up self-confidence for social emotional health.

Effective Literacy: Biliteracy, Oracy, and Oral Language Development
6 - 8
English
The Hispanic Education Act Listening Tours: Feedback and Idea Session
Hilton - Chapel
Julia Rosa Emelie | Director, New Mexico Public Education Department

Participants will receive an overview of the data and information collected during the Hispanic Education Act Listening Tour 2022, then participate in a discussion providing the NMPED with feedback and ideas for future HEA Listening Tours.

Family/Community Partnerships
Community
English

The Big Ideas of Project GLAD®
Hilton Mesa A/B
Diana Pinkston-Stewart | Staff, Dual Language Education of NM

Come and learn about the BIG IDEAS of OCDE Project GLAD® by exploring key GLAD® routines, structures, and strategies. Walk away with some ideas that you can implement in your classroom to maximize student engagement in academic content and language learning. We will have fun!

Academic Language Development
K - 12
English

Draft DL Assessment Peer Review Framework
Hilton - Mesa C
David Holbrook | Director, NAELPA
Jesse Markow | Executive Board Advisor, NAELPA

The U.S. Department of Education requires that ESSA state content and English- language proficiency assessments be subjected to peer review and approval. However, there are no requirements related to assessments of non-English languages used as part of dual language programs. The National Association of English Learner Program Administrators has drafted peer review guidance for DL programs and is seeking feedback from practitioners.

DLE Program Development & K-12 Implementation
K-12
English

Nuestro momento histórico en la educación
Hilton - Pecos
Joel Francisco Lagunas Ibarra | Professor, CILAC FREIRE

Reflexionaremos lo que hemos aprendido en los últimos dos años. Ahora, es el momento de dar la oportunidad a nuevas perspectivas y, por qué no, a un cambio de enfoque basado en las sugerencias que hace Paulo Freire para poner estas ideas en la Praxis en el salón de clase.

Socio-Cultural Responsiveness, Educational Equity and Access
Community

Commitments for Dual Language Instructional Leaders: A Daily Challenge to Reflect and Practice Integrity
Virtual Live Stream - 11
Kari Keith | Director, CCSD15
Scott Kubelka | Principal, Round Lake School District 116

Dual language leadership requires deep advocacy and reflection. This session will provide you with commitments to practice, as instructional leaders of critical programming, in order to improve your readiness, communication, relationships, and school culture. Colleagues will examine commitments from various authors and create steps towards self awareness and accountability, which will ultimately strengthen the dual language program structure.

Leadership: Research, Policy and Advocacy
K - 12
English
Afternoon Concurrent Sessions — 1:30 pm - 2:50 pm

Construyendo Anchor Charts to Affirm Students’ Language and Content Knowledge
Virtual Live Stream - 12
Katherine Barko-Alva I Professor, William and Mary School of Education
Paola Mendizabal I Ph.D. Student, William & Mary School of Education
Benjamin Simon I Undergraduate Research Assistant, William & Mary School of Education

This research-driven session guides participants on how to co-construct and actively use anchor charts in integrated language arts and science lessons en español to affirm students' language use and content knowledge. The audience will learn how the teacher used student input to create charts for multiple linguistic and content-instructional purposes.

Effective Literacy: Bileracy, Oracy, and Oral Language Development
K - 12
Spanish & English

Does Translanguaging in Math Make a Difference?
Virtual Live Stream - 13
Bernice Perez-Bradley I Teacher, Denton ISD

It has been long believed that Math is a universal language and that it should be taught in English, regardless of the English proficiency of the students. This presentation debunks that theory. After going from an all-English math block, to a translanguaging space for emergent bilinguals, student participation went up significantly. Providing a safe space for students to use the language they felt comfortable with opened up new possibilities.

DLE Program Development
K - 5
English

Policy Advocacy and Re-imagination
Virtual Live Stream - 14
Mariana Castro I Assistant Director, WCER
Samuel Aguirre I Director, WIDA Espanol

Increased attention on 'academic language' has lead to negative impacts on policy and practice related to the education of bi/multilingual students, including a rise in the rigor for identifying, monitoring, and reclassifying ELs. This session will explore the role of raciolinguistics ideologies in policy and practice. Participants will engage in critical analysis and in re-imagining pathways to success for bi/multilingual learners.

Leadership: Research, Policy and Advocacy
K-20
English

What Does it Mean to be Ethical in Multilingual Learning Communities?
Virtual Live Stream - 15
Theresa Austin I Professor, University of Massachusetts, Amherst

After briefly introducing the concept of ethics for multilingual teachers, three scenarios are shared that invite teachers and researchers to decide what is ethical to do next. Then participants are guided to reflect on what issues could be operating in their communities to address their particular ethical concerns. After discussion in small groups, volunteers will present points/questions that have emerged. To conclude, useful resources will be provided.

Socio-Cultural Responsiveness, Educational Equity and Access
K-20
English & Spanish
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**Bilingual books**

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Supporting Tribal Communities to Build their Community Narrative on Language Learning

**On-Demand - 5**

Patrick Werito I Coordinator of Tribal Initiatives, Dual Language Education of New Mexico

The session will have DLeNM staff share how they support tribal communities to advocate for language learning by looking within their communities and leveraging on local assets and resources such as elders, tribal leaders, parents, and speakers of the language to begin defining the local cultural and linguistic expectations for language learning. Before any school program planning or activities are developed, it is imperative for schools to engage and support the local tribal community in defining and articulating its narrative on language learning from an Indigenous perspective. The narrative becomes an affirmation and validating that will be used to guide school Indigenous language programs.

**K - 12**

**English**

**Why Test for Proficiency?**

**On-Demand - 6**

Avant Assessment

Explore the Avant Assessment Proficiency Cycle with Dawn Samples. Learn about the four stages of the cycle and how proficiency testing can enhance the learning experience, inform instructional decisions, and empower your learners to earn a Seal of Biliteracy!

**K - 2**

**English**

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**Data Gets Funding**

Dual Language programs are under more pressure than ever to demonstrate effectiveness.

Avant STAMP tests are used for benchmarking as early as K-1 and trusted by educators to provide accurate and reliable results. This data supports decisions on where to invest time, energy, and funding.

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La Cosecha 2022
Powwow
November 4th
EL DORADO HOTEL, SANTA FE, NM

GOURD DANCE 3:30 - 6:30 PM
GRAND ENTRY - 7:00 PM

Head Staff
MC - Dominic Arquero, Santa Fe, NM
Arena Director - Vaughn Stands, Albuquerque, NM
Head Man Dancer - Terry Pecos, Jemez Pueblo, NM
Head Woman Dancer - Ina Montoya, Dulce, NM
Head Gourd Dancer - Lawrence Johnson - Whitehorse Lake, NM
Host Northern Drum - Sunka Ska, Albuquerque, NM
Host Southern Drum/Gourd - Southwest Singers, Albuquerque, NM

Contest Dance Categories
TEENS - Ages 13-17 • JUNIORS - Ages 7-12 • TINY TOTS - Up to 6 years old
Girls Dance Categories: Jingle Dress, Fancy Shawl, and Traditional Combined
Boys Dance Categories: Grass, Fancy, and Traditional Combined
Head Woman Special: Mother and Daughter Combined 5 Places
Head Man Special: Men 18+ Combined 3 Places

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For more information contact Patrick Werito at Patrick@dlennm.org.
Our Cultures, Our Languages —
Nuestra identidad comunitaria e igualdad educativa

Nihizaad Diyingo Bee Nihee'hózín
In totlaitol, in toteiquilt

Friday
November 4, 2022

27th Annual
Dual Language Conference
November 2 - 4
Santa Fe, NM
Programación * General Schedule
viernes, el 4 de noviembre de 2022 • Friday, November 4, 2022

Sesiones simultáneas • Concurrent Sessions
9:10 am – 10:30 am
10:50 am – 12:10 pm

Almuerzo • Lunch
Santa Fe Convention Center, Drury Plaza, Hilton
12:10 pm – 1:30 pm

Sesiones simultáneas • Concurrent Sessions
1:30 pm – 2:50 pm

Sesión plenaria • General Session
Santa Fe Convention Center • Sweeney C
3:30 pm – 4:30 pm

La Cosecha 2022 Powwow
Sesión plenaria ✴️ General Session
viernes, el 4 de noviembre de 2022 • Friday, November 4, 2022
3:30 pm – 4:30 pm

Our Cultures, Our Languages —
Nihizaad Dyingo Bee Nihee'hózin
Santa Fe Convention Center

Edward Tabet Cubero
State Director
Senator Martin Heinrich

Carlotta Penny Bird
University of New Mexico

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La Cosecha 2022 🌿 Santa Fe, NM
School Leadership Accountability to the Local Narrative on Indigenous Language Learning
Santa Fe Convention Center - Coronado
Patrick Werito | Coordinator of Tribal Initiatives, DLeNM
Azul Cortés | Director of Heritage Languages, DLeNM

The session will have DLeNM staff facilitate a dialogue with school and tribal community educational leaders on how schools can be accountable to the local community narrative on language learning. The session aims to provide discussion points for consideration that will lay the foundation for DLeNM to begin developing leadership modules and accountability measures towards the local tribal community narrative first, as well as external federal, state, and tribal mandates.

Indigenous Language Immersion and Dual Language Immersion Programs
K-12
English

Dual Language Bilingual Education Research, Practice, and Trends
Santa Fe Convention Center - Peralta
Cristina Alfaro | Professor, San Diego State University
Dr. Rebecca Blum Martinez | Professor, University of New Mexico
Ester Joanna De Jong | Professor of Research, University of Florida
Sonia Sotero | Professor and Chair-Leadership, Language, & Curriculum, DePaul University
Kathy Escamilla | Professor Emeritus, University of Colorado Boulder

This session will present state-of-the-art dual language bilingual education (DLBE) research. Scholars from across the country will discuss the current state of knowledge, focusing on an overview of trends, issues, contemporary research, ideologies, policy, practice, curriculum, and future directions in DLBE. Session will focus on issues of equity, heritage, identity, language, culture, achievement, access, liberation, and racialized communities.

Socio-Cultural Responsiveness, Educational Equity and Access
K - 12
English

VISIT OUR TABLE FOR MORE INFORMATION!
Santa Fe Convention Center - Sweeny Ballroom
Cross-Linguistic Transfer: The Spanish-English Connection
Santa Fe Convention Center - Sweeney B
Silvia Dorta-Duque de Reyes | Biliteracy Expert

Rather than assuming that cross-linguistic transfer will occur without explicit teaching, we can effectively organize literacy and language instruction intentionally and strategically to promote biliteracy. Learn to organize and sequence to maximize knowledge and language development in Spanish and English, while honoring the specific linguistic features of each language.

Effective Literacy: Biliteracy, Oracy, and Oral Language Development
K-5
English

Literacy, Technology, and Blended Learning
Santa Fe Convention Center - Kearney
Lupita Elizondo | Instructional Specialist, Imagine Learning

Participants will learn strategies that will enable them to support their dual immersion programs. Spanish reading comprehension, phonics, word recognition, and authentic text and music will be explored and used in various activities. Participants will work in groups to share information, as they enjoy learning new strategies and fun activities. Teachers will take away idea on how to utilize engaging Spanish/English resources, plus experience how other districts are implementing successful immersion programs.

Academic Language Development
K-5
English
Hand in Hand: Sociocultural Competence & Cultural Identity
Santa Fe Convention Center - Milagro
Sandra Medrano-Arroyo I Instructional Specialist, Elevation Education

Sociocultural competence, one of three pillars of dual language education, is the ability to understand the perspectives of people from other cultures, be aware of bias that affect them, and advocate on their behalf. Building and maintaining cultural identity is a key component of sociocultural competence. Discover ways you can celebrate students’ cultural assets, ensure they feel pride for their identity, and develop sociocultural competence.

Socio-Cultural Responsiveness, Educational Equity and Access
K-12
English

Equitable MTSS Systems for Multilingual Learners
Santa Fe Convention Center - Pojoaque
Amy Mosquera I Sponsor, Adelante Educational Specialists Group
Muriel Ortiz I Consultant, Adelante Educational Specialists Group

Classroom/Tier 1 instruction is inclusive of bilingual education, culturally responsive teaching, differentiation, and equitable practices. This session will describe how the MTSS framework is the equitable foundation for culturally and linguistically responsive pedagogy. Participants will learn about the processes to develop a culturally and linguistically appropriate MTSS system for multilingual learners.

Leadership: Research, Policy and Advocacy
K - 5
English

Caution: Mindset Shift Ahead! Tips, Tools, and Strategies
Santa Fe Convention Center - Sweeney A - In Person/Live Stream
Barbara Kennedy I GlobalLingo Education Consulting, LLC

“We’ve all heard it: Dual language (DL) is frequently misconstrued as “business as usual but in two languages.” Nothing could be further from the truth! Come explore this and other critical misunderstandings about DL programming and instruction that may threaten to derail your DL program, or even stop it dead in its tracks. Leave with tips, tools, and strategies to address common stakeholder misconceptions and to facilitate the critical mindset shift that is needed to unlock the true potential of your DL program. Systemic change requires systemic mindset shifts! Let’s get to work.”

DLE Program Development & K-12 Implementation
K - 12
English

Welcoming Bilingual Learners with Disabilities into DLE Programs
Santa Fe Convention Center - Sweeney C - In Person/Live Stream
Cristina Sanchez-Lopez I Instructional Specialist, Paridad Education Consulting
Theresa Young I Speech Language Pathologists, Sound Communication
John Hilliard I President, Paridad, Paridad Education Consulting
Fred Genesee I Professor Emeritus, McGill University

Introducing a new NDLF White Paper that features research on critical characteristics of programs and intervention that optimizes learning outcomes of minoritized students with disabilities in dual language programs. It builds on the Guiding Principles (3rd Ed) and research
A Foundational Reading Approach to Teaching RTI in Spanish
Drury Inn - Lamy
Adeline Aragon I Principal, School of Dreams Academy

This presentation will help teachers of kindergarten and first grade Spanish-speaking students engage students with reading activities of familiar text and activities to help them improve both accuracy and fluency in RTI. The process consists of a 30-minute RTI lesson for struggling readers with practices such as Inquiry-based learning, game-based learning, and cooperative learning through teaching basic foundational skills to the students.

Early Childhood and Special Education
K - 5
Bilingual

Language, Power, and Linguistic Colonization
Drury Inn - Meem
Shengxiao “Sole” Yu I Founder and Social Justice Educator, Nectar

This workshop will focus on the relationship between language and power with a discussion of linguistic colonization. We will ground the usage and instruction of languages in their contexts of relative power. We will also ask deeper questions of why English is the dominant language in the United States of America, and examine the influence of the English language on other countries in the forms of neocolonialism and imperialism.

Socio-Cultural Responsiveness, Educational Equity and Access
Community
English

How Dual Language Data Got its Groove Back
Drury Inn - O’Keefe
Alexandra Guillamo I Chief Equity and Achievement Officer, TaJu Educational Solutions

How can dual language education use holistic data to achieve equity while accelerating biliteracy, bilingual, and academic achievement goals? In this session, participants will learn how to use the dual language data framework in order to create skilled, inclusive, and collaborative teams that are able to efficiently collect, holistically analyze, accurately use, and continuously improve bilingual and biliterate results.

DLE Program Development & K-12 Implementation
K - 12
English

Social-Emotional Learning and Sociocultural Considerations- How Equitable are our School Cultures?
Drury Inn - Palace Ballroom A
Emily Bivins I Associate Professor, East Carolin University
Jillian LaSema I Professor, UNC-Charlotte

Two principals will highlight the why and practical tools and tips for integrating sociocultural competence into every practice for social-emotional learning in a dual language school. The
Empower Families and Celebrate Language and Culture: Leveraging the Seal of Biliteracy and Pathway Awards

Drury Inn - Palace Ballroom B
Jonathan Ruiz | Director, Velasquez Press

During this session participants will learn information on how they can connect their work with the Seal of Biliteracy, their dual language program and family engagement to boost biliteracy buy in from their school communities. They will also learn about the components and benefits of implementing the Velázquez Family Biliteracy Program, which is an innovative approach that helps schools celebrate the multilingual and multicultural assets of their students, family, and community. Together we can build a strong community that enhances the learning experiences of emergent bilinguals and value their cultural and linguistic diversity.

DLE Program Development
K - 12
English

Creating a Sustainable Secondary Dual Language Program

Eldorado - Anasazi North
Kris Nicholls | Director, Nicholls Educational Consulting

Is your dual language immersion (DLI) program already at 2nd/3rd grade? Then it’s time to start planning the transition to a successful and sustainable secondary program! Pulling together a transition team, student retention/recruitment, teacher recruitment, courses, curriculum, and master-schedule implications will be discussed, as we map the journey along a three-year timeline for successfully transitioning your elementary DLI program to secondary.

DLE Program Development & K-12 Implementation
K-12
English

Diversidad cultural y bilingüismo

Eldorado - Anasazi South
Luisa Fuentes | Director, Rayito de Sol Spanish Immersion Early Learning Center

En toda pragmática pedagógica es importante definir con precisión los conceptos implícitos en ella y determinar los vínculos que se gestan, sinérgicamente, entre sí. Todo proyecto de educación bilingüe (dual language education) debe integrar aspectos teóricos multidisciplinarios que nos ayuden a una eficiente y eficaz pragmática, y viceversa. La evidente y creciente multiculturalidad de las sociedades modernas determina un amplio panorama de contacto de lenguas y culturas. En este sentido, es importante determinar cómo se articula la relación bidireccional entre diversidad cultural y bilingüismo. Entender este proceso, social y lingüístico, nos ha de permitir desarrollar óptimamente nuestra labor docente.

Early Childhood and Special Education
Pre-K
English

Music & The Arts to Teach & Reach Multilingual Students & Families

Eldorado - Chapel
Guero Loco | Coordinator, Bilingual Nation USA

Much love everyone! This is GL, I’m excited to be back at La Cosecha 2022 in NM all the way from Germany where I’ve been on a brand new language/cultures/measurements learning journey for the past 9 months. Please join me as I break down actionable methods that educators can use to motivate our learners and build strong bonds with their families. In this session, I will expand on using music & the arts for family engagement, academics, and social-emotional learning. We'll focus in-detail on exercises, assignments, and projects that can be used to help our students achieve successes in the target languages. Attendees will receive access to all materials and teaching tools.

Academic Language Development
K-20
English
Let me Show what I Know! Translanguaging in Content Areas
Eldorado - DeVargas
Edmund Gorman I Teacher, Masters Graduate from NM Highlands University
Seonsook Park I Professor, New Mexico Highlands University

Are you ready to participate in activities that help you understand how frustrating it can be for our students to understand concepts, but not yet be able to express their understanding in their second language? Are your students assessed in an equitable way? This workshop is intended for dual language educators and focuses on classroom practices and assessments involving translanguaging in content areas. Participants will take away mini-lesson teaching ideas, vocabulary development strategies using visual supports, meaningful assessments, and the opportunity to reflect and discuss with peers expectations and supports for translanguaging practices with their own culturally and linguistically diverse students.

Socio-Cultural Responsiveness, Educational Equity and Access
K - 12
English, Mystery Language

Building Capacity: Essentials of a Dual Language Teacher Cohort
First Presbyterian - Chapel
Christina Leyva I Bilingual Instructional Coach, Round Rock ISD
Michelle Silva I Bilingual Instructional Coach, Round Rock ISD
Jennifer Harrell I Dual Language Coordinator, Pflugerville ISD

This session will cover the essential components of developing a bilingual teacher cohort in a virtual setting. We will share the components and contents of the course, and model authentic methods for teaching literacy in Spanish, in-person and virtual student engagement strategies, and ways in which teachers can empower students as multilingual, multicultural learners while pursuing advocacy through the curriculum.

Socio-Cultural Responsiveness, Educational Equity and Access
K - 5
English

MTSS and Dual Language
First Presbyterian - Room A,B,C
Adrianne Navarro I Multilingual Program Specialist, La Habra City School District
Rosamaria Murillo I Principal, La Habra City School District

Creating a Multi-Tiered System of Support (MTSS) is integral to the success of any dual language program. It is the system that allows students to thrive while learning in two languages. This session will focus on the leadership necessary for developing an inclusive system that best meets the needs of students in the areas of academics, behavior, and social-emotional learning. Examples and resources will be provided.

DLE Program Development & K-12 Implementation
K - 6
English
Fostering an Inquiry-Based Dual Language Classroom

**Hilton - Canyon**

Michele Rewold | Teacher, Dual Immersion Academy
Yunnuen McLaughlin | Spanish Math and Science Dual Language Educator, MCVSD 51

This session is an opportunity to explore a practice, where literacy and language, curiosity and engagement, theory and practice converge: teaching students to ask their own questions. In this session, we will share with participants the Question Formulation Technique (QFT)—a simple, powerful process in which students use all four domains of language to collaboratively generate, work with, and strategize on how to use their own questions.

Effective Literacy: Biliteracy, Oracy, and Oral Language Development
K - 12
Bilingual English and Spanish

Bridging Cultural Humility and Language in School Communities

**Hilton - Chapel**

Kee Straits | Director and Research Associate, TLC Transformations
Brenda Quiñónez-Cortés | LCSW | President, Facilitator & Consultant, El Puente Encuentros
Francisco Ronquillo | Health Extension Regional Officer, UNMH

A hearts-on workshop bringing to the forefront educational practices through culturally humble and responsive skills that go beyond cultural competence at the individual, interpersonal, and systems levels; it will offer introspective awareness through experiential activities and interactive exercises. It will highlight the historical and present-day uniqueness of New Mexico’s educational needs to become conduits of change in meeting those needs.

Socio-Cultural Responsiveness, Educational Equity and Access
K - 20
English/Spanish

E3 - Equity, Efficacy, and Evidence: Authentic Biliteracy Practices in Dual Language Classrooms

**Hilton - Mesa A/B**

José Medina | Director, Dr. José Medina Educational Solutions
Dr. Elena Izquierdo | Researcher, University of Texas at El Paso
Dr. Vanessa Espitia | Researcher, University of Texas at El Paso

If dual language bilingual education (DLBE) programs are to effectively meet the needs of linguistically diverse student communities, we must be willing to dismantle prevalent English-centric perspectives in the process of learning to read through two languages. Let’s strengthen our narrative. As biliteracy educators, we must never compromise el idioma en su naturaleza.

Effective Literacy: Biliteracy, Oracy, and Oral Language Development
K - 5
English

The Power of Oracy in Early Childhood Settings

**Hilton - Mesa C**

Jody Slavick | Professor, Literacy Squared/University of Colorado Boulder
Angelita Guerrero | School Readiness and ELL Director, Denver Great Kids Head Start
Sue Hopewell | Associate Professor, Literacy Squared/CU Boulder

Oral language development in both English and the home language is essential for a strong literacy foundation for preschool dual language learners. In this session, we will share what we have learned from a two-year collaboration between Literacy Squared® and Denver Great Kids Headstart. We will share ideas for supporting students in engaging in conversations about text and for leveraging and supporting the use of the home language at school.

Early Childhood and Special Education
Pre-K
English
The Science of Reading Spanish in a Dual Language Class

Hilton - Pecos
Nancy Herrera I Sponsor, Pacific Learning

This workshop begins with a review of the key features of an authentic early Spanish reading curriculum. During this time, participants will discover, and discuss the structure of the Spanish language, along with the importance of establishing a strong foundation in early literacy skills to achieve additional growth.

Effective Literacy: Biliteracy, Oracy, and Oral Language Development
K-5
English

Comunidad y conexiones: Technology and Gaming in the Dual Language Civics Classroom

Virtual Live Stream - 16
Veronica Schmidt-Gómez I Teacher, Hillsborough County Public Schools
Kristen Chapron I Senior Editor of Digital Learning and ELL, iCivics

Why civics? The purpose of civic education is to prepare students to be informed and engaged community members. And... teaching civics in two languages can be fun! Games (like those offered on iCivics) and other technological resources can provide equitable, culturally relevant, and critical-thinking opportunities for English and Spanish-speaking ELs/MLs. Let’s explore how to build vocabulary and create civic connections!

Integrating Technology and On-line instruction
6 - 8
English and Spanish
Effects of Reclassification on Student Achievement

Virtual Live Stream - 17
Rachel Garrett I Researcher, American Institutes for Research
Mayra Valterrez I Director of Language and Culture, NMPED
Kirsi Laine I Deputy Director of Language and Culture, NMPED

Join us to learn about a study that examines how well the New Mexico ACCESS criterion identifies the right timing for reclassification. Participants will learn about how student reclassification as English proficient affects achievement in English language arts and math. Participants will discuss how state and district leaders can use the findings to help ensure that students are supported leading up to and after they reach English proficiency.

Leadership: Research, Policy and Advocacy
6 - 8
English

Teaching con cariño: Teacher Agency and Teacher-Students Relationships in DL
Virtual Live Stream - 18
Paola Mendizábal I Student, William & Mary School of Education
Sarah Olsen I Elementary Teacher, Newport News Public Schools

English dominance and testing pressures can sometimes overpower DL implementation. In this session, two third-grade partner teachers (Spanish/English) will share how they enacted agency and used cariño practices to overcome challenges and support their students academically and behaviorally. Participants will learn how agency can be exercised through lesson planning, ally partnerships, and teacher-student relationships.

Socio-Cultural Responsiveness, Educational Equity and Access
K - 12
English/Spanish

Electronic Science Notebooks: Affordances and Constraints Beyond Virtual Learning
Virtual Live Stream - 20
Melissa Navarro I Assistant Professor of Bilingual Science/Math, SDSU
Jennifer Yang Peña I Teacher and Lecturer, CSU Dominguez Hills
Stephanie Vasquez I PhD Student, San Diego State University

In this interactive workshop, we will present research on best practices when considering electronic science notebooks (ESN). Then, we will discuss how ESN connects to the development of language and literacy, followed by examples in Spanish/English used in P-20 settings. We will also discuss the affordances and constraints of going electronic. Participants are encouraged to bring their laptops.

Integrating Technology and On-line Instruction
K-20
English

8:00 am-10:30 am (Extended Session)

Leadership in Dual Language Programming Matters!
Virtual Live Stream - 19
Rosa Molina I Director, ATLDE

The presenter will present some ideas and strategies to school and district administrators and program leaders to review the elements that require careful consideration when starting or aligning a two-way or dual language program. With over 30 years experience leading this work throughout the U.S., the presenter will discuss the issues surrounding scheduling, alignment, equity, staffing, curriculum, professional development, and parent-engagement strategies. The session will be held virtually and will be interactive.

DLE Program Development & K-12 Implementation
K - 20
English
Funding Insights for Multilingual Learners
On-Demand - 8
Dana Pawinski | Sponsor, Imagine Learning

Learn the primary funding sources available, key insights and trends, and strategies for multilingual learners in this funding on-demand session.

Leadership: Research, Policy and Advocacy
K-12
English

¿Cómo usar libros culturalmente receptivos en la instrucción de grupos pequeños?
On-Demand - 9
Michelle Fuentes | Literacy Specialist, Lee & Low Books
Verónica Labarca | Senior Education Sales Manager, Lee & Low Books

Esta sesión de ritmo rápido, dirigida en español, cubrirá estrategias de alta calidad y alto impacto para la instrucción en grupos pequeños. La especialista en alfabetización Michelle Fuentes, junto con la gerente senior de ventas educativas Verónica Labarca, de Lee & Low Books, guiarán a los participantes a través de una lectura compartida con preguntas culturalmente receptivas para los estudiantes. El texto destacado será el premio de honor Pura Belpré All Around Us de Xelena González. Los participantes explorarán las mejores prácticas para identificar libros en español de alta calidad.

Effective Literacy: Biliteracy, Oracy, and Oral Language Development
K-5
Spanish/Spanish
Integrating Powerful Strategies Across the Curriculum: Supporting Academic Language Development

Eugenia Mora-Flor I Professor at Rossier School of Education, University of Southern California, Teacher Created Materials

This session will engage participants in the experiences of a multilingual learner and how teachers can maximize students’ language development across the curriculum. The lived experiences of our students provide some of the most important information teachers need to make informed, instructional decisions for academic success. A review of the role of language across disciplines will also be presented, followed by a range of strategies that work for all levels of language development and all content areas. The intersection of students’ needs, interests and abilities, and understanding the role of language in the classroom, will then determine the instructional strategies needed to support learning. Participants will experience many strategies and walk away with practices they can use right away in their classrooms.

Academic Language Development
K - 6
English

Estrategias para la adquisición del lenguaje académico

Olivia Rivas I Teacher, Gwinnett Public Schools

En esta sesión se presentarán diferentes estrategias y recursos que podrás implementar en tu clase para ayudar a tus estudiantes de dual language al fomento, desarrollo y adquisición del lenguaje académico a través de la integración de la lectoescritura, matemáticas y ciencias. Además, estas estrategias están enfocadas a ayudar a los diferentes tipos de estudiantes bilingües en nuestro salones (estudiantes visuales, kinestésicos y auditivos.)

Academic Language Development
K - 5
Spanish
Kindergarten Readiness for All: Best Practices in Writing for Kindergarten
Santa Fe Convention Center - Peralta
Verónica Labarca | Senior Educational Sales Manager, Lee & Low Books
Dr. Brenda Arellano
Join Lee & Low and the Center for English Learners at AIR for a fast-paced, joyful discussion on best practices for writing in early childhood, centering English learners and dual language learners and their needs. Educators will come away with targeted instructional strategies available in English and Spanish. This session and the takeaways will be strategy-packed, evidence-based, research-backed, and classroom-tested.

Early Childhood and Special Education
K - 5
English

Seminario Socrático en Acción: una estrategia para la integración curricular en la escuela secundaria
Santa Fe Convention Center - Pojoaque
Ginoris Garrison | Dual Spanish Language Arts, Alexandria City Public Schools
Laura Negrón Monlor | Dual Language Coach, Alexandria City Public Schools
Seminario Socrático en Acción es una experiencia de aprendizaje centrada en los estudiantes y que abarca los cuatro dominios del lenguaje: lectura, escritura, comunicación oral y comunicación auditiva. Paso a paso, experimentarán cómo usar esta metodología participativa para la integración curricular, especialmente con los estudiantes del nivel secundario. Los participantes saldrán con las herramientas para implementar un seminario socrático.

Effective Literacy: Biliteracy, Oracy, and Oral Language Development
6 - 8
Spanish

Teaching Native Languages During the Pandemic: Sharing Our Experiences
Santa Fe Convention Center - Sweeney A - In Person/Live Stream
Carlotta "Penny" Bird | Facilitator/Consultant, New Mexico Tribal Language Consortium
Shannon Johnson | Dine Language Teacher and Coordinator, Albuquerque Public Schools
Darrin Rock | Tewa Language Integration and Partnerships, Kha’p'o Community School
The New Mexico Tribal Language Consortium (NMTLC) session will focus on Native language teachers’ experiences and perspectives on teaching Native languages during the pandemic, when many schools were required to close. The language teachers will share their instructional practices and how those practices were challenged when teaching became a virtual experience. Teachers’ familiarity with technology and reliance on flexibility to improvise new ways of interaction was of utmost importance. In New Mexico, many Native languages are not written so the support for the students’ oral language development was of concern. Panelists will talk about the challenges of using technology, as well as the triumphs of supporting language learning.

Indigenous Language Immersion and Dual Language Immersion Programs
K – 20
English

Anti-Racist Language as an Act of Collective Defiance
Santa Fe Convention Center - Sweeney C - In Person/Live Stream
Daisy Han | Director, Embracing Equity
Natane Lim | NM Project Manager, Embracing Equity
We interpret the world, experiences, and one another through language—language is the bedrock of humanity. And we carry it through generations upon generations. However, the cycle of interpretation can get distorted by the force of colonialism. During this session, we will be developing our own shared language to dissect, analyze, identify, dismantle, and transform inequitable systems of oppression.

Socio-Cultural Responsiveness, Educational Equity and Access
K-20
English
The mission of the DLeNM Student Leadership Institute is to support linguistically and culturally diverse youth to:

- embrace language, culture, and history as a source of power and responsibility;
- embrace their power and responsibility as an invitation to lead; and to
- embrace their invitation to lead as an incentive to build partnerships with each other as a means of preparing themselves for a future of advocacy and the use of power for the betterment of our diverse communities.

SLI Will Feature:
- Community Leadership Planning Workshops
- Breakout Sessions
- Guest Speakers
- Networking Tertulias

www.LaCosechaConference.org • www.DLeNM.org • (505) 243-0648
Teaching the Digital Generation: Purposeful Use of Technology in the Dual Language Classroom

**Drury Inn - Lamy**
Helen Guerrero l Teacher, Delavan-Darien School District

As educators we have access to a huge amount of technological resources that can be used in our DL classroom. But, which of those resources are useful and appropriate for our students? In this bilingual workshop, you will learn about digital resources to deliver instruction and enhance the practice of language and other skills. If you are looking for practical and purposeful ideas to use technology in your DL classroom, this session is for you!

Integrating Technology and On-line Instruction
K - 6
Spanish

Effectively Measuring Literacy Readiness in Bilingual Kindergarteners

**Drury Inn - Meem**
Rocio Rafa l Langinnov

A fully automated bilingual assessment was used with 84 kindergarteners at a dual language school in New York City. The goal was to measure listening comprehension, pre-literacy skills, and speaking in English and Spanish. The analysis of the data shows that the bilingual assessment effectively measured literacy readiness in English and Spanish and could inform instruction to provide a more equitable educational experience for Latinx bilinguals.

Effective Literacy: Biliteracy, Cracy, and Oral Language Development
K - 5
Spanish

Culturally Sustaining Mathematics Teaching

**Drury Inn - O’Keefe**
Odalis Amaro | Instructional Specialist, Holyoke Public Schools

Participants will explore how culturally responsive mathematics teaching is about inviting all students into meaningful mathematical experiences. Participants will examine ways of providing students with the opportunity to relate the learning of mathematics to their cultural frames of reference (i.e., background knowledge, native language), which helps develop their cultural identities and perceptions of themselves as capable learners.

Socio-Cultural Responsiveness, Educational Equity and Access
K - 5
English

Dual Language and Culturally Responsive Teaching

**Drury Inn - Palace Ballroom A**
Patricia S-Cate | Teacher, Albuquerque Public Schools

This presentation will address language and the benefits that come from being bilingual, whether Spanish or Native American. Early childhood teachers (PreK-3), parents, and leaders will benefit from this presentation. The presentation consists of a brief history, the importance of maintaining first languages, hands-on teaching strategies, small group discussions on advocacy for school improvement, leadership, and Q & A time.

Indigenous Language Immersion and Dual Language Immersion Programs
K - 5
English
La Cosecha 2022
Santa Fe, NM

Saturday, November 5, 2022

**Design with Intention: Developing a Strong DL Framework**
Drury Inn - Palace Ballroom B
Catherine Carrison | Retired Educator, Carrison Consultancy
Patty Finnegan | Assistant Director of Dual Language Education, Washington State Office of the Superintendent of Public Instruction

Learn about why and how to develop a DL Program Framework. A clearly articulated DL framework helps ensure a strong and sustainable program. We’ll share about WA State’s DL initiative & overview the State’s DL Program Framework template. We’ll examine critical elements of an effective program framework and strategies for integrating valuable stakeholder input. We’ll also discuss key considerations and share ideas for districts planning DL programs.

K - 12
English

**Creating Effective Biliteracy Instruction**
Eldorado - Anasazi North
Melody Wharton | Instructional Specialist/Consultant, Center for Teaching for Biliteracy
Olga Karwoski | Instructional Specialist/Consultant, Center for Teaching for Biliteracy

Effective biliteracy instruction must meet the pillars of dual language education, while closing the learning gap by capitalizing on student assets. This session will describe how systems (such as the program vision, pedagogy, language and content allocation plans, schedules, standards-based curriculum, instruction, and assessment) can be used to support biliteracy instruction at the program, school, and classroom level.

K - 12
English

**Familia and Community Literacies**
Eldorado - Anasazi South
Anita Hernández | Professor, NMSU
Sylvia Ramirez | ELD Teacher, Gadsden Independent School District
Sonia Chavez | Second Grade Teacher, Gadsden Independent School District
Jessica Armendariz | Second Grade Teacher, Las Cruces Public Schools
Samantha Correa | First Grade Teacher, Gadsden Independent School District

With the pandemic, schools have not been able to foster family engagement to the same degree. This session will feature three different family engagement sessions: 1. Family, Amor, and Literacy: virtual sessions; 2. How literacy is used in our school community: funds of knowledge sessions, 3. Compartiendo sueños y cultura: an after-school program. Los invitamos a escuchar lo que aprendimos de nuestras comunidades. Spanish-English bilingual session.

K - 5
English

**Using Music, Songs & Movement to Develop Biliteracy for the EC and/or Elementary School Programs**
Eldorado - Chapel
Gilberto Soto | Professor, Texas A&M International University

The objective of this presentation is to provide principles and strategies for how music and movement can be related to the expressive and developmental needs of dual language programs for children, from early childhood to elementary programs. These music activities are intended to increase the enactive, iconic, and symbolic learning experiences when creating a dual language lesson plan. Be ready to sing, move, and dance at all times!!!
Students Teaching Students
Eldorado - DeVargas
Persida Torres I Assistant Administrator, San Bernardino City Unified
Alisha James I Teacher, San Bernardino City Unified
Keziah Green I Program Specialist-Dual/EL Coordinator, San Bernardino City Unified

San Bernardino High School has the only dual immersion program with a 50/50 model at the high school level. As a result, teachers created a Spanish 6 honors course to provide students with four years of Spanish. Students organize, plan, and execute an interactive Spanish lesson for elementary students as the culminating project.

Personajes de literatura contemporanea y Cuenta Cuento
Eldorado - Zia B/C
Heather Robertson-Devine I Sponsor, Books del Sur
Paz Corral Yagham I Jefe de Proyectos Literarios, Editorial Zig-Zag

Conocer a Paz Corral Yagham, Jefe de Proyectos Literarios de Editorial Zig-Zag en Santiago, Chile, autora y cuenta cuento. Presentará los personajes de sus libros y el proceso de desarrollarlos. Terminará con un cuenta cuento que captiva las personas de cualquier edad.

Effective Literacy: Biliteracy, Oracy, and Oral Language Development
K - 5
English

Dual Language Commitment: Advocating for the Texas Seal of Biliteracy
First Presbyterian - Chapel
Nichelle DeVaughn I Professor, California State University, Channel Islands

This session highlights a study of a Texas school district committed to dual language education and the Seal of Biliteracy graduation recognition. While differences exist in state and local bilingual policies, the district continues to award increased numbers of EL student recipients. Best practices and findings are shared for campus teachers and leaders looking to prioritize educational equity and access for linguistically diverse students.

Biliteracy Trajectories: What has worked and what has not.
First Presbyterian - A/B/C
Josephine Rubio I Instructional Specialist, Velasquez Press

In an academic system that still refuses to authenticate the powerful and dynamic trajectory of our emergent bilingual students, we will present the effective biliteracy instruction where K-2nd grade students use all their linguistic repertoires to comprehend what they read and write in Spanish and English every day. We will also look at students’ writing to identify the possible foci for instruction that will support their biliteracy progress.
Implementing NDLE Teacher Preparation Standards

**Hilton - Canyon**
Craig A. Hughes | Professor, Central Washington University
Terrence McCain | Professor, Central Washington University

Washington’s Standards Board recently adopted the National Dual Language Education Teacher Preparation Standards. Bilingual education at Central Washington University has been in place for nearly 40 years. However, the movement to the NDLETPS has required changes to the endorsement program. This workshop will begin with an overview of the changes that are already in progress. Workshop participants will assist incorporating remaining standards.

Leadership: Research, Policy and Advocacy
K-20
English

Capstones: Changing New Mexico’s Graduation Requirements

**Hilton - Chapel**
Lisa Harmon-Martinez | Director, Future Focused Education
Lisa Meyer | Director of Instructional Equity, NM Dual Language Education
Grace Granillo | Research Assistant, Future Focused Education

Assessment systems across the country privilege English and ignore local practices and wisdom. Future Focused Education is Partnering with the NM Public Education Department and DLENM to develop a linguistically rich and community-centered learning and assessment experience that celebrates students’ culture, language, and lived experiences. Participants will learn about this multi-year, expansive project to envision a new graduation pathway.

Socio-Cultural Responsiveness, Educational Equity and Access
9 - 12
English

Developing Oracy Through Accountability Talks

**Hilton - Mesa A/B**
Edgardo Figueroa | Instructional Specialist, IL Texas
Laura Morales | Dual Language Immersion and Emergent Bilingual Professional Development Facilitator, International Leadership of Texas

Creating a culture of collaboration in which students learn from each other through focused conversation can be challenging. Join me in learning about using accountable talk features and building culture strategies to achieve these goals.

Effective Literacy: Biliteracy, Oracy, and Oral Language Development
K - 5
Spanish

Poder y esperanza: Meaningful Teacher Agency in Dual Language Instruction

**Hilton - Mesa C**
Benjamin Simon | Student, William & Mary School of Education
Paola Mendizábal | Ph.D. Student, William & Mary School of Education
Katherine Barko-Alva | Assistant Professor, William and Mary School of Education

This qualitative research study explores dual language teacher agency in response to estructuras lingüísticas dominantes. Teachers enacted agency by building curriculum, identifying resources, and navigating standardized testing to promote the biliteracy and bilingual goals of the program. This session provides research-based, actionable items for dual language educators to counteract pervasive monolingual orientations.

Leadership: Research, Policy and Advocacy
K - 12
Spanish/English
Supporting DLLs in Early Education & TK
Hilton - Pecos
Ana Marisol Sánchez | Instructional Specialist, Sobrato Early Academic Language
Jaylene Shelby | Program Coordinator, Sobrato Early Academic Language
Young children have the capacity to learn two languages, but this requires intentional planning. Come learn about scaffolds and strategies for PK/TK DLLs to support language development and build children's confidence in speaking both languages. Learn how the Sobrato Early Academic Language (SEAL) model has been working with PK/TK programs to support bilingualism. Participants will receive access to tools that can be easily folded into practice.

Early Childhood and Special Education
Pre-K
English

Estrategias translingüísticas para estudiantes transfronterizos en los contextos escolares K-13
Virtual Live Stream - 21
Mishelle Jurado | Coordinator, University of New Mexico
Minea Armijo-Romero | Doctoral Candidate, University of New Mexico
Susana Ibarra Johnson | Assistant Professor of Bilingual and TESOL Education, New Mexico State University
El objetivo de este taller provee una oportunidad para incorporar estrategias translingüísticas y fronterizas en el salón dual. Creamos un espacio de reflexión para buscar un punto de partida antes de entrar a estas nuevas propuestas pedagógicas. Los participantes dialogarán sobre las literacidades fronterizas y a abrirse y ser vulnerables a adoptar ideas que rompen el estatus quo y los moldes del bilingüismo tradicional.

DLE Program Development & K-12 Implementation
K-20
Spanish

Extensión del programa dual al hogar: Eventos familiares virtuales
Virtual Live Stream - 22
Kimberley Kennedy | Bilingual Education Consultant, Pocket Profe
Johanna Poncio Jordan | Director of Multicultural/Multilingual Programs, Huntley Community School District 158
¿Una ventaja de aprender a aprender en línea? ¡Ahora los estudiantes son genios en las videoconferencias en línea! Averigüe cómo un distrito escolar aprovechó la experiencia en línea de los estudiantes y extendió las ofertas duales a toda la familia con eventos virtuales interactivos que invitan a las familias a jugar, hablar, cantar e incluso bailar en dos idiomas.

Family/Community Partnerships
K - 5
Spanish

Aligning English and Spanish Foundational Skills
Virtual Live Stream - 23
Tita Matamoros
Come learn how to develop a scope and sequence of Spanish and English skills. Become familiar with the differences in both languages and know when to teach what. Let’s look at the natural progression of language and different components that can guide you to create a plan that ensures success for your dual language program.

DLE Program Development & K-12 Implementation
K - 5
English
La Cosecha 2022        Santa Fe, NM

viernes, el 4 de noviembre de 2022 • Friday, November 4, 2022
Morning Concurrent Sessions — 10:50 am - 12:10 pm

Mitos y leyendas en spanglish: una narrativa sociocultural para la enseñanza de la lengua

Virtual Live Stream - 24
Felipe Pérez I Teacher, Roaring Fork School District

La llorona, el coco, los piratas, bigfoot y hasta la mismísima chancla. ¿En qué nos ayudan el folclore y la lingüística comparativa para construir, enseñar y aprender una lengua? Esta presentación es una aproximación metodológica (basada en la narración de mitos y leyendas), con el fin de concebir el aprendizaje de la segunda lengua.

Socio-Cultural Responsiveness, Educational Equity and Access
K - 12
Spanish

Validating and Cultivating Language and Culture

Virtual Live Stream - 25
Ana Granados I Instructional Specialist, LCPS Head Start
Rosalinda Collins I Kindergarten Teacher, LCPS

Presenters will provide culturally relevant pedagogy (CRP) (Ladson-Billings, 1998) and culturally and linguistically responsive teaching research, practices and instructional lessons that validate and cultivate language and cultural diversity to enhance student learning in early childhood, elementary and middle school bilingual students.

Socio-Cultural Responsiveness, Educational Equity and Access
K - 12
English

The journey to reading begins with phonemic awareness

Phonemic awareness is often the missing piece in early literacy instruction. The Heggerty Phonemic Awareness Curriculum provides 35-weeks of daily explicit and systematic phonological and phonemic awareness lessons.

"I use this curriculum in my classroom almost every single day! It is incredible and is the ONLY thing that makes sense about teaching reading. I am literally obsessed."

- Vanessa M., Teacher
The Why and How of Crosslinguistic Connections for Biliteracy
Santa Fe Convention Center - Coronado
Sandra Mercuri | Retired Educator, OKAPI
Vivian Pratts | Teacher Educator, Sandra Mercuri Educational Consultants

This session introduces a translanguage pedagogy to strategically plan lessons that engage students in metalinguistic conversations. Students notice and analyze similarities and differences across both program languages. Phonology, morphology, grammar, and syntax examples are shared. This practice affords students the opportunity to develop metalinguistic awareness and accelerates reading and writing while becoming biliterate.

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

Diversión y aprendizaje a través de la ciencia
Santa Fe Convention Center - Kearney
Myrna Reyna | Coordinator, Grand Prairie ISD
Dr. Celina McEntire | Facilitator, Grand Prairie ISD

¿Les gustaría aprender cómo realizar estrategias divertidas y efectivas para motivar a los alumnos en el desarrollo del vocabulario académico en dos idiomas? Acompañemos en esta sesión donde aplicaremos estrategias para el aprendizaje del vocabulario científico a través de actividades interactivas para programas de inmersión dual. Los que participen en esta sesión obtendrán acceso a recursos y estrategias para la instrucción en dos idiomas.

Academic Language Development
K - 5
Spanish

A Teacher's Guide to Highly Engaging Online Instruction
Santa Fe Convention Center - Milagro
Moses Allen | Teacher, Cien Aguas International School

The presentation will showcase the presenter’s best practices for online instruction with examples on writing feedback, revision, student-to-student peer review, and opportunities for cross-content support during instruction. The presenter will share video media of online classroom teaching which uses live-documents from Google Workspace programs, so both teacher and student may be working in the same document simultaneously.

Integrating Technology and On-line Instruction
6 – 8
English

Bilingual Musical Story Time! - Using Music to Support Early Literacy
Santa Fe Convention Center - Peralta
Hamlet Menses | Instructional Specialist, GoCreative Programs, LLC
Alina Hevia | Instructional Specialist, GoCreative Programs, LLC

In this workshop, participants will:
• Repurpose already-known books to be used in online or real-life circle time programming in a more engaging style, incorporating more movement and participation from young learners.
• Gain access to supplemental activities and guides to other books, with an emphasis on diverse representation and bilingual resources.

Early Childhood and Special Education
Pre-K
English
LA COSECHA 2022
SESSION #1
PLANNING FOR SOCIOCULTURAL COMPETENCE AND CRITICAL CONSCIOUSNESS VIA CULTURE LEARNING TARGETS
THURSDAY, NOVEMBER 3, 2022
1:30 PM - 2:50 PM (MST)

LA COSECHA 2022
SESSION #2
E3 - EQUITY, EFFICACY, AND EVIDENCE: AUTHENTIC BILITERACY PRACTICES IN DUAL LANGUAGE CLASSROOMS
FRIDAY, NOVEMBER 4, 2022
9:10 AM - 10:30 AM (MST)

FOR MORE INFORMATION VISIT
WWW.DRJOSEMEDINA.COM

OUR VISION
Engage – Teachers and students in active Translinguaging practices to develop dynamic bilingualism, authentic biliteracy and cultural competencies for a globalized world.
Connect – Languages through strategic and intentional interdisciplinary planning to facilitate language transfer and biliteracy.
Empower – Bilingual students and collective teacher efficacy

OUR SERVICES
Professional Development on different aspects of dual language bilingual instruction such as biliteracy, language transfer, dual language essentials, content, language, literacy integration framework, and translanguaging practices for equitable access and culturally responsive teaching, such as Preview/View/Review and Crosslinguistic Connections.
Model lesson and targeted lesson planning individually or in a clinical format, model lesson analysis and planning application.
Observations and job-embedded coaching of individual teachers or grade level teams based on needs as well as principals’ coaching or effective program development and implementation.
Curriculum writing/enhancement using the district scope and sequence and resources to facilitate program implementation
Afternoon Concurrent Sessions — 1:30 pm - 2:50 pm

¡A aprender a leer cantando!
Santa Fe Convention Center - Pojoaque
Lada Kratky | Retired Educator, National Geographic Learning/Cengage

Children learn best when actively engaged, and very young children are naturally attracted to music, to rhyme, to rhythmic movement. A song is the perfect motivator, and this presentation shows how children actively sing memorable songs that focus on phonemic awareness and phonics, and demonstrates best practices for teach decoding, and then reading for meaning of decodable texts that are content based. And it all starts with a song.

Effective Literacy: Biliteracy, Oracy, and Oral Language Development
K-5
Spanish

Dual Language Building Blocks: Designing Programs for Success
Santa Fe Convention Center - Sweeney A - In Person/Live Stream
Sonia Sofero | Professor, DePaul University

The long-term effectiveness of dual language education largely rests on the extent to which districts and schools invest in comprehensive program planning, design, implementation, and improvement. The Dual Language Building Blocks, a framework grounded in current research, presents a blueprint for developing sustainable high-quality programs, guiding strategic districtwide program expansion, and enhancing access and equity for developing bilinguals. Considerations include district/school decision-making alignment, linguistic and culturally responsive ecosystems, and a biliteracy framework.

DLE Program Development & K-12 Implementation
K-12
English

Empowering Teacher Voices for Equitable Bilingual Tools
Santa Fe Convention Center - Sweeney B
Samuel Aguirre | Director, WIDA Español
Dolores Chávez-Linville | Director, Linguistic and Culturally Diverse Innovation, Renaissance

Teachers of Spanish-English bilingual programs regularly find themselves in need of bilingual instructional tools. They often have to create resources from scratch. This workshop will empower teachers so they may appeal for equitable bilingual classroom tools. We will feature a resource evaluation tool to help teachers identify characteristics of resources that match their classroom needs.

DLE Program Development & K-12 Implementation
K-12
English

Planning Teaching for Transfer in the Four Domains
Santa Fe Convention Center - Sweeney C - In Person/Live Stream
Jill Kperer Mora | Professor, San Diego State University
Silvia Dorta-Duquey Reyes | Binational Biliteracy Consultant, Author, Benchmark

We present effective dual language instructional strategies to support transfer of learning in four domains: language, literacy, content and culture. The presenters provide a model for analyzing Spanish/English text to design transfer lessons for each domain. Text analysis identifies subject-area specific concepts to promote academic language proficiency across languages and develop metalinguistic knowledge and cross-cultural competencies.

Academic Language Development
K - 5
English
Lexia® English Supports Emergent Bilingual Students

According to the National Center for Education Statistics, 1 out of 10 children in classrooms across the nation are Emergent Bilinguals. As this student population continues to grow, educators and researchers are discovering more about their unique needs and how they can be supported with edtech.

Learn more about Lexia English lexialearning.com/lexia-english
Conversaciones estructuradas para desarrollar la oralidad y la comprensión
Drury Inn - Lamy
Angélica Gómez | Instructional Specialist, Uvalde CISD
Denisse Vivanco | Instructional Coach, Uvalde CISD

La investigación ha revelado que los estudiantes bilingües suelen ser observadores pasivos durante las discusiones y actividades en el aula y cuando contribuyen sus comentarios, se limitan a breves respuestas. En esta sesión, se proveerá una variedad de estrategias efectivas para lograr las conversaciones estructuradas, que el docente puede integrar de manera manejable en sus lecciones diarias.

Effective Literacy: Bilingualism, Oracy, and Oral Language Development
K - 5
Spanish

Project GLAD® en español en la perseverancia hacia la biliteracidad
Drury Inn - O'Keefe
Omar Guillén | Administrator, Orange County Department of Education

La educación a nivel nacional está inmersa en la economía global; también se beneficia de una población diversa de residentes que hablan la mayoría de los idiomas que se escuchan en todo el mundo. OCDE Project GLAD® en español se alinea con la visión Global de California del 2030, así como también de otras iniciativas a nivel nacional que facilitan brindar un aprendizaje profesional a todos los educadores bilingües que se dedican a desarrollar e impulsar el lenguaje académico y la alfabetización para estudiantes multilingües.

Academic Language Development
K - 5
Spanish

Creando identidad STEAM en el salón de español de las escuelas primarias bilingües
Drury Inn - Palace Ballroom A
Marialuisa Di Stefano | Assistant Professor, University of Massachusetts- Amherst
Amerys A. Cuevas Díaz | Teacher, Amherst-Pelham Regional Public Schools
Isela Rivera | Teacher, Amherst-Pelham Regional Public Schools

Esta sesión interactiva provee a los docentes de español en programas bilingües y lenguajes duales practicas pedagógicas para la integración de las disciplinas de ciencia, tecnología, ingeniería, arte, y matemáticas. La sesión se alinea con los estándares NGSS (Next Generation Science Standards) y presenta un marco de pedagogías lingüísticas y culturalmente sostenibles para crear identidad STEAM multilingües en los estudiantes y en los docentes.

Socio-Cultural Responsiveness, Educational Equity and Access
K - 5
Spanish
Collaboration and Co-Teaching in Dual Language Programs: Shifting Mindsets and Practice Across Program Models

Drury Inn - Palace Ballroom B
Joan Lachance I Associate Professor, UNC Charlotte
Andrea Hongfield I Professor, Molloy University

The purpose of this session is to define and advocate for educator collaboration across dual language program models. Participants will explore a comprehensive framework for collaborative practices that support multilinguals’ across collaboration delivery models ranging from partner teachers in two classrooms to integrated co-teaching, including paraprofessionals. The session will facilitate discussions about: (1) Various collaboration configurations that work within the K-12 context to yield most effective instruction for MLs’ diverse academic, linguistic, and social-emotional development needs, and (2) Strategies to align collaboration practices in dual language programs with the 4 Pillars of dual language education.

DLE Program Development & K-12 Implementation
K-20
English

Mis maestrazos: Let’s Build a Bridge between Literacy and Oracy: Rutinas efectivas y sencillas

Eldorado - Anasazi South
Luz Roth I Professional Development, VIDA Bilingue
Evelyn Méndez Recinos I Dual Language Leader, Schuyler Community Schools

¿Cómo influye el lenguaje oral en la lectura? ¿Qué elementos incluye? ¿Qué actividades promueven el desarrollo óptimo del lenguaje oral? Este taller interactivo te enseña a preparar recursos para el apoyo del puente lingüístico y el desarrollo oral para alumnos en diferentes niveles de dominio del idioma. Si traes 8 hojas de papel construcción de colores diferentes, cinta pegante y marcadores; puedes llevarte una actividad lista para tu lección.

DLE Program Development & K-12 Implementation
K - 5
Spanish

Juegos para el desarrollo del vocabulario y la escritura en el aula

Eldorado - Anasazi North
Laura Díaz I Program Manager, Participate Learning
Irene Zamora I Program Manager, Participate Learning
Laura Macartney I Program Manager, Participate Learning

En esta presentación mostraremos cómo aplicar juegos para promover el desarrollo del vocabulario y la escritura. Únete a nosotros para tener una experiencia lúdica donde practicaremos con estos juegos y actividades. Podrás llevar materiales completamente en español, listos para implementar en el aula de lenguaje dual.

Effective Literacy: Biliteracy, Oracy, and Oral Language Development
K-5
Spanish

Traditional Songs in Spanish to Support Language and Community

Eldorado - Chapel
Sarah Farrell I Teacher, Sandoval Academy of Bilingual Education

Sarah Farrell recently started a K-8 Spanish immersion music program with the dual focus of providing students with the opportunity to sing, play, dance, and create music while developing the target language of Spanish and building community. This presentation will provide resources, songs, dances, games, and lessons designed to reach students through the inclusion of cultural musical traditions that allow engagement, and language.

Socio-Cultural Responsiveness, Educational Equity and Access
K - 5
Spanish
Engaging Families Through Affinity Spaces
Eldorado - DeVargas
Soledad Molinar I Director, Ventura Unified School District
Robin Freeman I Academic Progress Monitor, Ventura Unified School District
Danna Lomax I TOSA, Ventura Unified School District

In this session, participants will learn about creating Affinity Spaces for families from marginalized groups. These are safe spaces where Spanish-speaking families, families of African American students, and families of Indigenous students can learn from each other while supporting each other as they navigate the educational system and create community.

Family/Community Partnerships
K-20
English

Family and Caregiver Activities: Resources to Support Learning at Home
Eldorado - Zia B/C
Kelli Scardina I Instructional Specialist, Education Northwest
Kathia Romo I English Learners & Dual Language Ed, West Ed

During the closure of in-person schooling, many families struggled to make at-home learning fun. Learn about these free resources designed to provide simple, fun, and engaging activities families can use with their children at home, leveraging cultural and linguistic assets and knowledge to strengthen language development in either the home language or English. The nine activities are available in multiple languages (Spanish and Dari, among others).

Family/Community Partnerships
K-5
English

GLAD® Strategies That Hang Together: Your New BFF!
First Presbyterian - Chapel
Jennifer Lisle I Instructional Specialist, Multilingual Education
Suki Covell I Teacher, Yakima School District

Have you had some GLAD® training but felt overwhelmed, like you didn't know where to start? Did you leave your training with every intention of using some strategies that you learned, but when you got back to your classroom, you couldn't remember all the nuances and gave up before you started? This session is for you! Participants will learn how to move from Input and Guided Oral Practice strategies to Reading and Writing—the ultimate goal of GLAD®. Participants will hear from a teacher currently using them in her classroom, learn how to pair the strategies and the pedagogy behind them, and walk away with a list of strategies that hang together.

Effective Literacy: Biliteracy, Oracy, and Oral Language Development
K - 12
English

Counterstories of an Emergent Bilingual and the Power of Oral Language
First Presbyterian - Room A, B, C
Jen Hernández I Sponsor, Lexia Learning

Come join Emergent Bilingual Solutions account executive, Jennifer Hernández, a first-generation, emergent-bilingual student turned Multilingual Education Director, as she shares her counter story on creating a pathway for academic success for emergent bilinguals. In this presentation, participants will learn the power and research behind oral language as it aligns to decreasing Long Term ELs (LTELs) and increasing academic success for all emergent bilinguals through academic conversations. The 'why' behind the development of Lexia English for Emergent Bilinguals will be shared, along with how to use informative and timely progress-monitoring data to make instructional decisions.

Academic Language Development
K - 12
English
Exploring the Strands of Mathematical Proficiency

**Hilton - Canyon**
Erin Mayer | AIM4S3™ Developer, Dual Language Education of New Mexico

So what does it take to move students to mathematical proficiency? Come join us for this interactive presentation targeting K-8 teachers based on John Van de Walle’s work and incorporating the CCSS Mathematical Practices. The session will include a brief overview of DLNM’s math framework, AIM4S3™.

Academic Language Development
K-8
English

Closing the Vocabulary Gap in L1 and L2 to Increase Academic Literacy

**Hilton - Chapel**
Natalya Seals | Administrator, Founder & CEO of Little Sponges®

Basic foundations of language are built from parent/child interactions in early childhood. Vocabulary knowledge and life experiences create strong literacy foundations in every language. However, many children, especially low-income children, lack this foundation, not only in L2 but in L1. Often, children come to bilingual/dual language programs without a strong language foundation in either language, yet are expected to learn academic language and content in L2. Learn how this phenomenon hurts children socially and emotionally and hinders grade-level learning, as well as what you can do about it by implementing personalized, blended instruction.

Academic Language Development
6-8
English

"Dual"ing it in Early Childhood

**Hilton - Mesa A/B**
Jaclyn Al-Hanna | Instructional Specialist, CLDL Division - EPISD
Norma Calderón | Instructional Specialist, CLDL Division - EPISD

This session will focus on effective strategies dual language teachers can add to their “dual-toolbox”, including fundamentals of rituals, routines, and classroom management in a 50/50 dual language early childhood classroom. This session will provide evidenced-based tools, strategies, and structures to enhance the flow and delivery of classroom instruction. Participants will learn how to implement cheers, centers, thematic units, and much more!

Early Childhood and Special Education
Pre-K - 2
English

Building Thinking Classrooms for Bilingual Learners

**Hilton - Mesa C**
Ron Yoder | Teacher, West Mesa High School
Loretta Sandoval | Teacher, West Mesa High School

We model thinking classroom practices (TCP) to transform your bilingual students into problem-solving critical thinkers who enjoy drawing on their multicultural insights. Session activities include creating visible random-to-students small groups, de-fronting the classroom, and emoji graphs, number puzzles, and word art collaborations on vertical non-permanent surfaces. Discover how TCP can make your classroom the one students do not want to leave!

Socio-Cultural Responsiveness, Educational Equity and Access
K - 12
English
Participate Learning is your partner for implementing global education and language immersion offerings in K-12 schools.

We are committed to empowering educators to strengthen student outcomes and promote global leadership skills while preparing students for the global marketplace. Participate Learning is a certified B Corp and 'Best for the World' honoree headquartered in Chapel Hill, North Carolina.

Our Dual Language Programs create authentic, immersive, and equitable learning experiences for students. We currently work with 137 schools with Dual Language Programs that partner with us for unparalleled support.

Explore the impact Participate Learning’s offerings can have on your school by visiting our booth or website. participatelearning.com
Building Cross-Language Connections: Developing Oracy Using The Dictado

Hilton - Pecos
Erika Peña | 3rd grade Dual Language Teacher, Mineola Union Free School District
Gina Principato | 3rd Grade Dual Language Teacher, Mineola Union Free School District

Building connections between both languages is a crucial aspect of any dual language program. It is a necessary tool to enhance the learning experiences for language learners. Making these cross-language connections can be done through the Dictado. This method comes from the Literacy Squared Framework that emphasizes the importance of oracy development for language learners through writing.

Effective Literacy: Bliteracy, Oracy, and Oral Language Development
K - 5
English

Accelerating Foundational Literacy

Virtual Live Stream - 26
Courtney Smith | Instructional Specialist, Vista Higher Learning

The presenter will expose participants in English language and dual language programs from K-3, to explicit, sequential, systematic, diagnostic, and cumulative foundational skills instruction that embeds oracy throughout and contributes to oral language development. Participants will have a greater understanding of how to effectively implement evidence-based instruction that provides multiple and repeated opportunities to practice, extend, refine sound-spelling relationships. During this presentation, participants will be exposed to teaching the five pillars of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension in a parallel way, rather than isolated instruction. The participants will understand the importance of research and standards-based programs that teach foundational skills in a systematic and explicit way, using prescriptive routines and multisensory instructional techniques. This session will demonstrate how to teach critical foundational skills that adhere to the key features of Structured Literacy using Discover Phonics.

Effective Literacy: Bliteracy, Oracy, and Oral Language Development
K-5
English

Una probadita de fonología y ortografía en español

Virtual Live Stream - 27
Karina Chapa | Director, Region One ESC

¡Ven a disfrutar de una sesión entretenida e informativa sobre el maravilloso uso del idioma español! Desde la fonología (segmentación, unión y manipulación de sílabas), hasta la ortografía (acentos prosódicos y acentos escritos), entre otras muchas novedades más. Come enjoy a fun and informative session regarding the use of the Spanish language! From phonology (segmenting, blending and manipulating syllables) to spelling (accents) & more!

Effective Literacy: Bliteracy, Oracy, and Oral Language Development
K - 12
Spanish
Afternoon Concurrent Sessions — 1:30 pm - 2:50 pm

Mas allá de la venta de galletas: Estrategias para involucrar padres

Virtual Live Stream - 28
Catalina Sánchez | Coordinator, Orange County Department of Education

Hay muchas maneras de involucrar a las familias en la educación de sus hijos. Participantes aprenden estrategias que son apropiadas al desarrollo del niño y que apoyan la enseñanza de los temas que estudian los niños en clase. Se compartirán estrategias que toman ventaja de la familia como apoyo integral en el aprendizaje del niño.

Family/Community Partnerships
Pre-K
Spanish

Los derechos de los inmigrantes: una unidad

Virtual Live Stream - 29
Alejandra Domenzain | Author/Teacher, Author/ Teacher
Sharon Marroquin | Multi-lingual Education Specialist, Austin ISD

En esta sesión reflexionaremos acerca de la diferencia entre la diversidad/equidad/inclusión y la justicia social. Compartiremos de forma interactiva una unidad acerca de los derechos de los inmigrantes que utiliza una variedad de estrategias que desarrollan el lenguaje receptivo y productivo en preparación para la lectoescritura. Los participantes recibirán enlaces a los materiales necesarios para implementar la unidad en español o en inglés.

Socio-Cultural Responsiveness, Educational Equity and Access
K - 6
Spanish

National Board Certification Process

Virtual Live Stream - 30
Nuria Ortiz-Mingorance | Instructional Specialist, CHRISTINE DUNCAN H.A.
Jeanett Jiménez | 2nd Grade Teacher, Christine Duncan’s Heritage Academy

We will provide an overview of the process to become a National Board-Certified teacher and its benefits. Ms. Jimenez is a board member and Ms. Ortiz started the process last school year. We will discuss the four components and the 25 certificate areas. We will share information on cost and NMPED grants available to fund this certification. We will share resources to prepare and achieve the certification. We will provide opportunities for Q&A.

Early Childhood and Special Education
K - 12
English

Language Immersion for Bilingual Education

On-Demand - 13
Arushi Goel | Sponsor, Smile and Learn

This presentation is about language immersion for bilingual education with a multilingual digital platform called Smile and Learn. Smile and Learn contains thousands of interactive cross-curricular activities in videos, games, and stories in 6 languages to encourage language learning. It is suited for many bilingual education models such as Dual Language, ELL/ESL, Heritage, and World Language programs. Find out how educators and parents can use Smile and Learn in and out of classrooms to make language learning fun and engaging!

Integrating Technology and On-line Instruction
K - 6
English
Are you interested in university credit for attending La Cosecha?
If so, you’ve found your home!
New Mexico Highlands University

RDED 4350/5350
ST: La Cosecha Institute (2 credits)
December 13-31, 2021
Online Asynchronous
Instructor: Dr. Valenzuela
evalenz@nmhu.edu

https://apply.nmhu.edu/register/lacosecha

Register in minutes!
Affordable tuition!
Language access!

Undergrad: $582 (2cr.)
Graduate: $632 (2cr.)

Inquiries to: Dr. Seonsook Park
parks@nmhu.edu or 505-891-6924

For more information stop by the New Mexico Highlands University table located at the Santa Fe Convention Center - Sweeny Ballroom: BR1.
Our Cultures, Our Languages —
Nuestra identidad comunitaria e igualdad educativa

Saturday
November 5, 2022

Nihizaad Diyingo Bee Nihee’hózin
In totlahtol, in totequiotl
**Programación ★ General Schedule**

sábado, el 5 de noviembre de 2022 • Saturday, November 5, 2022

**Desayunar con expertos • Breakfast with an Expert**
Santa Fe Convention Center Ballroom
7:45 am – 9:00 am

**Sesiones simultáneas • Concurrent Sessions**
9:10 am – 10:30 am
10:50 am – 12:15 pm

**Sesión de clausura • Closing Session**
12:30 pm-1:00 pm
Student Entertainment
Love, Leadership, & Language
Santa Fe Convention Center - Coronado
Frank López | Community Member, Lopez Reflective Leadership Consulting

Love, Leadership, and Language represent three strands in the life of educators and community leaders. These three strands are so intertwined that we often don’t see how they connect. Yet, Love, Leadership and Language are uniquely intertwined just like a “trenza” — the Spanish word for braid. Teachers and educators often rise to positions of leadership with overwhelming amounts of work and usually without the necessary support. Moreover, the onset of social media and the impact of COVID have not only changed the tools for learning, they’ve altered our way of life. More importantly, they have deeply affected how we connect as human beings. In this presentation, we will discuss the "trenza" of love, leadership, and language via stories, real life examples, some jokes, and profound lessons from unexpected sources.

Leadership: Research, Policy and Advocacy
K - 20
English

Creating Graphic Novels to Tell Migration Stories
Santa Fe Convention Center - Kearney
Rachel Woods | Albuquerque HS
Ximena Soto

In this interactive session, participations will hear about a unit we created for English learners in which they created Graphic Novels to tell their migration stories and see student examples. Participants will learn everything necessary to create their own Graphic Novel unit, including how to introduce GNs, differentiate between GN and comics, and teach the elements of GNs. We will finish by practicing with the website we used for the unit.

Integrating Technology and On-line Instruction
9 - 12
English

Desarrollando un plan de lección diaria apoyando la alfabetización y la biliteracidad.
Santa Fe Convention Center - Milagro
Diana Villagrana | Teacher, Gadsden Independent School District
Gracela Pérez | Bilingual Teacher, Gadsden Independent School District
Claudia Salido | Bilingual Teacher, Gadsden Independent School District

En este taller impartido por docentes, se compartirá un plan de lección con estrategias y actividades que apoyen diaria y sistemáticamente su clase bilingüe o dual. Exploramos importantes elementos clave en el desarrollo del lenguaje y su importancia en el proceso de alfabetización. La incorporación de dichos componentes son la base en el plan de lección presentado.

Effective Literacy: Biliteracy, Oracy, and Oral Language Development
K - 5
Spanish
The Ins and Outs of Bilingual Multicultural Education Programs in New Mexico
Santa Fe Convention Center - Peralta
Carlos Ávila | Administrator, New Mexico Public Education Department

This presentation will discuss the many different areas/procedures that are utilized to ensure New Mexico state-funded Bilingual Multicultural Education Programs (BMEPs) may best serve students and school communities and be in compliance with the Bilingual Multicultural Education Act. The presentation will outline the purpose and goals of a state-funded BMEP. Participants will learn about the different students served in BMEPs, the different BMEP languages offered, and the overall BMEP annual cycle. The BMEP annual cycle will provide participants with information about the application process, instruction requirements, assessment, professional development for staff, annual reporting, and funding eligibility.

DLE Program Development & K-12 Implementation
K-12
English

Engage, Connect, and Empower Through PVR in Small-Group Reading
Santa Fe Convention Center - Pojoaque
Sandra Mercuri | Retired Educator, Sandra Mercuri Educational Consultants
Vivian Pratts | Teacher Educator, Sandra Mercuri Educational Consultants

This session shows how to “teach to the potential” during small-group reading. Presenters demonstrate how to use the Preview/View/Review strategy to build on the literacy skills and conceptual knowledge the students have in their home language to activate background knowledge and develop vocabulary before engaging the students in reading in the other language. Additionally, this process affords students the opportunity to develop (b)literate.

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

Seal of Biliteracy Student Portfolio Presentations
Santa Fe Convention Center - Sweeney A - In Person/Live Stream
Laura DuMond Kerr | Teacher, Taos High School
Gladys Herrera-Gurule | Family Literacy Coach, Taos Municipal Schools

At Taos High School, students investigate a theme of choice in two different Spanish-speaking or French-speaking countries, and present this research to a panel of community members, professors, and teachers to obtain the Seal of Biliteracy. We will outline the 8-week process through which students develop literacy and higher-level thinking skills as they prepare for their final presentations comparing the theme in two different communities.

Effective Literacy, Biliteracy, Oracy, and Oral Language Development
9 - 12
Spanish and English
Translanguaging in Multicultural and Multilingual Classrooms
Santa Fe Convention Center - Sweeney B
Angeles Muñoz I Teacher, Texas Woman's University / Denton ISD
Yesenia McCleskey I , Texas Woman's University

How do educators disrupt current educational practices to create culturally and linguistically sustaining pedagogy? As educators, we can have an impact on student learning by incorporating culturally relevant practices and translanguaging to facilitate cultural competence. When students feel valued and honored in the classroom, they are more likely to take pride in their linguistic abilities, leading to cultural and linguistic sustainability.

Socio-Cultural Responsiveness, Educational Equity and Access
K - 5
English & Spanish

Translanguaging Across Biliteracy Instructional Practices: Teacher Testimonios Countering Current Literacy Practices
Santa Fe Convention Center - Sweeney C - In Person/Live Stream
Susana Ibarra Johnson I Assistant Professor, New Mexico State University
Barbara Flores I Emeritus Professor, California State University San Bernardino
Janet Herrera I Teacher, Gadsen Independent School District
Alba Gonzales I Teacher, Gadsen Independent School District
Elizabeth Medina I Teacher, Las Cruces Public Schools

Our session draws from a Biliteracy Pedagogy graduate course where teacher educators developed a Biliteracy Project based on students’ questions, real problems, and needs to understand how children learn to read, write, and think by leveraging emergent bilinguals’ translanguaging. We will provide Testimonios on how the teachers’ perspectives shifted to a translanguaging stance countering current literacy practice and share their biliteracy instruction.

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

NM Bilingualism and Biliteracy State Seal: Lessons Learned after Seven Years of Implementing the NM BBSS in the SFPS District.
First Presbyterian - Chapel
Suzanne JacquezGorman I Instructional Specialist, Santa Fe Public School District

The session will provide an overview of the SFPS bilingual seal process for public high schools in the city of Santa Fe. Highlights of effective practices and challenges faced by a changing student population (e.g., supporting candidates pursuing the seal in world languages not as common in NM ) will be discussed. Candidate tips and a promotional video will be shared. ENLACE grant will be described and how it has supported the bilingual seal process in our district. Participants will be asked to participate in an interactive discussion to share what is working well in their school districts to support and promote the bilingual and biliteracy state seal. Come and learn with and from one another to promote seal.

Effective Literacy: Biliteracy, Oracy, and Oral Language Development
K-12
English
Gramática, ¿qué es y qué se debe enseñar?
**First Presbyterian - Room A,B,C**
David Nieto | Associate Professor, Northern Illinois University

En esta presentación, discutiremos el concepto de gramática y sus implicaciones para la enseñanza del español en programas bilingües. Empezaremos con una compilación de las características gramaticales del español y debatiremos sobre las distintas estrategias que podemos utilizar en los salones bilingües para fomentar el desarrollo metalingüístico en nuestras estudiantes.

DLE Program Development & K-12 Implementation
K-20
Spanish

**Why Dual Language Schooling: The Research Leaders Need to Know**
**Virtual Live Stream - 31**
Virginia Collier | Professor Emeritus, George Mason University
Dr. Wayne Thomas | Professor Emeritus, George Mason University

Revisiting our most popular book, we will examine key points to make the case for dual language schooling to your school board, administrative leaders, and parents & community. You can use these research-based points for purposes of starting, improving, extending to PK-12, and evaluating your dual language program.

Leadership: Research, Policy and Advocacy
English English

**The Lone Rangers: Teaching Multilingual Learners in Rural and Remote Schools**
**Virtual Live Stream - 32**
Laureen Avery | Director, UCLA Center X Northeast Region
Jason Cervone | Project Director, UCLA Center X Northeast Region
Christopher Cloutet | Assistant Professor, Mitchell College

The population of MLLs continues to grow in rural areas as families seek opportunity through immigration resettlement programs, agricultural employment, and other benefits afforded by small towns. This creates new challenges for teachers who find themselves unprepared to work effectively with MLLs. This session explores the question: What is the most effective and efficient strategy for supporting teachers working with MLLs in rural/remote sites?

Leadership: Research, Policy and Advocacy
K-12
English
BeeReaders is an engaging supplemental digital Spanish reading comprehension program that improves the reading comprehension skills of emergent bilingual students in grades K-12.

Our learning experience offers:

- **A Digital Library**
  A unique Digital Library where students can access thousands of authentic Spanish language books and texts.

- **Interaction through gamification**
  Students can access different tools to support their reading experience, like bookmarks, a built-in dictionary, music, read aloud, a reward system with an online store, and more!

- **A Mobile app with online and offline options**
  After downloading the app, students can use BeeReaders without an Internet connection.

- **A personalized experience**
  Students have access to personalized readings based on their preferences and can advance at their own pace.

- **A Bilingual Educator Platform**
  Teachers have access to data & resources to support reading comprehension growth.

For more info visit: www.beereaders.com
Contextualized Learning with CLAVES™: Equitable and Accessible Instruction for Language Learners
Santa Fe Convention Center - Coronado
Yanira Gurrola Valenzuela | Staff, DLeNM

Join us for an engaging session where you will participate in sheltering and scaffolding strategies and activities that can strengthen teaching and learning for emerging bilinguals. We will focus on how to provide students access to the content, while providing the opportunity to develop the language needed to participate in the learning. We will share the 8 Pathways from DLeNM's Contextualized Learning for Access, Validation, Equity, and Success (CLAVES™) Framework.

Socio-Cultural Responsiveness, Educational Equity and Access
K - 12
English

Uso de la tecnología como herramienta para la adquisición del lenguaje en una clase de inmersión
Santa Fe Convention Center - Kearney
Marcela Anguiiano | Teacher, The Awty International School
Stephanie Leydecker | Teacher, The Awty International School
Nuria Campos | Teacher, The Awty International School

Aprende a usar la tecnología como una herramienta educativa para ampliar y promover el desarrollo del lenguaje, así como para desarrollar estrategias de diferenciación en un entorno de inmersión. En este taller se presentarán una variedad de estrategias destinadas a promover la participación activa de los alumnos y el uso del lenguaje oral y escrito tanto fuera como dentro del salón de clases. La sesión incluirá ejemplos de aplicaciones específicas, herramientas tecnológicas, así como actividades prácticas que los maestros pueden implementar en sus aulas.

Integrating Technology and On-line Instruction
K - 5
Spanish

Supporting the 3rd Pillar of Dual Language via Culturally Relevant Pedagogy & Praxis
Santa Fe Convention Center - Milagro
Christina Hernández | Coordinator, Southwest ISD
Briana Jiménez | Elementary Emergent Bilingual Specialist, Southwest ISD

Audience will leave with ideas on how to create space and implementation of the 3rd pillar of DL, social cultural competence. Our presentation will focus on ways to incorporate literature and activities to honor our students' identities, cultural wealth, and assets. We will connect language, identity, and cultural wealth (Yosso, 2005) with the use of theoretical frameworks from Vygotsky's social-cultural theory and Ladson Billings-CRP & praxis.

Socio-Cultural Responsiveness, Educational Equity and Access
K-20
English
A Journey through the Lens of Equity, Inclusion and Belonging in our Educational Systems
Santa Fe Convention Center - Peralta
Cynthia Sheahan I Director, Colorado Association for Bilingual Education
Dr. Angelina Durán I Director, Mapleton Public Schools

Travel through the journey of historical experiences in U.S. schools to look through the lens of actual immigrant experiences. This will include the harsh realities of assimilation, stripping of culture, and the conforming to expectations for survival. We will engage in a reflection of stories to include students and families we serve in a school system then and now. Participants will be provided multiple strategies to promote equity within their system.

Socio-Cultural Responsiveness, Educational Equity and Access
K - 12
English

Diez consideraciones a tener en cuenta en una clase con estudiantes de Spanish Language Arts para lograr una instrucción efectiva
Santa Fe Convention Center - Pojoaque
Joaquin Márquez-Casas I Instructional Specialist, Robert F. Smith STEAM Academy, Denver Public Schools
María Fernández-Guerrero I Instructional Specialist, West Middle School, Denver Public Schools

Durante esta conferencia, realizaremos un recorrido a través de diez consideraciones a tener en cuenta para tener éxito en una clase con estudiantes de lengua heredada. Abordaremos aspectos tan diversos como crear unas relaciones a inicios del curso escolar con los estudiantes y la comunidad, planificación de actividades que sean culturalmente relevantes, Spanglish, translanguaging y cómo hacer participe a la comunidad compartiendo nuestras estrategias y experiencias con estudiantes de lengua heredada.

Socio-Cultural Responsiveness, Educational Equity and Access
K-12
Spanish

Translanguaging with Language Standards in a High School Heritage Spanish Classroom
Santa Fe Convention Center - Sweeney A - In Person/Live Stream
María Elena Orozco I Teacher, Valley High School/Albuquerque Public Schools

This session will address key standards in a High School Spanish Heritage Classroom: Spanish Common Core, Language Standards and Cultural Competencies. These standards focus on the affirmation of students’ home culture and language utilizing a multilingual and multicultural learning environment. Attendees will learn how to integrate these tools to develop a translanguaging space that unites student’s socio-linguistic knowledge and specific language and literacy objectives.

Socio-Cultural Responsiveness, Educational Equity and Access
9 - 12
Spanish/English
Translanguaging with Language Standards in a High School Heritage Spanish Classroom
Santa Fe Convention Center - Sweeney A - In Person/Live Stream
María Elena Orozco I Teacher, Valley High School/Albuquerque Public Schools

This session will address key standards in a High School Spanish Heritage Classroom: Spanish Common Core, Language Standards and Cultural Competencies. These standards focus on the affirmation of students' home culture and language utilizing a multilingual and multicultural learning environment. Attendees will learn how to integrate these tools to develop a translanguaging space that unites student's socio-linguistic knowledge and specific language and literacy objectives.

Socio-Cultural Responsiveness, Educational Equity and Access
9 - 12
Spanish/English

Biliteracy Trajectory Tool: Assessing Students Biliteracy in a Dual Language Program
Santa Fe Convention Center - Sweeney B
Jackie Rodríguez I Director, Sandoval Academy of Bilingual Education
Felicitas Reyes I Assistant Principal/Special Services Director, Sandoval Academy of Bilingual Education
Militza Zamora de Geisel I Spanish Teacher, Sandoval Academy of Bilingual Education
Alice Banks I Programs Coordinator, Sandoval Academy of Bilingual Education

As a New Mexico state charter school, our leadership/teacher team developed the Biliteracy Trajectory Tool (BTT). Administrators and teachers used the research and information from the book "Biliteracy from the Start" to create the BTT. Our BTT measures the growth of our students' languages in English and Spanish to determine our school meeting our mission.
Join us for a conversation about how it was developed and how we use it!

Effective Literacy: Biliteracy, Oracy, and Oral Language Development
K - 6
English/ Spanish

Spanish Variation: Why Teachers Should Respect 'haiga' and 'La rufa está líqueando'
Santa Fe Convention Center - Sweeney C - In Person/Live Stream
Kim Potowski I Professor, University of Illinois - Chicago

The Spanish language varies a great deal around the countries in which it is spoken. Although the U.S. has one of the largest populations of Spanish-speakers in the world, our ways of speaking Spanish are often criticized, causing feelings of shame among many young Latinos who frequently end up abandoning the language. After exploring some of the features of U.S. Spanish and how it got that way, we look at mechanisms that lead to linguistic prestige and, conversely, to stigmatization and repression. We conclude with concrete strategies for teachers to show respect for their students' ethnolinguistic identities while simultaneously engaging them in rich language development.

Socio-Cultural Responsiveness, Educational Equity and Access
K-12
English and Spanish
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La Cosecha 2022  Santa Fe, NM 11
Paulo Freire y las tareas de la vida cotidiana como educadores
First Presbyterian - Chapel
Joel Francisco Lagunas Ibarra I Professor, CILAC FREIRE

Un viaje que nos ayudará a conocer un poco más a nuestras estudiantes que tienen una herencia familiar vinculada a los países de América Latina: Reflexionaremos también nuestras características al ser educadores y cómo podemos integrar las “Tareas” freirianas a nuestra vida cotidiana para mejorar la experiencia educativa en el salón de clases de nuestras estudiantes.

Socio-Cultural Responsiveness, Educational Equity and Access
Spanish

Language Variation and Linguistic Bias
First Presbyterian - Room A,B,C
David Páez Acevedo I Instructional Specialist, University of New Mexico
Ryan D. Smith I Instructional Specialist, University of New Mexico

UNM’s Lobo Language Acquisition Lab studies bilingualism and minority languages of New Mexico. This workshop addresses language variation, linguistic bias, and linguistic profiling. We will discuss pervasive and harmful biases and will learn practical tools to help combat these biases and promote linguistic diversity.

Socio-Cultural Responsiveness, Educational Equity and Access
K - 12
English

Making Language and Content Accessible for Multilingual Learners with Special Needs
Virtual Live Stream - 33
Karina Chapa I Director, Region One ESC

During this session, participants will explore ways in which they can make language and content accessible for their multilingual learners with special needs through the implementation of the Universal Design for Learning framework and readily accessible technology tools, like the Learner Variability Navigator.

Early Childhood and Special Education
K - 12
English

La creación de textos multimodales en el salón de artes de lenguaje
Virtual Live Stream - 34
Analleli Muñoz I Assistant Director of Professional Learning, WIDA

Using the Marco de referencia de las artes del lenguaje del español de WIDA, this session will highlight ways bi/multilingual students can leverage their linguistic repertoire, dynamic identity, and cultural assets to create multimodal texts. Participants will connect salient ideas from Spanish language arts practices to practical applications for bi/multilingual students, creating spaces where bi/multilingual students can fully participate in the discipline.

Effective Literacy: Biliteracy, Oracy, and Oral Language Development
K-12
Spanish
In Memoriam

The school community of Robb Elementary School, Uvalde, Texas

We remember the nineteen students and two educators who were lost on May 24, 2022 and will continue to keep them and their families in our hearts and prayers. We also remember their classmates and teachers who have bravely carried on, honoring those who were lost with their commitment to their community, their traditions, and their education.

#StandWithUvalde

Anthony Argüello

1982 - 2022

Anthony Argüello, 39, a resident of Pecos, NM, lost his lifetime battle with aspiration pneumonia on November 26, 2021. Michael Rodríguez remembers him as a special student who had a way of creating personal bonds with people and making them laugh. Anthony was a fighter and never gave up regardless of what life threw at him. He enjoyed participating in the Special Olympics, volunteering at the senior center, being surrounded by family and friends, and sharing his adventures through social media.

José Armas

1944 - 2022

Activist and scholar, José Armas was a speechwriter for New Mexico governors and other politicians. Armas, was also an educator, newspaper columnist, publisher, and internationally recognized lecturer on bilingual education and Hispanic and minority issues. He went to school in California, working alongside his mother in the fields. Later, he became active in the civil rights movement and took a job in Albuquerque heading up the New Mexico Regional VISTA Program, the domestic version of the Peace Corps. Eventually, Armas would earn a doctorate in Chicano literature from the University of New Mexico and, based on his work as an activist, was awarded a fellowship at the Massachusetts Institute of Technology, where he helped create a bilingual mathematics television program. Well known for his social, educational, and political commentary on radio and TV, Armas was also a columnist for the Albuquerque Tribune and the Albuquerque Journal, as well as a contributing columnist for the Hispanic News Syndicate. Reaching beyond his skills as a writer, Armas became a publisher, founding De Colores, one of the first Chicano publishing houses in the country. He helped design and launch Hispanic Magazine, a top Latino monthly publication, and he established Imagen, a New Mexico magazine that featured one of the first special issues on Latino health.

Thomas S. Balsamo

1935 - 2022

David Rogers fondly remembers Thomas as his Boy Scout Troop Master. Thomas was a foreman for Folander Sheet Metal in Fairfield, NJ. He was a member of the Sheet Metal Workers International Local 25, served on the Executive Board, and was a founding member of the SMW Local 25 Retirees Club. He served in the United States Army during the Korean War and was a parishioner of St. Joseph RC Church, Toms River. Thomas was a member of the Boy Scouts for 30 years, serving as Cub Master of Cub Scout Pack 350, and was the recipient of the District Award of Merit and the Silver Beaver Award. He also volunteered his time with the St. John’s Feed the Hungry in Newark, NJ, Meals on Wheels of Toms River, and the Hearty Helpings of Toms River.

Mary Ruth Burns

1929 - 2022

Ruth Burns was born Mary Ruth White to Rose Powers White and Robert E. “Eddie” White on March 11, 1929 in Portales, New Mexico. Ruth completed her school years in the Portales Schools and attended Eastern New Mexico University, earning her Master’s degree in Bilingual Education. She studied at a university in Saltillo, Mexico before beginning to teach in the experimental Early Childhood Bilingual Nursery School in Clovis, NM. She later taught the second-grade bilingual class at La Casita Elementary School, which had the first bilingual program in the Clovis Municipal School District. During this time, she also served on the New Mexico State Bilingual Advisory Committee.
In Memoriam

Julian Nava
1927 - 2022
In the spring of 1980, Julian Nava was about to become a pioneer again. The Boyle Heights native had gone through his life as a man of firsts: the first Mexican-American student body president at East Los Angeles College; one of the first Mexican Americans to earn a PhD from Harvard; the first Latino elected to the Los Angeles Unified School District Board of Trustees, and one of the masterminds behind a pivotal television series about the Chicano experience. President Carter appointed Nava as the first Mexican-American U.S. Ambassador to Mexico. Nava paved the way for waves of Latino politicians in Southern California who followed him in education, elected office, diplomacy, and beyond by working within systems that had long excluded people like him.

Samuel Sandoval
1923 - 2022
Navajo Code Talker, Samuel Sandoval, one of the last remaining Navajo Code Talkers who transmitted messages in World War II using a code based on their native language, passed away earlier this year. Sandoval was born in Nageezi, near Chaco Culture National Historical Park in northwestern New Mexico. He enlisted in the Marine Corps after attending a Methodist school where he was discouraged from speaking Navajo. He helped recruit other Navajos from the school to serve as Code Talkers, expanding on words and an alphabet that an original group of 29 Navajos created. Sandoval served in five combat tours and was honorably discharged in 1946. Navajo President Jonathan Nez said Sandoval will be remembered as a loving and courageous person who defended his homeland using his sacred language.

Rosalía Tapia “Grandma Rose”
1917 - 2022
Grandma Rose was Michael and Jackie Rodriguez’ much-beloved grandmother. Rosalía Ortiz Tapia was born on June 6, 1917 in Rowe, New Mexico to Fevian Ortiz and Cleotilde Archeula Ortiz. She took care of her children with uttermost love — working, cleaning, and making their house a wonderful home to grow up in. She participated in her community, attended school functions involving her children, and was an active voter in the same Gonzales School precinct for over 40 years. She was a devout Catholic, recited the rosary nightly, and attended church regularly. She was a joy to be with on simple visits, picnics, drive-in movies, drives to visit family members, and visits to beautiful Rowe. She was a most wonderful counselor and friend. We will miss her company very much.

Tell us how we did!
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